

## Equal opportunities

### **Our Equalities Named Co-ordinator (ENCO) is Nikki Cross**

At Melbourn Playgroup and Out of School Club we ensure that all cultures and faiths are visible across the setting and are incorporated into the daily life of the playgroup and out of school club. Alongside this we also promote British Values in our setting. This includes treating all families as equal, promoting good behaviour, respecting the knowledge and interests of children and understanding their backgrounds. We work in partnership with families and the wider community and involve them in in the playgroup and Out of School Club and welcome their knowledge and interests. We promote diversity and challenge stereotyping through our resources and planning and aim to enable all children to acquire respect for their own and other cultures. We also ensure that we are fully inclusive of all dietary requirements for example; vegan and gluten-free.

### **Admissions**

Our setting is open to all members of the community.

We provide information in clear, concise language, whether in spoken or written form.

We base our admissions policy on a fair system.

We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion, social background or languages spoken.

We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.

We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

### **Employment**

Posts are advertised in a range of media to try to encourage a wider demographic of applicants.

All applicants are judged against explicit and fair criteria.

Applicants are welcome from all backgrounds and posts are open to all.

We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.

The applicant who best meets the criteria is offered the post, subject to references and DBS checks. This ensures fairness in the selection process.

All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

### **Curriculum**

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- learning about a wide range of festivals;
- differentiating the curriculum to meet children's special educational needs;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that the curriculum offered is supportive of children with EAL;

The ENCO/Keyperson will work in partnership with the family to provide a full and enjoyable learning experience at the setting

### **Meetings**

Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.

Information about meetings is communicated in a variety of ways – written and verbal to ensure that all parents have information about and access to the meetings.

### **Legal framework**

- The Equality Act 2010
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001
- Special Educational Needs and disability code of practice 2014