

## Equality and Diversity Policy

Belton Playgroup is committed to providing equality of opportunity for all children and families.

We work in accordance with all relevant legislation, including;

- Race Relations Amendment Act 2000
- Children Act 2004
- Equality Act 201
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2015

We believe that the groups' activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our pre-school have an equal chance to do so.

### *Admissions*

Our setting is open to all members of the community.

- We provide information in clear, concise language, whether in spoken or written form. Where needed we can have our forms translated into other languages by accessing a translator or member of the community.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.

- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, 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 and 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 of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
- Commitment to implementing the groups Equal Opportunities Policy will form part of the job description for all workers.
- We monitor our application process to ensure that it is fair and accessible.

### *Training*

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity, and inclusion.

### *Early Years Foundation Stage*

All children will be respected and their individuality and potential recognised, valued, and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

We do this by:

- ensuring that children have equality of access to learning.

- recognising children's different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- Choosing resources to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.
- avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- creating an environment of mutual respect and tolerance.
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- ensuring that the EYFS is inclusive of children with special educational needs and children with disabilities.
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages. Bilingual/multilingual children and adults are an asset. They will be valued, and their languages recognised and respected in the playgroup.
- Showing respectful awareness of all major events in the lives of the children and families in the playgroup and society by acknowledging their festivals. Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others and will be introduced where appropriate to the stories behind the festivals. Before introducing a festival with which the adults themselves are not familiar, appropriate advice will be sought from the people to whom the festival is a familiar one. Children and families who celebrate at home festivals with which the rest of the pre-school is not familiar will be invited to share their festival with the rest of the group, if they themselves wish to do so. Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations, special food and clothing they involve, as part of the diversity of life.

### *Valuing diversity in families*

- The playgroup recognises that many different types of family successfully love and care for children. We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

### *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, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

### *Meetings*

- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.
- Planning for meetings and events will take into account the needs of people with disabilities.

Also see Emotional Health and Wellbeing Policy.

This policy was adopted at a meeting of Belton Playgroup Association:

Held on: 2<sup>nd</sup> June 2026

Signed on behalf of committee:



Name and role of signatory: Anna Spencer, Chair of committee

Review date: April 2027

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