

## **EQUALITY OF OPPORTUNITIES POLICY**

Valuing Diversity and Promoting Equality

### **Policy Statement**

This policy is in response to the SEND Code of Practice 2014, and in accordance with government initiatives, including the requirements of the Early Years Educations Code of Practice 2004/5 and the Equality Act 2010. This policy outlines our practice and procedures to ensure equality of opportunities and support for all who are associated with the setting, including children. We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values.

### **What this means for Children:-**

Longwick Pre-School will not treat any child unfavourably and will make any reasonable adjustments needed within the setting. Our pre-school believes that all children and their families have a right to be part of their local community and to be welcomed and included on equal terms. Our setting will endeavour to ensure that all children have the opportunity to participate in the full range of activities. Opportunities will be offered that reflect their individuality and potential in order that they will be recognised, valued and nurtured

### **What this means for Parents:-**

1. Longwick Pre-school has an inclusive admissions policy and is open to all members of the community.

We:-

- base our admissions policy on a fair system.
  - ensure that all parents are made aware of our Equal Opportunities Policy.
  - 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.
  - do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
2. Give guidance to a parent who feels that the pre-school has not acted in accordance with the equality of opportunities policy by referring them to the complaints procedure situated on the parent's noticeboard.
  3. Review all policies and procedures.
  4. Encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.

### **What this means for Employees:-**

1. Longwick Pre-school will ensure that all posts are advertised widely and welcome applicants from all backgrounds. The applicant who best meets the criteria will be offered the post subject to references and checks by the **Disclosure and Barring Service (DBS)**.
2. The person in charge will ensure job descriptions include a statement on commitment to equality of opportunity.
3. All applicants are judged against explicit and fair criteria.
4. All Practitioners will have access to relevant training.

5. Training logs will be completed for all employees to ensure they are kept up to date with relevant training.
6. The person in charge will monitor and review policies effectiveness regularly and appropriately with clear details of how, where, when, who and to include a review date.
7. The person in charge will list any audit tools used to review inclusive practice such as: Inclusion Development Plan, METAS & SEND Information from BCC.

### **Attitudes and Practices**

Longwick Pre-school will ensure that:-

1. Practitioners are aware that any discriminatory behaviour/remarks are unacceptable in the pre-school and help those responsible to understand and overcome their prejudices.
2. Practitioners are encouraged to follow the whistle blowing policy should they hear or see any threatening or abusive behaviour or any expression of prejudice or discriminatory behaviour towards or between staff or families.
3. Practitioners will discuss with parents how they would like their ethnicity referred to.
4. Information, written and spoken, will be clearly communicated in as many languages as possible.
5. Bilingual/multilingual children are valued, and their languages recognised and respected in the pre-school.
6. Practitioners actively promote equality of opportunity and anti-discriminatory practice for all children.

### **Value Diversity and Differences**

Our aim is to show respectful awareness of all the major events in the lives of children and families in the pre-school, and in our society, and to welcome the diversity of backgrounds from which they come. In order to achieve this, we aim to:

1. Provide differentiating provision within the curriculum.
2. Provide a range of accessible resources and equipment, such as visual resources and labels.
3. Ensure that the children's views are sought wherever possible through asking, listening, observing through play and through collaboration with parents and carers.
4. Describe the pre-school and its practices in terms which make it clear that it welcomes both the fathers and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious, and social groups, with and without disabilities.
5. Acknowledge all the festivals, which are celebrated in our area and/or by the families involved in the pre-school.
6. Make children aware of the festivals, which are being celebrated by their own families or others, without indoctrination in any specific faith and will be introduced where appropriate to the stories behind the festivals.

7. Invite children and families who celebrate festivals, with which the rest of the pre-school is not familiar, to share their festival with the rest of the group, if they themselves wish to do so.
8. Encourage the children to welcome a range of different festivals, together with the stories, celebrations and special food and clothing associated with them, as part of the diversity of life.
9. Respect, recognise, value and nurture all children their individuality and potential.
10. Ensure medical, cultural and dietary needs are met.
11. Provide play equipment and opportunities to allow children to develop in an environment free from prejudice and discrimination.
12. Provide opportunities for children to explore acknowledge and value similarities and differences between themselves and others.
13. Provide materials to help children develop their self-respect and to respect other people by displaying positive pictures and messages.
14. Allow children access to a broad range of resources which reflect diversity and a balanced view of the world, for example religious and cultural artefacts and play people which reflect gender, ability, disability and ethnicity.

### **Supporting Children with Special Educational Needs**

Longwick Pre-school supports parents and children with special educational needs and we ensure that our provision is inclusive to all children with special educational needs. A child has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for them (SEND Code of Practice 1:3 page 6).

Our pre-school provides an environment in which all children, including those with SEND are supported to reach their full potential.

We achieve this by:-

- Providing a broad, balanced and differentiated curriculum for all children including those with special educational needs.
- Identifying the specific needs of children with SEND and meet those needs through a range of SEND strategies.
- Making reasonable adjustments to the environment and resources both indoors and out.
- Supporting children's home languages and using them to support learning. Such as having books, posters, audio facilities etc that represent the language of the child.
- Relevant training courses attended by staff and volunteers and information made available to parents.
- Working in partnership with parents and other agencies in meeting individual children's needs.
- Raising awareness of any specialism the setting has to offer such as Makaton (to be undertaken by our SENDCO).
- Ensuring the effectiveness of our special educational needs provision by collecting information from a range of sources, staff meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.

- Monitoring and reviewing our policy, practice and provision and, if necessary, make adjustments.

### **The Role of the SENDCO (Special Educational Needs and Disability Coordinator)**

**Lisa Lowles is our named SENDCO and she has undertaken SEND training.** The SENDCO will work in partnership with parents and carers and values a good working relationship ensuring confidentiality, welcoming parental involvement and respecting all support and advice given.

**The Staff** will work under the guidance of the SENDCO to help identify and support children with SEND. This will include additional observations, the adoption of an Education, Health and Care Needs assessment with the possibility of an EHC plan if specific needs are demonstrated.

**The Lead Practitioner** has responsibility for the day-to-day management of all aspects of the settings work including the provision for children with SEND. They will also work closely with the SENDCO and will be kept informed of all meetings with the parents.

**Information Gathering.** The SENDCO will be responsible for collecting information about any children with special educational needs as appropriate, from home visits, entry profiles and information from other agencies. Confidentiality and sensitivity will be maintained at all times. The SENDCO will, in consultation with staff and parents, raise any concerns regarding the child's progress and/or development and behaviour. Also, system of regular observations will take place to assess progress with all children and celebrate their progress. These observations will be shared regularly with parents. We use the Education, Health and Care needs assessment plan.

The system of observation and record keeping at our pre-school enables us to monitor the needs and progress of all children on an individual basis. This is carried out in conjunction with parents.

Within our setting for every child identified as having a special educational need we will devise a structured programme to meeting child's needs. This will include the implementation of advice from outside agencies when appropriate.

### **Monitoring, Reviewing and Evaluating Inclusive Practices**

In order to ensure our policies are working effectively and are up to date with our settings procedures we will monitor and review our policy on an **annual** basis and make adjustments where necessary. This will be undertaken at the **beginning of each school year** by the **Manager and SENDCO**. The resulting information will then be shared with staff and parents through meetings and written correspondence.

### **Achieving Positive Behaviour**

Longwick Pre-school believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

In order to achieve positive behaviour, we:-

- have a named person within the setting who is responsible for behaviour management. At present this is Lisa Lowles.
- ensure all staff are familiar with this policy and adhere to its principles.
- keep up to date with legislation and thinking on promoting positive behaviour.
- access relevant sources of expertise on promoting positive behaviour.
- require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, respect courtesy and care.
- familiarise new staff and volunteers with the settings behaviour policy and guidelines for behaviour.
- ensure that all staff are consistent in their approach to the behaviour expectations of the setting.
- work in partnership with parents by keeping them regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### **Strategies and Activities used in the Setting to Promote Positive Behaviour**

- Our boundary chart is a pictorial reminder of the behaviours we would like to see at pre-school and children are shown this to reinforce positive behaviour.
- Lots of praise for good behaviour, including actively seeking to 'catch' children doing positive things.
- Positive role modelling by staff, volunteers and students.
- Ensuring that we have enough popular resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- Encourage older children to begin to negotiate and problem solve to resolve situations.

### **Procedures for Managing Negative Behaviour**

- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately and manage their feelings accordingly.
- We help the child to understand the effect that their hurtful behaviour has had on another child, we do not force them to say sorry but encourage them to do so where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

- We respond to the child that has been hurt or offended, ensuring that they are the ones receiving the attention.
- We remove the child who has behaved inconsiderately from the activity/place where it happened for a short period of time, they are not excluded from the group or other children.

**We Never:-**

- send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- use physical punishment such as smacking or shaking. Children are never threatened with these.
- use techniques intended to single out and humiliate children.

Physical restraint is used ONLY when there is a clear risk of serious harm to self or others. Injuries or accidents, e.g. bites, will always be recorded and reported to parents.

In the incidence of persistently challenging behaviour we:

- work alongside the parents to identify the cause and find a solution together.
- put parents in touch with 'Holding Hands' project which helps with behavioural problems.
- use the code of practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.


**References:-**

Equality and Human Rights Commission

Equality Act 2010

Children's Act 1989

United Nations Convention on the Rights of the Child

<b><i>Date Policy Implemented</i></b>	<i>September 2009</i>
<b><i>Signed</i></b>	
<b><i>Name and Role</i></b>	<i>Alex Barter, Committee Management Chair</i>
<b><i>Date of Last Review</i></b>	<i>November 2022</i>
<b><i>Date of Next Review</i></b>	<i>November 2023</i>