Sticky Fingers Pre-School
Abbas and Templecombe Church School,
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Registered Charity no. 1029754 / www.stickyfingerspreschool.org

6 - Equality and Diversity Policy

STATEMENT OF INTENT
Our pre-school is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

AIM

We aim to:

- Provide a secure and safe environment in which all our children can flourish and in which all contributions are valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all the activities of the setting.

Fundamental British Values in the Early Years
Mutual respect and tolerance: treat others as you want to be treated
As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:
As managers and leaders we should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- We as staff would encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- We as staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

The legal framework for this policy is:

- Equality Act 2010
- Children Act 2004

- Special Educational Needs and Disability Act 2014
- The Equality Act 2010, 2012
- Human Rights Act 1998

METHODS

Admissions

Our setting is open to all members of the community.

- We advertise our service widely
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We are able to access information in other languages where needed.
- 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; 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 have ensured that our setting has been designed to meet the needs of those with a disability (disabled toilet, ramp and low sinks, tables etc. We will also develop individual plans to ensure that those with a disability 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

- Pre-school vacancies are advertised and all applicants are judged against 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.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.

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.

CURRICULUM

The curriculum offered in the pre-school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- Positively reflecting a wide range of communities in the choice of resources.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- Celebrating a wide range of festivals (parents will be given a festivals letter to complete and return, helping to inform the staff of festivals that families celebrate in the home and how we can support and carry on the learning and celebrations within the pre-school too)..
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- Ensuring that the children learning English as an Additional Language (EAL) have full access to the curriculum and are supported in their learning.
- Those children speaking languages other than English are supported in the maintenance and development of their home languages. As a setting we can use the Interpreting and Translation Service via the Local Authority for support.

VALUING DIVERSITY IN FAMILIES

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their every day life to the pre-school.
- We encourage parents/carers to take part in the life of the pre-school and 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.

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

- Meetings are arranged to ensure that all families who wish to be involved in the running of the pre-school are able to attend.
- Information about meetings is communicated through our newsletter and notice board.

The pre-school ENCO REPRESENTATIVE is
Rebecca Butler (Pre-School Assistant)

DESIGNATED SAFEGUARDING LEAD
Sam Collinson (Pre-School Manager)

EYFS key themes and commitments

A Unique Child	**Positive Relationships**	**Enabling Environments**	**Learning and Development**
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Support every child 3.4 The wider context	4.4 Areas of learning and development

This policy was adopted by	Sticky Fingers Pre-School
On	6th October 2026
Date to be reviewed	October 2027
Signed by Chairperson	
Name of Chairperson	Ashley Panton