

## Policy & Procedures

### Equal Opportunity and Inclusion Policy

<b>Signed on behalf of Miss Daisy's Nursery School</b>
Eva Quillot

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Miss Daisy's Nursery School is an equal opportunities employer. Discrimination of any kind is not tolerated at this school. Employers and staff at Miss Daisy's Nursery School are dedicated to providing a welcoming, sensitive and stimulating environment for all parents, nominated carers and children, regardless of their gender, age, health, disability, ethnic or national race, linguistic background, socio-economic background, religious or political beliefs, family circumstances or sexual orientation.

#### **General Aims:**

1. We aim to encourage self-respect and respect for each other in our contact with children, parents and staff.
2. We aim to reprimand any conduct, name-calling or bullying by children, parents or staff that threatens the self-esteem of any individual.
3. We aim to promote the child's rights to be part of a community, free from direct or indirect discrimination.
4. We aim to facilitate the child's needs, as indicated by the individual, rather than treating all children alike.
5. We believe that every person has the right to achieve his or her full potential and that every child should have equal access to the curriculum.
6. We aim to support an awareness of multi-cultural values.
7. We aim to promote non-sexist, non-racist conduct in the classroom, playground and staff room.

8. We aim to enhance the children's self-esteem and self-confidence by positively working to reduce any gender or sexual stereotyped prejudice.
9. We aim to allow the child's freedom to work towards his independence.
10. We aim to promote peace and harmony in the classroom.

Our method to support children's learning is through playful and meaningful experiences. To further the children's knowledge, for example, we like to encourage children and their families to celebrate traditional holidays with us at nursery and promote their culture within the school. With each experience we encourage the children to explore the differences and most importantly, the similarities shared between cultures. We find this is an effective way to educate children through hands on and meaningful experiences. We have different toys and materials that support the children's exposure to other cultures, ethnicities, and the wider world. Having these available at all times encourages children to enter into open-ended play and pose their own questions and learning. Children at times may ask questions regarding different cultural and ethnic aspects such as skin colour, accents, practices, etc. We believe having an open dialog and opportunities to discuss these topics is the best way to support their understanding and acceptance towards others. All our welcome times, circle times and activities are based on the children's interests and ideas, therefore, when these questions arise, we can adapt our planning and activities to educate the children on themes as and when they occur.

### **Practises:**

We are all equal and we are all different.

1. We believe all people are equal and we aim to respect and value their differences by fostering a sense of identity in an environment free from prejudice. In doing so, we recognise that each child's needs are different, and we do not, therefore, facilitate everyone's needs in the same manner. We treat and respect each child as an individual.
2. We are sensitive to the different learning styles which children may identify with.
3. Children of both sexes have equal opportunities at Miss Daisy's Nursery School and equal access to all areas of the whole school curriculum. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.
4. All children are encouraged to work and play freely with every child in the setting.
5. We recognise and respect the values originating from different backgrounds.
6. Since we are part of a multi-cultural, multi-lingual, multi-racial society, all children are taught to understand and respect our society and the cultural, linguistic, and religious backgrounds of each other. This is evident in the cross-curriculum.
7. In dealing with prejudices and grievances, we use role-play and discussion to help children develop empathy and understanding for each other.
8. We select literature, music, drama and art that promote the achievement of men and women, various ethnic groups, cultures, languages and people with disabilities.

9. Efforts are made to recognise and be aware of the possibility of sexist, stereotyped or racist prejudice in displays, reading schemes and school teaching and learning materials and our teaching styles.
10. We actively support anti-sexist and anti-racist attitudes and behaviour in the classroom and staff room.
11. We ensure that seating, resources and activities are organised in a non-sexist, non-racist manner, and that movement around the nursery school is not restricted for the disabled.
12. We recognise and respect parents' responsibility for their children and are available and open to discussion.
13. Opportunities, where possible are given for children to work with teaching and non-teaching staff of both sexes.
14. All teaching and non-teaching positions are not sex-specific, and both men and women are encouraged to teach all age groups.

The Equal Opportunities Statement seeks to stamp out unfair and biased practices if and wherever they arise at Miss Daisy's Nursery School. We encourage a diverse community in which all individuals may contribute as fully as possible. The Nursery School requires staff, parents/carers and children to behave in a non-discriminatory manner and expects their full support of nursery practices that discard or restrict equality.

#### **Cultural Capital:**

The term '**Cultural Capital**', which is defined as: "the essential knowledge that children need to be educated citizens" (p31 *Ofsted EY Inspection Handbook*). It goes on to say: **Cultural capital** is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. (142 p31 *Ofsted Early Years Inspection Handbook*, Sept 2019)

At Miss Daisy's Nursery we believe the understanding of 'Cultural Capital' is incredibly important to include into our everyday practice. It is essential for children to be educated about their surroundings and community. We believe that if children have a strong sense and understanding of where they come from and the community they are a part of, this creates a stronger sense of self and identity for the child. When each child joins Miss Daisy's we monitor the children's baseline development, and assess what the child is exposed to and if there are any gaps in their learning. If there are any learning gaps the nursery school will do their best to fill those gaps with different activities, circle times, outings, and materials.

#### **British Values:**

At Miss Daisy's Nursery we follow the government initiative of instilling 'British Values' into our daily lessons and learning experiences. The British Value principles teach children the values of democracy, the rule of law, individual liberty and mutual



respect and tolerance. This supports our Miss Daisy's team in creating an inclusive, fair, and respectful environment for our children.

1. We believe British Values to be fundamental. We actively promote these values such as democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs, including those without faith.
2. We encourage children to develop a positive sense of self whilst actively being a part of a community.
3. We encourage children to respect and value people who are different from themselves.
4. We let every child know their views count and we encourage them to value one another's opinions and values. The children will often be asked to share their views on what activity we should do next.
5. We provide activities that involve sharing, turn taking and teamwork.
6. We give children the opportunity to develop their minds by creating an environment where their questions are valued.
7. We ensure that children begin understanding that their own and others' behaviour have consequences, enabling them to make positive choices independently.
8. We work with the children to create rules and boundaries, such as agreeing rules about tidy up time and ensuring each child understands that the rules apply to everyone.
9. We provide opportunities for children to develop their self-knowledge, self-esteem, and confidence in their abilities. For example, allowing them to take managed risks.
10. We encourage and provide a range of experiences that allow children to explore the language of feelings and responsibility and reflect on their differences and understand how everyone has different opinions.

## **Training**

We encourage staff to access training opportunities to enable them to develop anti-discriminatory and inclusive practices, which enables all children to flourish.

We ensure that staff are confident and fully trained in administering relevant medicines.

We regularly review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

## **Curriculum**

The curriculum encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

Our environment is as accessible as possible. If access to the nursery school is found to treat disabled children or adults less favourably then we will try to make reasonable adjustments to accommodate the needs of disabled children and adults.

We do this by:

1. Making children feel valued and good about themselves and others.
2. Ensuring that children have equality of access to learning.
3. Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
4. 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.
5. Positively reflecting the widest possible range of communities in the choice of resources.
6. Avoiding stereotypes or derogatory images in the selection of books and resources.
7. Celebrating a wide range of festivals.
8. Creating an environment of mutual respect and tolerance.
9. Differentiating the curriculum to meet children's special educational needs.
10. Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
11. Ensuring that the curriculum offered is inclusive of children with special educational needs and disabilities.
12. Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.

**The Legal Framework for this policy is based on:**

- Equality Act 2010
- Children and Families Act 2014
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Education Needs and Disabilities Code of Practice 2015
- Special Educational Needs and Disability Act 2001
- The Early Years Foundation Stage Framework 2020

**Early Years Foundation Stage Framework**

Miss Daisy's Nursery school ensures that all children are provided with the opportunities to experience a challenging and enjoyable learning journey. We respect each child's personal educational process and fully understand that each child is an



individual. We believe that children must be viewed in a holistic way, considering each area of development. We do not judge a child's development solely on the general milestones led by the EYFS. However, it is used as a guide to prompt practitioners if further action is needed, keeping in mind each child is an individual and will develop at their own pace. We like to encourage children to find their own personality and opinions to develop a strong sense of self and identity. This is achieved by following the national curriculum; The Early Years Foundation Stage (EYFS).

The EYFS is made up of seven key learning areas which are:

- Personal, Social and Emotional Development
- Communication and Language Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

**'Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.** Young children mature in every area of development at their own pace and in their own individual ways. Inclusion means that individuals and communities are valued, and no child or family is discriminated against.' A Unique Child, Early Years Matter

#### **Policy for Special Educational Needs:**

1. We accept children with special educational needs and disabilities.
2. It is our policy whenever possible to integrate children with special needs and/or disabilities into our classrooms, to promote the welfare and development of the child.
3. Miss Daisy's Nursery follows the Department of Education's Code of Practice.
4. Children with special needs are given the same opportunities as all children in the school; they will as far as possible, follow all play activities in order to promote their welfare and development.
5. Each parent or guardian is asked to provide full information and specialised staff if necessary, to support their child's special requirements..
6. Where an initial concern is expressed, either by a teacher or a parent, then the procedures as stated in the Special Needs Policy will be followed, parents will be consulted, and a specialist referral made as soon as possible.
7. An appointed SENDCO (Special Needs & Disability Coordinating Officer) has been appointed to ensure these practices are being met.

#### **Supporting your child at Miss Daisy's Nursery School:**



At Miss Daisy's Nursery we believe children thrive in an environment that adopts an inclusive approach. As an inclusive nursery setting, we do not discriminate children on the grounds of their Special Educational Need or Disabilities. We instead assist children who require extra support through a Key Person system.

The Key Person is responsible for communicating with the parents and carers on a regular basis. Sharing information about the child is an effective way to help the nurseries approach to support the child's development. The Key Person will complete observations, monitor the child's tracking, and plan activities tailored to their needs. If it is necessary, they may find it helpful to create Individual Education Plans (IEP) with the nursery's Special Educational Needs and Disabilities coordinator (SENDCO) to ensure the child is receiving the best possible support to meet their needs and milestones.

At each Miss Daisy's Nursery school there is an appointed SENDCO, whose additional role is to support staff who have concerns regarding their key children. The Key Person and SENDCO will put strategies and a plan into place to support the child at nursery and home, these strategies will be revised roughly each half term. When creating IEP's, the Key Person, SENDCO or Headmistress will meet with parents/carers to put plans and targets in place to ensure families receive the best possible advice and help to support their child at home. The nursery also works with outside professionals to seek advice when appropriate including Health Visitors, Early Year's Advisors, Speech and Language Therapists and other specialist professionals. Any contact with outside Agencies is always with the permission of parents and carers.

We believe that consistency, clear boundaries, and a strong routine is paramount to a child's development and wellbeing. This echoes the value of clear and continuous communication between the nursery school and family.

If a child is suspected to require additional support which has not yet been addressed, the child's Key Person, SENDCO or Headmistress will arrange a meeting to discuss such concerns with the parents/carers. When given permission from the parent, SENDCO services would be contacted to help support a child with said additional needs and ensure an effective IEP and action plan is in place.

**The appointed SENDCO: Miss Kat Sagan**

If there are Multi-agency specialists working with the child for example, Speech and Language Therapists, Occupational Therapists or Physiotherapists, we would also invite them to join in regular meetings to ensure everyone is working towards the same goal for the child.

For any issue relating to The Equality Act 2010 you may contact;

Human Rights Commission - 08457622633

Should you feel your complaint is not satisfactorily addressed you have the right to raise the matter with OFSTED. They can be contacted at:

Early Years OFSTED Complaints Manager



Piccadilly Gate

Store Street

Manchester

M1 2WD

0300 123 1231

### **Monitoring and reviewing**

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