



## **Equality of Opportunities Policy**

In ensuring equality of opportunity, Bottesford Bunnies recognises the diversity of all individuals.

Our aim is to provide equality and opportunities for all and have an anti-discriminatory practise. We will ensure that all Children, Educators, Parents and Carers are included and not disadvantaged because of ethnicity, age, race, culture or religion, home language, family background, ability, learning difficulties or disabilities, gender, sexual orientation, caring responsibilities, marital status or political affiliation. This policy applies to all Directors, Educators, Visitors, Students/Volunteers, Parents/Carers and Children accessing the setting.

This policy is understood, embraced and implemented by the Director and employees of the organisation and ensures equality of opportunities in employment and recruitment. – See Staffing and Employment Policy.

Bottesford Bunnies operates in line with relevant legislative requirements such as the general and specific duties of the

- Children and Families Act 2014,
- Children Act 1989,
- Childcare Act 2004/2006,
- Care Act 2014,
- SEN and Disability Code of Practice 2014 Act & document 2015
- SEN and Disability Regulations 2014
- Equality Act 2010
- The Statutory Framework for the Early Years Foundation Stage (2024)
- Safeguarding Disabled Children- practice guidance 2009
- Education Act 1996 and 2011

Bottesford Bunnies provides an environment that promotes and reflects cultural and social diversity and is accessible by all. We will treat all children and their parents/carers with equal concern and value. Positive images of all people, families and children are displayed to promote and show the uniqueness of all individuals as shown in our displays. It is through mentoring, observation of educators by the

Manager/ Director (Clare), peer observations and regular supervision/tea and biscuit meetings that inappropriate attitudes and practices will be challenged and acted upon when necessary.

Bottesford Bunnies has regard for promoting understanding, respect and awareness of diversity and equality of opportunity issues in planning and implementing the settings activities. The interests of all children will be taken into account during the planning of play opportunities and experiences, and all activities will be evaluated through the look, listen and note, through peer observations and children's individual observations. We will check the effectiveness of our activities/ experiences, that they are inclusive to all children and that they can access the activities we have planned, for example, our circle time (small group) activities and our adult-led/supported activities are planned and adapted to the age/ stage of development of the children, therefore ensuring that each and every child is included and can participate. We support spontaneous play activities and children are encouraged to lead their own play; this is documented on our short-term planning in 'red' (in the moment planning)

Bottesford Bunnies helps all children to celebrate and express their cultural identity by providing a wide range of age/stage appropriate resources and activities.

Children are monitored and observed whilst interacting through their play and their development is recorded and discussed with other educators and parents/carers to ensure each child's individual needs are met. We encourage children to value and respect others through our behaviour rules/ boundaries (See our Positive Behaviour Policy), which we talk about at welcome time and are up for children to see. In practice these reflect fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs which are already embedded in the Early Years Foundation Stage as part of PSE (personal, social and emotional) and UTW (understanding the world) development.

We also plan activities to promote different cultural celebrations, which also supports children's understanding of valuing and respecting others. We gain this information from the child's All about me, when starting and returned from the summer break. Our displays of the children and their families for example, on their holidays/ days out, enables the children to value their peers, giving them an understanding and awareness of each other's lives and family customs, which in turn also helps them to respect one another. We learn and sing songs in other languages, where possible.

For each child to value and respect themselves, other children and the environment around them we will use various tools, one of which is the positive behavior board, happy face, star and WOW stars. Circle times are also used to promote good behaviour.

Our admissions policy states that all children are welcome, and, in some cases, we may seek further advice if any child has any specific needs. This is to ensure we can provide the best possible care and support the child may need. See SEND (Special Educational Needs and Disability Policy)

We accept all children, including those with special educational needs and/or children with disabilities and we comply with the SEN Code of Practice (2014) and document

2015, the Equality Act 2010 and the Disability Discrimination Act 1995 and amendment act 2005.

Bottesford Bunnies encourages and supports all educators to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes, and challenging any discriminatory incident.

Any allegations of discriminatory practice will be thoroughly investigated by the Manager or Director (Clare). If required, this may then be dealt with by the organisation's complaints procedure and staff disciplinary procedure. If the allegation of anti-discriminatory practice is brought against the Manager, then the Director (Clare) would carry out the investigation. If the allegation is against a director, then a local authority early years representative would carry out the investigation and follow the complaints procedure.

We value parental feedback, and we consult with parents/carers through regular questionnaires on how they feel we support their child. These questionnaires are used to evaluate all areas of the Pre School provision and practice and we take on board any suggestions/discuss at team meetings.

### **References to other relevant policies**

- Admissions Policy
- Positive Behaviour Policy
- British Values Policy
- Communication & Working in Partnership
- Complaints Policy
- Confidentiality Policy
- Food and Drink Policy
- Payment and Collection of Fees policy
- Safeguarding Policy and Procedures
- Settling in /Transition Policy
- Staffing and Employment Policy
- Special Educational Needs and Disability Policy (SEND)
- Supporting Children at Pre-school with medical conditions Policy
- Unexpected closure of Pre-School Policy
- Visits and Outings Policy

### **Policy Review**

- We will regularly review and monitor this policy and the practice of Bottesford Bunnies to ensure that we are fully implementing this policy for equality of opportunities, diversity and inclusion.
- Any complaints regarding this policy should be dealt with via the current complaints procedure

This policy is in line with the EYFS (DfE 2021) and Every Child Matters – ‘Staying Safe’ and ‘Being Healthy’, ‘Enjoying and Achieving and ‘Economic Well-Being’.

This policy has been adopted by Bottesford Bunnies

Signed on behalf of the setting by:

.....Director  
Reviewed: 02/04/2013  
Reviewed by: Jayne Hutton (Manager) .....  
Amended: Jayne Hutton (Manager) .....  
Next Review Due Date: April 2014  
Reviewed and amended October 2014 by Jayne Hutton (Manager) and Practitioners.  
Next Review October 2015  
Reviewed: 10<sup>th</sup> December 2015 by Manager, Owner and Practitioners  
Reviewed and updated by: Owner, Manager & Staff on 13 July 2016  
Next Review: July 2017  
Reviewed and updated by: Owner, Manager and Staff on 14<sup>th</sup> June 2017  
Next Review date: June 2018  
Reviewed and updated by Owner, Manager and Staff on 26<sup>th</sup> April 2018  
Next Review Date: April 2019  
Reviewed and updated by Owner, Manager and staff on 4<sup>th</sup> April 2019  
Next review date April 2020  
Reviewed and updated by Director (Clare) Managers and Practitioners on 23<sup>rd</sup>  
November 2020  
Next review Date November 2021  
Reviewed and updated by Director, Manager and Practitioners on 11<sup>th</sup> November  
2021  
Next review date November 2022  
Reviewed and updated by Director, Manager, Deputies and Practitioners on 19<sup>th</sup>  
October 2022.  
Next review date October 2023  
Reviewed and updated by Director, Manager, Deputies and educators on 19<sup>th</sup>  
September 2023  
Next review September 2024  
Reviewed and updated at team meeting November 13<sup>th</sup>, 2024, by Director, manager,  
Deputies and Educators.  
Next review date November 2025