

WINSTON HOUSE  
PREPARATORY  
KINDERGARTEN  
EQUAL OPPORTUNITIES  
POLICY

Author: SLT  
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## **INTRODUCTION**

At Winston House Preparatory Kindergarten (“the setting”) we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this setting promotes the individuality of all children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy accords with legislation:

- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Act 2002;
- Sex Discrimination Act 1975

## **AIMS AND OBJECTIVES**

- At our setting we do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our setting.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the setting.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil’s worth, we celebrate the individuality and cultural diversity of the community centred on our setting, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual’s legitimate point of view, we aim to promote positive social attitudes, and respect for all.

## **RACIAL EQUALITY**

In our setting, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the setting can provide, with access to all educational activities organised by the setting. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with setting procedures (see Behaviour Policy).

We endeavour to make our setting welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the setting.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

### **DISABILITY NON-DISCRIMINATION**

Some children may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the setting. The setting fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

### **GENDER EQUALITY**

We recognise that in some subject areas the achievement of one gender is greater than the other. We are committed to seeing all individuals and groups of pupils making the best progress possible we eliminating gender biased resources and purchasing materials that interest and stimulate all.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve one gender's attainment do not do so at the expense of the other.

### **THE ROLE OF SETTING**

In this policy, the setting has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the setting's community are treated both fairly and equally.

The setting will collect analyses and evaluates a range of data. We check that all pupils are making the best possible progress, and that no specific group of pupils is underachieving. To do this, we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' views through discussions.

We will seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our setting. The setting take all reasonable steps to ensure that the setting's environment properly accommodates people with disabilities.

We welcome all applications to join our setting, whatever background or disability a child may have.

We ensures that no child is discriminated against whilst in our setting on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding setting's uniform will be applied equally to boys and girls. If a child's religion has a bearing on setting's uniform, then the setting will deal with each case individually and sensitively, and with respect for the child's cultural traditions.

## **THE ROLE OF THE HEAD**

- It is the Head's role to implement the setting's policy on equal opportunities, and she is supported by the setting in so doing.
- It is the Head's role to make sure that all staff are aware of the setting policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Head's promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- The Head's promotes respect for other people in all aspects of setting life; in assembly, for example, respect for other people is a regular theme, as it is also in classrooms around the setting as well as in the setting's behaviour policy.
- The Head's views all incidents of unfair treatment, and any racist incidents, with due concern.

## **THE ROLE OF THE EYFS STAFF**

- All staff do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- When selecting classroom material, EYFS staff strive to provide resources which give positive images, and which challenge stereotypical images of minority groups or genders.
- We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.
- All our EYFS staff and support staff challenge any incidents of prejudice or racism. We record any incidents, and draw them to the attention of the Head.

## **MONITORING AND REVIEW**

It is the responsibility of our Head to monitor the effectiveness of this policy.

The Head will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the setting;
- monitor the staff appointment process, so that no one applying for a post at this setting is discriminated against.
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the setting's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

Additional EYFS Action:

- Staff meetings and leadership meetings which include the special needs co-ordinator and other relevant staff, discuss pupil needs and progress. The strategy for each individual child is focused around respect for the child's needs, the need for the pupil to have access to all opportunities within the setting and the child's right to feel confident, happy and valued.
- The setting follows the graduated approach as described in the SEN Code of Practice, starting with classroom support which is additional to, or different from, the support which was previously in place. The Early Years Action/ setting Action process begins when it is necessary for the SENCO to give additional support, advice or assessment. Early Years Action Plus/ setting Action Plus begins when external agencies are called in to give professional expertise, advice and support.

- The PSHE programme is delivered through whole setting's assemblies and class assemblies, in circle time and form time and within the curriculum e.g. different faiths are studied in R.E. The Music and Humanities Schemes embrace other cultures. The Science programme celebrates physical differences in the human race. Drama provides a weekly opportunity to promote and value diversity and differences.
- Inappropriate attitudes and practices are challenged by using role play in drama and circle time, by speaking with those involved and by the graduated approach of form teacher, Head may becoming involved as necessary with pupils, parents and staff. Pupils are made fully aware of the sanctions policy.