



Allsorts Equal Opportunities and Inclusion Policy

Purpose

Allsorts is committed to providing equal opportunities for all children, families, students, volunteers and staff. We work in accordance with the Equality Act 2010, Prevent Duty Guidance 2015, EYFS Birth to 5 Matters 2021, Ofsted and The Local Provider Agreement.

Definition of Inclusion

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging.

Admissions

Allsorts is open to every family in the community. There will be no discrimination on any ground of the 9 'Protected Characteristics': disability, gender reassignment, pregnancy and maternity, race, religion, sexual orientation, sex, age, marriage or civil partnership. Admission to any particular primary school is not guaranteed with attendance at Allsorts.

See Admissions Policy for further information.

Employment

Allsorts will appoint the best person for each position and will treat each applicant fairly, whilst giving regard to suitability, references, DBS checks etc. The recruitment procedure ensures that each applicant is dealt with fairly and equally.

Families

We aim to show respectful awareness of major events in the lives of the children and families at the setting and in our society as a whole. Children will be encouraged to welcome a range of different festivals, together with stories, celebrations, special food and clothing they involve, as part of the diversity of life. All families will be made welcome and are encouraged to take part in a wide range of parent partnership activities to ensure they feel part of the setting. This will include a variety of different family structures of any race, religion, ability or age

The Curriculum

All children will be respected and their potential recognised, valued and nurtured. Activities and use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to all children to explore, acknowledge and value similarities and differences between themselves and others in a variety of ways whilst also promoting British Values. Each child will be observed and assessed, and have their interests taken into account. We will then be able to provide an individual curriculum that is best suited to that child and best meets their needs for further development and achievement.

Special Educational Needs and Disabilities

See Special Educational Needs and Disabilities policy.

Discriminatory Behaviour and Remarks

Discriminatory behaviour and remarks are unacceptable in the settings. We aim to be sensitive to the victims and to help those responsible to understand and overcome their prejudices. Staff and adults in the setting will show positive role modelling and everybody has the right to be treated with dignity and respect. Everybody has the right not to be bullied, harassed, abused or intimidated or to be victimised if providing information on discrimination. Any adult in the setting making discriminatory remarks or showing discriminatory behaviour will be dealt with appropriately, and may result in disciplinary proceedings.

Extremism and Radicalisation

See Prevent Duty Policy

Languages

Information written and spoken will be clearly communicated in as many languages as is necessary. Children will be made aware through theme work of other languages and forms of communication. When we have a child or family attend with language barriers we will endeavour to break down these barriers with translation of documents and further aids within the setting to ensure the family and the child feel included.

Food and Medical Requirements

Medical, dietary and cultural needs will be met as required.

Meetings

The time, place and conduct of any meetings held will ensure that all staff or families (dependant on the meeting) have an equal opportunity to attend. Parent opinions will be sought to plan the timings of the committee meetings.

Training

See Training Policy.

Relationships

You must maintain appropriate professional boundaries with parents/carers and children. You must avoid improper contact or relationships with children and respect your unique position of trust as a practitioner in Early Years. Where possible staff will not work in the same room as their own children.

Agencies

Hearing and Visual Support Services
Child Development Centres
Speech and Language Therapist
Ethnic Minority Achievement Services
Portage
Health Visitors
Physiotherapists
Outreach Workers