

EQUAL OPPORTUNITIES / INCLUSION POLICY

Introduction

At Croft Corner Forest School Nursery, we acknowledge the principles of the Equality Act 2010 and strive to provide and maintain a fully inclusive environment where no person, child or adult, is discriminated against and where every person has equal access to the services we provide. These principles form the basis of our ethos and are evident in all our practices. We are committed to maintaining high standards in our recruitment and our employment practices and in the childcare and activities we deliver.

This policy statement aims to ensure that anyone involved with CCFSN understands and contributes to making this commitment a reality and work in an anti-discriminatory way.

Aims of the Policy

CCFSN believes that all people have equal value and recognises that there are many people in society for whom equal opportunities have not been made available. We are committed to policies that will help to redress the effects of discrimination.

In order to do this we aim to provide a service which acknowledges and celebrates differences and provides equality of access for all, regardless of a person's colour, race, nationality, gender, marital status, sexual orientation, age, political or religious beliefs or disability. These principles are applied when appointing new employees, when taking on students and volunteers and with the families and children who use our service. We believe that all people benefit in an organisation with equal opportunities at its core.

CCFSN wholeheartedly supports the principle of equal opportunities in all aspects of its work. We oppose all forms of unlawful and unfair discrimination including treating someone less favourably than others.

- We aim to provide all children with the opportunity to reach their full potential.
- We endeavour to promote the individuality of all our children and their families.
- We base our planning and organisation on the principles of the EYFS.
- Our long term planning is regularly reviewed to ensure it is accessible for all and reflects the needs and interests of our current groups of children.
- Our medium term planning is based on the diverse needs of the nursery and includes festivals, special days and seasonal changes to the environment.
- Our short term daily and weekly planning is based on next steps identified on observations of children.
- We monitor and review our policy regularly to ensure we are fulfilling our stated aims.

Supporting Children with Special Educational Needs

Our starting point in identifying children with special needs is to seek information from parents / carers regarding the individual needs of their child. In addition, we gather information from regular observations and assessments. Staff will discuss in their teams any children identified as having additional needs and support will be

provided for them. The nursery Special Educational Needs Coordinator (SENCO) will support staff and information will be shared with parents / carers. Outside agencies may be contacted to provide further support (see SENCO policy). The role of the SENCO is shared between Angela Eyre and Lisa Hutchinson.

Diversity

- We will endeavor to ensure that our children are not disadvantaged by their colour, class, disability, race, religion or gender.
- We collect information during enrolment on ethnicity, family, languages spoken at home and religion. We ask our families about the festivals they celebrate and invite them to supply print in their home language e.g. newspapers and handwriting for displays.
- Consideration for others is embedded in our daily practice and our children are supported to respect differences in each other (see Behaviour Policy).
- We are committed to ensuring that all children have equal access to all areas of the nursery, inside and outside.
- We are aware that discrimination damages children. It restricts their intellectual development, as well as their social and emotional development.
- As childcare workers we take the responsibility to increase knowledge and understanding of diverse cultures and religions and to promote a positive image of diversity.
- We undertake to foster co-operation and to create an atmosphere and ethos in which all backgrounds, beliefs, celebrations, conditions, cultures, experiences, languages, lifestyles and roles will be given equal status, be equally valued, and be reflected positively in the resources provided.
- Children will be sensitively encouraged to mix across racial and gender groups, and to value their own contribution.

Any incidents of discrimination will be responded to as they occur, in a firm and positive manner. Any person who feels that they have been the victim of such practice is encouraged to speak about this in confidence. The incident will be recorded and the person will be kept informed of any action taken.

English as an Additional Language

Children who have English as an additional language (EAL) are identified on admission and are supported to communicate based on their language needs. Their parents / carers are asked about their language development in their first language and are regularly informed about their child's progress. Assessments are completed based on the child's first language.

We value support and comments from parents and carers and work to continually develop and improve our performance. We encourage parents / carers to provide informal daily feedback as well as asking for comments and suggestions and providing regular questionnaires for them to complete.

Promoting British Values

We acknowledge the Government's five point definition of shared British values and we also recognise that these values are not the sole domain of the British; they are good, universal values that many other people and nations hold to be true.

1. Democracy – respect for democracy and support for participation in the democratic process.
2. The rule of law – respect for the basis on which the law is made and applied in the UK.
3. Individual liberty – support for equality of opportunity for all.
4. Mutual respect – support and respect for the liberties of all within the law.
5. Tolerance of those with different faiths and beliefs – respect for and tolerance of different faiths and religious and other beliefs

Democracy: making decisions together

We support children's Personal, Social and Emotional development by understanding that children develop self-confidence and self-awareness if their views are identified, listened to and acted on.

We encourage children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate we demonstrate democracy in action, for example, children sharing their views on the meals provided at lunchtime

We support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration, for example, building dens outside.

Children are be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

The rule of law: understanding rules matter

We support children to manage their feelings and behaviour.

We support children to understand the consequences of their own and others' behaviour.

We support children to learn to distinguish right from wrong by talking through incidents as they happen.

We collaborate with the children to create the rules and codes of behaviour used by everyone in the nursery.

We support children to understand the reasoning behind the rules.

We ensure that children understand that rules apply to everyone.

We display the nursery rules on the wall to share with all visitors to the nursery.

Individual liberty: freedom for all

We encourage children to develop a positive sense of themselves.

We provide opportunities for children to develop their self-knowledge and self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course.

We provide an environment where children are encouraged to choose activities and resources for themselves and where they are supported in their learning and development.

We encourage children to talk about their learning and about their individual experiences, for example during their chosen activities.

We provide 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, for example in a group discussion about how they feel.

Mutual respect and tolerance: treat others as you want to be treated

We encourage children to develop positive relationships with adults and with other children.

We strive to create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

We aim for children to acquire a tolerance and appreciation of and respect for their own and other cultures and to know about similarities and differences between themselves and others.

We encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

We promote diverse attitudes and challenge stereotypes, for example sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.