



EQUALITIES POLICY

SMARTIES PRE SCHOOL & OUT OF SCHOOL CLUB

POLICY STATEMENT

'Smarties Pre-School & Out of School Club ('Smarties') is committed to providing equality of opportunity and anti-discriminatory practice for all children and families. Our Equalities Officer (ENCOs) is: Georgina Dowley for both the Pre-School & the Out of School Club. Our Special Educational Needs Co-ordinator (SENCOs) is Georgina Dowley for the Pre School and Out of School Club.

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity; provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- improve our knowledge and understanding of issues of equality and diversity; and
- make inclusion a thread which runs through all of the activities of the setting.

The legal framework for this policy is:

- The Equalities Act 2010

Procedures

Admissions

Our pre-school is open to all members of the community from the age of 2 years and 3 months. Our Out of School Club is open to all children from the age of 3 -11 years.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our Equalities policy.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability. Children who are disabled or have special educational needs will be included, valued and supported, and reasonable adjustments will be made to our staff and setting for them.
- We develop an action plan to ensure that, as far as possible, we shall make reasonable adjustments so that children with disabilities can participate successfully in the services offered by the setting and in the EYFS framework offered by the Pre-School.

Meeting Needs and ensuring Inclusive Practice

- Children who are disabled or have special educational needs will be included, valued and supported at our setting
- We shall aim to make reasonable adjustments to accommodate any child with additional needs by reviewing our provision prior to their arrival. We aim to work with parents or specialist advisors to plan such reasonable adjustments prior to a child's start date.



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- Throughout their time with us, we shall aim to monitor and re-assess our provision and make further adjustments for children with additional needs where possible.
- At all times we shall challenge inappropriate attitudes and practices; our provision will encourage children and families to value and respect others.

Employment

Posts are advertised and all applicants are judged against explicit and fair criteria. The applicant who best meets the criteria is offered the post, subject to references and checks by the DBS. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications. We monitor our application process to ensure that it is fair and accessible.

Training

- We welcome opportunities for staff and volunteers to develop practices which enable all children to flourish, through available training courses.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Pre-School Curriculum

The curriculum offered in the pre-school encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We uphold this curriculum in the Pre-School, and adhere to its core drivers throughout Smarties' services by:

- making children feel valued and good about themselves; ensuring that children have equality of access; reflecting the widest possible range of communities in the choice of resources; avoiding stereotypes or derogatory images in the selection of materials; celebrating a range of festivals; creating an environment of mutual respect and tolerance; helping staff, children and families to understand that discriminatory behaviour and remarks are unacceptable;
- ensuring that the services offered are inclusive of children with special educational needs and children with disabilities; and ensuring that children whose first language is not English have full access to the setting's resources and are supported in their learning.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully. For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.



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Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.
- Our Out of School club aims to follow the School Food Trust guidelines for healthy eating.

Meetings

- Meetings are arranged to ensure that all families who wish to are able to be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and by email to ensure that all parents have information about access to the meetings.

This policy was adopted on:

15/11/2022

Date to be reviewed:

15/11/2025

Name of signatory:

Victoria Hutter

Role of signatory:

Chairman of the Committee

Signed:

15/11/2022