

Hemingford Grey Playgroup

Policy: Equality

January 2020

Introduction

Our setting is committed to valuing diversity and promoting equality of opportunity for all. We seek to challenge prejudice and discrimination and to create an anti-bias environment in which all children have a sense of belonging. We recognise that each child is unique and aim to meet their individual needs in order for them to achieve their full potential. We promote and encourage positive attitudes and relationships between all our children, families and the wider community.

The diversity of families in our setting

The maximum capacity of the site is 42 at any time.

As of the Autumn Term 2019 there are 39 children on the register (split across the sessions). To meet the needs of the local community, we have been taking children from 2 years 6 months to under 5 years.

25 of those are due to start school in September 2020 (11 boys and 14 girls). 13 Autumn born, 7 boys and 6 girls, 9 Spring born, 2 boys and 7 girls and 3 Summer born 2 boys and 1 girl.

13 children are due to start school in September 2021 (6 boys and 7 girls). 11 Autumn born, 4 boys, 7 girls (including 2 sets of twins) and 2 Spring born, 2 boys.

Majority of the children come from the local community and are white British. We have one set of twins who is EAL who has Italian heritage. We have four children who are bilingual, two speaking Polish, one Mandarin and Chinese, one Polish and Bulgarian.

We have two children with British Indian heritage and one child mixed white Caribbean heritage.

Recognising and respecting difference and diversity

Treating people equally does not necessarily involve treating them the same. Our policies, procedures and activities promote equality and we challenge discriminatory behaviour and language. Nevertheless they take into account differences of life experience, background and individual needs and the types of barriers and

disadvantages that people face. We respect the religious beliefs and practices of all staff, children and families, and comply with reasonable requests relating to religious observance and practice.

Admissions and transitions

We base our admissions policy on a fair system. We advertise our services widely to encourage maximum participation of all community groups. We do not discriminate against any child and will make reasonable adjustment to facilitate places for all children. We aim to fully support all transition phases and understand that different children and their families will need different levels of support to achieve smooth transitions.

Communication and Information

We value and respect all communication, with children, parents/carers, staff and other professionals. We endeavour to listen and schedule meetings at accessible and convenient times. We aim to make information accessible to families using a large range of formats including verbal and visual information, clear written information (including electronic) and translated materials where appropriate. We aim to ensure that the content of this policy is known to all staff, parents, carers and children where appropriate.

We will share the names of our setting's SENCo and ENCo with families.
We provide a complaints procedure and a complaints summary record for parents.

Setting ethos, positive attitudes and relationships and a shared sense of cohesion and belonging

Our policies, procedures and activities will promote positive interaction, good relationships and respect between individuals, groups and communities.

Resources, activities and the environment

We aim to promote an inclusive ethos and offer children a range of relevant resources that positively reflect diversity, as well as suitable activities that reflect their interests. We make reasonable adjustments to ensure planning reflects equality of access to resources and activities for all children, including those with SEND and those who speak English as an additional language. We encourage children who speak English as an additional language to also speak their home language and understand the value that this has in contributing to a positive sense of identity, learning and general linguistic development.

Staff development and training

We ensure that all staff, including support staff and those in governance, receive appropriate training and opportunities for professional development to enable them to develop anti-discriminatory and inclusive practices. We ensure that staff are confident and fully trained to meet the needs of the children, e.g in administering medicines and performing intimate care procedures when these are needed.

Employment and staffing

Posts are advertised and all applicants are judged against explicit and fair criteria. Applicants are welcomed from all backgrounds and we aim for staffing to represent the diversity of the community. All job descriptions include the promotion of equality as part of their specifications. All interviews include at least one equality and one SEN/D question.

Designated roles and responsibilities

Our setting has a Special Educational Needs Coordinator (SENCo): Christine Collings. The SENCo coordinates the provision for children with SEN/D within the setting, works in partnership with parents, staff and external agencies and ensures appropriate record keeping procedures are in place.

Our setting has an Equalities Named Coordinator (ENCo): Andrea Thompson. The ENCo coordinates the development of equalities provision throughout the setting.

Addressing prejudice related incidents

The setting is opposed to all forms of prejudice and will take action against discriminatory behaviour (including that of staff, parents/carers, children and any visitors to our setting). The setting aims to foster a culture where prejudice related incidents are proactively dealt with and reported. We will follow the guidance in the ENCo handbook regarding prejudice related incidents. We keep a record of prejudice related incidents and feedback anonymous data to the local authority.

Narrowing the gap

We acknowledge our commitment to the specific duties under the Equalities Act 2010. We publish equalities information about our setting on our website and in our information pack for parents/carers.

Monitoring and review

We continually review our practices to ensure that we are fully implementing our policy. We review our equalities policy regularly, at least on an annual basis, in consultation with the staff, committee and parents/carers.

This policy was adopted at a meeting of Hemingford Grey Playgroup Management Committee, held on 21st September 2016 and reviewed in February 2020.

Signed by the chairperson, on behalf of the Committee:

..... SARAH MURPHY (Chairperson's name - block capitals)

.....  (Chairperson's signature)

..... 27.2.20 ' (date)