

## **Equality of opportunity**

### **1.13 Valuing diversity and promoting equality**

#### **Policy statement for St Joseph's Pre-school**

St Joseph's Pre-school will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and 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 disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- make inclusion a thread that runs through all of the activities of the setting; **and**
- follow legal responsibilities to ensure the fair and equal treatment of our staff regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation<sup>1</sup>.

#### **British Values**

The 'Equality Act 2010' protects all individuals from discrimination and it is the Pre-school's duty to ensure that all individuals have equal access and opportunity to all that is on offer. Funding, including that for pupils with special educational needs and disabilities (SEND) and disadvantaged pupils (Pupil Premium), is used to target inequalities, to ensure equality.

At St Joseph's Pre-school we uphold and teach pupils about British Values which are defined as: democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. These values are imbedded through Personal Social and Emotional Development. We also teach British Values through planning and delivering a broad and balanced curriculum

The Pre-school takes opportunities to actively promote British Values through our daily activities. We also actively promote British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values including extremist views. The Early Years Foundation Stage (EYFS) statutory guidance supports the setting to do this in an age-appropriate way, through ensuring children learn right from wrong, mix and share with other children, and value other views. For further information, please see our policy 1.13.1 British Values.

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<sup>1</sup> See Policy 2.1 Employment and Staffing for more information in this respect.

## Procedures

### Admissions

St Joseph's Pre-school is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as required.
- 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 for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- 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.
  - *Direct discrimination* – someone is treated less favourably because of a protected characteristic, eg. preventing families of some race groups from using the service;
  - *Indirect discrimination* – someone is affected unfavourably by a general policy, eg. child must only speak English in the setting;
  - *Association* – discriminating against someone who is associated with a person with a protected characteristic, eg. behaving unfavourably to someone who is married to a person from a different cultural background.
  - *Perception* – discrimination on the basis that it is thought someone has a protected character, eg. assuming someone is gay because of their mannerism or how they speak.
- 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

St Joseph's Pre-school wishes to provide equal opportunities to all in employment, as such:

- 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. No applicant will be rejected on the grounds of age, gender, sexuality, class, means, family status, disability, colour, ethnic origin, culture or belief.
- 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 checks by the Disclosures and Barring Service (DBS) together with the satisfactory completion of the Pre-school's "pre-employment medical questionnaire"<sup>2</sup>. This ensures fairness in the selection process.

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<sup>2</sup> Section 60(1) of The Equality Act 2010 prohibits employers from asking job applicants questions about their health before offering them employment (with some exceptions). Section 60(3) of the Act advises that asking

- We undertake not to discriminate unfairly against anyone on the basis of a conviction or other information revealed. Having a criminal record will not necessarily prevent anyone from working with us. This will depend on the circumstances and background of the offence.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- All employees will be treated fairly and equally. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability.
- Every employee is entitled to a supportive working environment which promotes dignity and respect for all. No form of intimidation, bullying or harassment will be tolerated.
- We monitor our application process to ensure that it is fair and accessible.
- Breaches of St Joseph's Pre-school's Valuing Diversity and Promoting Equality policy will be regarded as misconduct and could lead to disciplinary proceedings.

### *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 ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

### *Curriculum*

St Joseph's Pre-school's curriculum 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 to develop the skills of critical thinking.

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;
- avoiding stereotypes or derogatory images in the selection of materials;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- 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;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;

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health-related questions does not contravene the law on disability discrimination, it is the employer's reliance on the answers provided that may be a contravention.

- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that all children are supported through an inclusive, differentiated curriculum which recognises and values individual learning styles, developmental stages, interests, backgrounds and abilities, enabling every child to participate, progress and thrive;
- ensuring that children with special educational needs and disabilities (SEND) are fully included within the curriculum and provided with appropriate support, resources and opportunities to enable them to participate, develop and achieve alongside their peers;
- 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 in play and learning.

#### *Valuing diversity in families*

- 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 St Joseph's Pre-school 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.
- All dietary requirements are recorded and are made aware to all staff/volunteers preparing and supervising snack and cooking activities.
- 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 may be involved in the running of the setting.
- 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.

#### *Festivals*

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the Pre-school and in our society by welcoming diversity from all backgrounds.

#### *Special Needs*

St Joseph's Pre-school recognises the wide range of special needs and disability of children and families in their community and will consider/have awareness of what part we need to play in meeting these needs.

Where there is concern about a child, the Pre-school follows the guidance set out in its Supporting Children with Special Educational Needs policy<sup>3</sup>.

### *Language*

Information, written and spoken, will be clearly communicated in as many languages as necessary. Bilingual/multilingual children and adults are an asset. They will be valued and their language(s) recognised and respected in Pre-school.

Should information need to be presented in Braille or large print, or to be translated or taped for parents/carers, then we will make every effort to provide these resources.

### *Monitoring and reviewing*

To ensure that our policies and procedures remain effective, we will monitor and review key policies on an annual basis and the rest on every two years to ensure that our strategies meet the overall aims to promote equality, inclusion and diversity. However, if legislation etc. change between review times, the affected policy(ies) and/or procedure(s) will be updated then and not wait for the scheduled time.

### *Complaints*

If either an employee or service user makes a discrimination claim against St Joseph's Pre-school, we will take immediate action to resolve the incident with the claimant as soon as possible. We will do this by following the advice from the Equality and Human Rights Commission (EHRC)<sup>4</sup>.

- The committee will attempt to deal with the complaint informally first.
- Use agreed complaint and grievance procedures<sup>5</sup>.
- Looking into the complaint and decide what to do without it being necessary for the complainant to make a formal complaint.
- Use other people as a source of mediation to see if the complaint can be resolved.
- Make sure that St Joseph's Pre-school does not lawfully discriminate against anyone when responding to the complaint.
- Ensure that the complainant is informed of the resolution.
- Ensure that sufficient and relevant training is given to all staff members to avoid the situation from arising again.
- A complaints summary record is available for parent/carers to see on request.

The Pre-schools' complaints procedure – and all its policies and procedures – can be viewed on the Pre-school's [website](#)<sup>6</sup>.

## **Legal framework**

- The Equality Act 2010
- Children and Families Act 2014
- Disability Discrimination Act 1995, 2005

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<sup>3</sup> Policy 1.14

<sup>4</sup> [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

<sup>5</sup> Policy 1.10 Making a Complaint and Policy 2.1.2 Grievance

<sup>6</sup> [www.st-josephs-preschool-nympsfield.co.uk](http://www.st-josephs-preschool-nympsfield.co.uk)

- Race Relations Act 1976 and Race Relations Amendment Act 2000
- Sex Discrimination Act 1976,1986
- Special Educational Needs and Disability Act 2001

#### **Associated Policies and Procedures**

- 1.10 Making a Complaint
- 1.13.1 British Values
- 1.14 Supporting Children with Special Educational Needs
- 2.1 Employment and Staffing
- 2.1.2 Grievance

<b>Version Number</b>	<b>Author</b>	<b>Purpose of Change</b>	<b>Date</b>
1.0	K Coupe	Reviewed and page numbered	Sept 2014
2.0	Committee	Reviewed	Oct 2016
3.0	K Coupe	Reviewed, updated and version controlled	01 May 2019 Committee Meeting
4.0	K Coupe	Updated to include reference to the Pre-school's "Pre-employment medical questionnaire" and Section 60(1) of The Equality Act 2010. Together with deletion of duplication in relation to "monitoring and reviewing"	01 Jul 2021 Committee Meeting
5.0	K Coupe	Reviewed and inclusion of "Associated Policies and Procedures" section as per EY Safeguarding Audit 2023 s175/157	14 Jan 2024 Committee Member (G Ind)
6.0	K Coupe	Reviewed and updated: • additional information under "British Values" included • "Associate Policies and Procedures" updated.	18 Dec 2025 Committee Member (H Heaven)
7.0	K Coupe	Within the "Curriculum" section, a new bullet point with regards to inclusivity for all children and the SEND bullet point reworded.	9 June 2026 Chair (A Hitchings)