



Equal Opportunities Policy & Reporting Procedure

Policy statement

We believe that no child, individual or family should be excluded from pre-school activities on grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief.

We also aim to ensure that all who wish to work in, or volunteer to help within our pre-school have an equal opportunity to do so; please see the Equality & Diversity for Staff Policy.

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families and some children have two parents of the same sex. Some have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship. Some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the wellbeing of children and can impact on their learning and attainment.

Our pre-school 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 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 and diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;

- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the pre-school;
- foster good relations between all communities.

Our pre-school is open to all families and members of the community. In allocating places we take into account the locality of the children, whether they have siblings (or have had) in the pre-school and how long the child has been on the waiting list.

Families joining the pre-school are made aware of our Equal Opportunities Policy and our ethos.

- 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 will provide information where/when needed in as many languages as possible.
- 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 pre-school, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:
 - disability
 - race
 - gender reassignment
 - religion or belief
 - sex
 - sexual orientation
 - age
 - pregnancy and maternity
 - marriage and civil partnership
- We do not discriminate against a child with a disability or refuse a child entry to our pre-school for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the pre-school.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the pre-school and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by:
 - Direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service.
 - Indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the pre-school.

- Association – discriminating against someone who is associated with a person with a protected characteristic e.g. 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 characteristic e.g. assuming someone is gay because of their mannerism or how they speak.
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- 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.
 - All incidents of discrimination, including racist incidents will be recorded and where necessary reported to the relevant agencies.

Responding to incidents of racial harassment and recording racist incidents

Care should be given when dealing with a victim or a witness reporting a racist incident. There should be due consideration to confidentiality and have respect for the victim's views.

It is important that all incidents are recorded, regardless of whether they are to be followed up for further investigation. Information must be recorded accurately and as soon after the alleged incident as possible.

Reporting

The reporting of a racist incident should be made to the Manager / Director in the following ways:

- i. verbally from the victim
- ii. in writing from the victim
- iii. verbally from another source
- iv. in writing from another source
- v. an anonymous complaint

The following guidance should be followed when witnessing an incident:

- act immediately when an incident takes place
- ensure support is provided for victim
- challenge the perpetrator if appropriate
- if physical violence is perpetrated or threatened, the Police must be contacted, subject to an assessment of the situation and consideration of the victim's wishes

Recording and Investigation

The manager / Director should act with discretion when investigating and recording the incident and consider the following:

- i. The circumstances and nature of the alleged incident
- ii. An assessment of the seriousness of the alleged incident to prevent further attacks/harassment
- iii. Completion of the reporting form
- iv. Discussion with the victim/complainant, of the procedures to be implemented
- v. The complainant to be interviewed and assured that the matter is being taken seriously according to procedures in place
- vi. Staff or other witnesses, as well as the alleged perpetrator/s, must be approached and be interviewed, subject to the victim's wishes.
- vii. It may be appropriate for some incidents to be referred to the Police. Depending on the circumstances, victim support may provide further advice
- viii. Agree and determine outcomes to inform on the next stage of process.
- ix. Any one interviewed during an investigation, may request to be accompanied e.g. union representative, work colleague

Supporting the victim/complainant

Emotional support and counselling, if required, may be appropriate for the victim/complainant

- i. The victim/complainant should be informed of any action taken with regards to the perpetrator
- ii. The complainant should be informed about the range of support services available.

See attached **Racial Discrimination Incident / Hate Crime / Incident Report Form**

Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. 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 to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the pre-school 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 and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the pre-school is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;

- actively incorporating visuals into our pre-school which portray positive inclusive images, signing and multilingual script. Makaton is consistently modelled, supported and encouraged by all staff and volunteers enabling all children to be inclusive, feel included and learn to communicate in meaningful content.
- 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;
- 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 the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

The pre-school recognises that many types of family successfully love and care for children and we support all families and parenting styles free from judgement.

We arrange formal partnership meetings twice a year between Key Persons and parents/carers and we welcome informal/formal meetings with Key Persons or Managers throughout the year as issues, concerns, changes of circumstance or celebrations arise.

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the pre-school.
- We encourage mothers, fathers and other carers to take part in the life of the 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 take positive action to encourage disadvantaged and under-represented groups to use the pre-school.
- We have parents/carers who sometimes volunteer and join us for a play or a session.
- Discriminatory behaviour and remarks will not be accepted. Our response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand stereotypes and overcome their prejudices.

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.
- All dietary requirements are recorded and are made aware to all staff/volunteers preparing and supervising snack or cooking activities.
- We help children to learn about a range of food and cultural approaches to mealtimes and eating, and to respect the differences among them.
- We have a snack system that enables children to make choices of what food to choose and a visual snack menu.

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 Educational Needs

The pre-school recognises the wide range of special educational needs and disability of children and families in the community and will consider/have awareness of what part we need to play in meeting these needs.

If staff have any concerns about a child they will pass these on to the Special Educational Needs Co-ordinator (SENDCo) who, along with the Key Person, will observe the child and assess their needs. Staff will work together in partnership with parents to formulate strategies to support the child.

Where appropriate the Key Person will write and review an Individual Education Plan (IEP) with SMART targets for children to achieve with the necessary support.

For children with complex needs a plan may be set up after consultation with parents and any other professionals involved, such as a Health Visitor. Please see our Special Educational Needs Policy.

Language

Information, written or spoken, will be clearly communicated. 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 be translated or taped for parents/carers then we will make every effort to provide these resources.

Meetings

Meetings are arranged to ensure that all families who wish to may be involved in the running of the pre-school. The time, place and conduct of the meetings will ensure all families have an equal opportunity to be involved.

We positively encourage fathers to be involved in the pre-school especially those fathers who do not live with the child.

Information about meetings is communicated in a variety of ways: written, by email, verbal and in translation, to ensure that all mothers and fathers have information about and access to the meetings.

Monitoring and reviewing

To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.

Complaints

We provide a complaint's procedure and a complaint's summary record for parents to see.

Legal framework

- The Equality Act 2010
- Children Act 1989, 2004 Special Educational Needs and Disability Act 2001
- Disability Discrimination Act 1995
- Race Relations Act 1976
- Sex Discrimination Act 1986

Other useful Pre-school Learning Alliance publications:

- Embracing Equality (2007)
- All Together Now (2009)
- Where's Dad? (2009)

This Policy was adapted at a meeting at Rainbow Pre-school in September 2021

Signed on behalf of Rainbow Pre-school:

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Policy review date: September 2022

Racial Discrimination Incident / Hate Crime / Incident Report Form

The information we are asking you to provide will only be used for the management of your incident report, unless the law allows or if you give us further permission for the re-use of the information. All information supplied will be stored securely in line with Rainbow Preschool Southampton Limited GDPR Data Protection Policy.

Date of reporting incident _____

Name _____

Address _____

Post Code _____

Telephone _____ Email _____

Was an interpreter used to assist the person reporting to complete this form?

Yes
No

Name of interpreter _____

Address _____

Post Code _____

Telephone _____ Email _____

What language does the victim speak? _____

Incident Details

In order to enable us to respond to your complaint without having to contact you for more information, please be as specific as possible with the information that you supply.

Date of Incident _____

Time of Incident _____

Please indicate which type(s) incident this complaint relates to:

Race	
Religion	
Gender	
Age	
Sexual Orientation	
Gender Identity	
Disability	

What was the nature of the incident? Tick as many as apply

Physical assault	
Verbal Abuse	
Harassment	
Threats	
Malicious Communications (Phone Calls / Text Emails / Social Media)	

Please give details of exactly what happened during the incident

Victim Details

If you feel that this incident is targeted at you, or it is affecting you or your family, it would assist us in dealing with this matter if you could provide some more information. ** If you choose not to provide additional information, or decline contact from us to discuss this matter further, this may significantly limit our ability to investigate this incident, and/or help prevent future recurrences. **

Are you happy for the details within this report form to be shared with other agencies?

Have you experienced this type of incident before?

Please tell us how many times

Is this affecting you and/or your health?

Were there any witnesses to the incident?

If yes, please provide details of any witnesses'

Age:

16 and under	
17 – 24	
25 – 34	
35 – 44	
45 – 54	
55 – 64	
65 – 74	
75 and over	
Prefer not to say	

Gender:

Sexual Orientation:

Marital Status:

Gender Reassignment:

Religion / Belief:

Male	
Female	
Prefer not to say	
Heterosexual / Straight	
Homosexual / Lesbian	
Bisexual	
Prefer not to say	
Buddhist	

Christian	
Sikh	
Hindu	
Jewish	
Muslim	
No religion	
Prefer not to say	

Race:

Asian / Asian British Bangladeshi	
Asian / Asian British Indian	
Asian / Asian British Pakistani	
Asian / Asian British Chinese	
Other Asian Background (please state)	
Black / Black British African	
Black / Black British Caribbean	
Other Black Background (please state)	
White and Black African	
White and Asian	
White and Black Caribbean	
Other Mixed Background (please state)	
White British	
White Irish	
Other White Background (please state)	
Traveller	
Irish Traveller	
Gypsy	
EU Migrant	
Asylum Seeker	
Refugee	
Other (please state)	
Prefer not to say	

Disability:

The Equality Act 2010 defines disability as 'a person has a disability if s/he has a physical or mental impairment which has a substantial and long term adverse effect upon their ability to carry out normal day to day activities'.

Do you consider yourself to have a disability?

Yes
No

If you do consider yourself to have a disability, please indicate which of the following describes your disability:

Mobility (getting around)	
Visual Impairment	
Deaf / Hearing Impairment	
Using Hand / Fingers	
Learning Difficulty / Disability	
Mental Health	
Other (please state)	

Offender Details

How many offenders were there?

Would you be able to identify the offender(s)?

Is the offender(s) known to you?

Name(s) of the offender(s):

Address(es) of offender(s):

Ethnicity of offender(s):

Asian / Asian British Bangladeshi	
Asian / Asian British Indian	
Asian / Asian British Pakistani	
Asian / Asian British Chinese	
Other Asian Background (please state)	
Black / Black British African	
Black / Black British Caribbean	
Other Black Background (please state)	
White and Black African	
White and Asian	
White and Black Caribbean	
Other Mixed Background (please state)	
White British	
White Irish	
Other White Background (please state)	
Traveller	
Irish Traveller	
Gypsy	
EU Migrant	
Asylum Seeker	
Refugee	
Other (please state)	

Rainbow Pre-school, c/o Wordsworth Primary School, Victor Street, Shirley, Southampton, SO15 5LH
Telephone (023) 80701601

Gender of offender(s):

Male	
Female	
Mixed Group	

Age of the offender(s):

Please provide any other description of the offender(s) e.g. height, build, hair colour, distinguishing marks: Thank you for completing this form. Please return it marked CONFIDENTIAL to:

Mrs C Finlay
Rainbow Preschool C/O Wordsworth Primary School, Victor Street
Southampton
SO15 5LH