Beechoak Farm Montessori Pre-school

Equality of Opportunity

4.1 *Promoting inclusion and equality policy*

Policy statement

This document had been developed in reflection of the passing of the Equality Act 2010. The Equality Act protects people from discrimination. We eliminate discrimination including indirect, direct discrimination, discrimination and harassment based on association and perception and discrimination for reason relating to a disability or by failing to make a reasonable adjustment to any provision, criterion, or practice. We actively promote inclusion, equality of opportunity and the valuing of diversity. We believe that each child is unique and will be supported in a way that best suits their needs.
This policy should be read in conjunction with our SEND local offer, Supporting Children with Special Educational Needs policy, Achieving Positive Behaviour and Valuing diversity and promoting inclusion and equality policy (below)

Legal Duties

- As a preschool we acknowledge our duties under the Equality Act 2010. The duties are:

Eliminate discrimination
Foster equality of opportunity
Support good relations

- We understand the requirements of the Act and support the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. The protected characteristics are as follows:

disability

gender reassignment

pregnancy and maternity

race

religion or belief

sexual orientation

sex (gender)

age

marriage or civil partnership (in relation to employment)

Procedures

• Our ENCO (Equality Named Coordinator) is Chanelle Lamb, she is overseen by the manager.

Admissions

• Our setting is open to all members of the community.
• We provide information in a clear and concise way.
• Our admissions policy is fair, offering spaces to those at the front of the waiting list and working backwards. We give priority to siblings only.
• We do not prevent admission to Beechoak Farm based on a protected characteristic as defined by the Equality Act (2010).

- We provide information on our local offer of provision for children with special educational needs and disabilities.
- We make reasonable adjustments to ensure that children with disabilities can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, visitors or parents whether by direct discrimination, indirect discrimination, discrimination arising from a disability or association. Any name calling, threatening behaviour or similar is unacceptable and will be dealt with in the strongest manner. Failure to comply with our policy will lead to the adult being excluded from our premises, if staff or other service users feel threatened the police will be called.

Employment & Training

• Applicants from all backgrounds are welcome and will be judged purely on merit and suitability for the post through a fair application process.
• The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service (DBS). This ensures fairness in the selection process.
• All job descriptions include a commitment to and respect of equality, inclusion and diversity.
• All staff attend courses that allow them to develop inclusive practices to ensure that all children flourish regardless of their background, culture, needs etc.
• Staff will be trained to administer medicines and carry out invasive care regimes if needed.
• We review our practice regularly to ensure we are meeting our objectives regarding equality, diversity and inclusion.

Curriculum

• The curriculum at Beechoak Farm encourages all children to have high self-esteem and respect for others regardless of differences. It encourages development of confidence and self esteem, empathy, critical thinking and reflection

- Our environment is as accessible as possible to any person visiting Beechoak. If it is found that some parts are inaccessible to some then reasonable steps will be taken to overcome the problem.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that children with disabilities/ with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages
- Developing an environment which reflects the 'kaleidoscope' of factors that can provide settings with a myriad of influences and ideas for exploring and celebrating difference.
- Understanding, supporting and promoting the importance of identity for all children and recognising that this comprises multiple facets which are shaped by a 'kaleidoscope' of factors including British values, 'race'\ethnicity and culture, gender, difference of ability, social class, language, religion and belief, and family form and lifestyle, which combine uniquely in the identity of each individual; for example, we welcome and promote bi/multi-lingualism and the use of alternative communication formats such as sign language, and we promote gender equality while at the same time recognising the differences in play preferences and developmental timetables of girls and boys.
- Recognising that this 'kaleidoscope' also reflects negative images which may be internalised and negatively affect the development of self-concept, self-esteem, and confidence.

Families

- We are aware of anti-discriminatory legislation and able to use it to shape the service and support parents and children against discrimination in the local community, for example, against asylum seekers, the Travelling community and same sex parents.

- We promoting a welcoming atmosphere that genuinely appreciates British values, different cultural and personal perspectives, without stereotyping and prejudicing cultures and traditions on raising children, by always involving parents.
- We welcome the diversity of all families and encourage the children to incorporate stories of their everyday life into Beechoak Farm.
- We encourage parents/carers to contribute to Beechoak Farm.
- For families who English is not the first language spoken we develop other means of communication.

Food

- For children that have any dietary needs we work in conjunction with the parents.

Monitoring & Reviewing

• Our policies are reviewed annually to ensure that they remain effective
• We have a complaints procedure which is available for all.
At Beechoak Farm we recognise that 'Equality' does not mean treating everyone the same, instead it means providing everyone with all they need to have an equal chance. Some may need more than others to be given this chance.

Responsibility

Here at Beechoak we all share the responsibility of promoting equality, as shown below:

Role at Preschool	Responsibility
Owners	Having regard to equality policy and considerations. Promoting positive key messages to all staff, parents and children. Promoting expectations of the staff, parents and children and sharing what can be expected of the preschool in return. Ensuring that training received is adequate and relevant. Ensuring that all staff are aware of their responsibility to record and report prejudice. Ensure that there is adequate resources to support equality throughout the preschool. Use the information available from monitoring to ensure that anyone that falls into one of the protected characteristics is receiving equality of opportunity.
Senior Management Team	Having regard to equality policy and considerations. Promoting positive key messages to all staff, parents and children. Promoting expectations of the staff, parents and children and sharing what can be expected of the preschool in return. Ensuring that training received is adequate and relevant. Ensuring that all staff are aware of their responsibility to record and report prejudice. Monitor groups of children to ensure adequate attainment.

Practitioners	To support the senior management team as above. Ensure fair treatment and access to activities, resources and opportunities. Deliver positive outcomes for children. Uphold the commitment made by Beechoak Farm Montessori Preschool to parents and children on how they can expect to be treated. Plan and deliver and inclusive curriculum. Report and record prejudice related incidents.
Parents	Be proactive in tackling inequality and report to the preschool any actions that can be taken to remove barriers and eradicate inequality, in order to promote equality for all.
Children	Take an active and enthusiastic approach to taking part in all activities and opportunities. Be kind to friends, help one another, share and take turns.

We ensure that everyone is aware of the Single Equality Policy by sharing it on our website.

Equality in practice at Beechoak:

- Diverse planning topics that encourage the children to consider and celebrate diversity, such as 'all about me', 'where in the world' and 'Chinese new year'
- Interesting and stimulating visitors such as Guide Dogs for the blind, Chinese dragon dancing and African drumming workshops.
- A welcome display with greetings in the language of our school community
- Regular inventive displays giving value to children's home backgrounds.
- Use of Tapestry to share children's experiences with extended family.
- Books that take into consideration differing home situations and family structures.
- Birthday's displays that show both children and staff birthdays, ensuring that all children feel part of our preschool community.
- Entrance ramps, wide doorways and accessible toilets ensuring we are wheelchair user friendly where possible.
- Parents craft sessions, Christmas carols and sports day to encourage the involvement of parents and foster a sense of community.
- Use of Makaton and visual supports to aid communication.
- Employment of one to one support when possible to support children with educational needs and/ or disability.
- Good relations with outside professionals to work collaboratively with parents to support children with SEN.
- Celebration of various religious cultural and religious festivals throughout the year such as Chinese New Year, Easter, Diwali and carnival week. Providing the children with opportunities to find out about each other's cultural and religious traditions through stimulating activities such as cooking, group discussions, role play and music and dance.

- Supporting parents to realise the importance of their home language, supporting children's home language whilst at preschool and encouraging their confidence and skills to develop the English language through stimulating activities.
- Rich resources both inside and outside reflecting diversity, similarities and differences including books, puzzles, posters, photos, puppets, dolls, small world figures, musical instruments, and role play activities.

4.2 British Values

Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid unhealthy risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2023 EYFS see below for a break down of these

- **Democracy**, or making decisions together (through the prime area of Personal, Social and Emotional Development) - Children are encouraged to know that their views count, to value each other's views and values, and talk about their feelings. Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration.
- **Rule of law**, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development) - Staff ensure that children understand their own and others' behaviour and its consequences. Together with the children we create rules and the codes of behaviour and ensure that all children understand that rules apply to everyone.
- **Individual liberty**, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World) We encourage the children to develop a positive sense of themselves by providing opportunities for the children to develop their self-esteem and increase confidence in their own abilities. We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

- **Mutual respect and tolerance**, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World) We provide an ethos of inclusivity and tolerance where abilities, views, faiths, cultures and races are valued. Children should be supported to acquire tolerance, appreciation and respect for their own and other cultures and know about similarities and differences between themselves and others.

Monitor and Review of this policy
This policy will be reviewed yearly to ensure that it is effective against tackling discrimination and supporting equality.

This policy was adopted by staff at Beechoak Farm Montessori preschool.
Held on 2nd December 2025
Date to be reviewed December 2026
Signed on behalf of Beechoak Farm Montessori by

Charlotte Muggleton & Hayley Majeika
Proprietor Manager