



SCORTON VILLAGE PRE-SCHOOL

POLICIES AND PROCEDURES

Equal Opportunities/Diversity

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1. INTRODUCTION

Related policies and procedures

This policy is to be read in conjunction with Scorton Village Pre-School's Safeguarding, Health and Safety, Data Protection and Children's Health and Hygiene policies.

2. EQUAL OPPORTUNITIES AND DIVERSITY POLICY

Reference to the Equality Act 2010 was made when writing this policy.

Becky Monaghan is our Equality Named Coordinator (ENCO) representative. Our aim is for our setting to be fully inclusive and to lead whilst identifying all aspects of inequality. Becky has completed training on the ENCO role.

Aims

At Scorton Village Pre-School we believe that all children need to experience a pre-school environment where cultural, linguistic, ethnic, social, physical and gender differences are respected and valued. We want the principles of equal opportunity to be evident in our work and in the ethos of the setting. To achieve this all staff, committee members, parents, carers and children will be actively involved in developing, implementing and evaluating our equal opportunities policy.

Statements of Principle

We respect and value the linguistic, cultural and religious diversity which the children may bring to our setting and which exists in the wider community.

- We are committed to challenging attitudes that promote discrimination on grounds of race, gender, social circumstances or ability.
- We actively promote respect for all and help prepare all children for life in a culturally diverse society.
- We recognise that it is the responsibility of every member of our Pre-School community to ensure that this ethos is actively and consistently reflected in our practice.

Inclusion Commitment

We aim to demonstrate our commitment to the principles of equal opportunities through:

- Fostering a respect for all groups and individuals within the context of Human Rights.
- Actively promoting positive non-discriminatory behaviour.
- Ensuring appropriate support to avoid the isolation of any individual or group within the setting.
- Ensuring we have high expectations of all.
- Ensuring representation of a range of cultures and minority groups within our planning and provision.

Staff and Pupils Attitudes, Values and Personal Development

In our setting we aim to:

- Enable our children and staff to develop a critical awareness of diversity and equality.
- Enable our children and staff to have the confidence and skills necessary to challenge instances of prejudice, intolerance and discrimination.
- Equip our children and staff to understand the reason, logic and sensitivity needed to resolve disagreement or conflict.
- Encourage a willingness by all to learn from different cultures, faiths and beliefs.
- Recognise the importance of language to a person's sense of identity and belonging and to see a family's language abilities as a resource and a strength.
- Ensure that every child has the opportunities to receive the support and guidance they may need in accordance with their personal, physical, social, emotional or cultural circumstances.
- Ensure that children develop skills to help them communicate effectively and to defend their own opinions.

Learning and Teaching

In Pre-School we will ensure that:

- Teaching methods and styles take full account of the needs of every child in terms of access, positive attitude and preferred learning styles.
- Activities will encourage positive attitudes towards difference and diversity.
- The children will learn about the nature of equality and fairness.

Staff Recruitment and Retention

- When recruiting Pre-School will not discriminate against any individual because of their ethnicity, age, gender or social circumstances.
- A demonstrated commitment to race equality and all issues of equal opportunities will be a criterion for selection of all new staff.

Admissions

- Children and families from all backgrounds and groups within the community will be equally valued and openly welcomed.
- All children's medical, cultural and dietary needs will be taken into consideration.
- We will endeavour to meet all needs of children where possible, considered on an individual basis.
- We will obtain information about children and families on admission. We will continue an ongoing dialogue with Parents/carers throughout the child's time in Pre-School.
- We will endeavour to be sympathetic towards Parents/carers who may be experiencing problems with payments.
- An admissions policy is included in this booklet.

Parents and the Wider Community

We seek to work in partnership with parents and to take positive steps to ensure that physical, social, linguistic, ethnic, or cultural diversity is not a barrier to any parent being able to contribute to Pre-School life.

We seek where possible to access the skills, knowledge and experience of all groups, to widen the diversity of experience offered to the children.

3. CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Scorton Village Pre-School recognise that all children and their families are unique. We aim to ensure our practice is truly inclusive and we will work to ensure that all children and families receive equitable services and have opportunities to participate, be heard and feel a sense of belonging within our setting. With this in mind we are committed to supporting any child learning English as an additional language and ensure the necessary support is in place for the family of these children in our care

Our Policy is to:

1. Remember the importance of the home language that is vital for maintaining positive family connections.
2. Understand and respond to any culturally diverse child rearing practices.
3. Link with the Early Year Learning and Teaching Advisor for advice in seeking out appropriate services that can support families attending Pre-School and for advising staff.
4. Keep children safe when they may not understand verbal instructions. Use signs and symbols to enable child to access all areas of Pre-School and follow simple routines of the day.
5. Understand that children may go through a silent period at some stage- sometimes for extended periods of time and support children through this time-continuing to expect them to respond.
6. Appoint a key person to work closely with the child and the family. This person will continually observe and record development and plan for the needs of the child in her care. Photographic evidence will be an important way of recording progress to share with parents.
7. Whenever possible we will ask parents to provide a home-school link book. This will help establish connections between home and Pre-School. We will include photographs of the child around the setting.
8. Staff will endeavour to learn key phrases from the child's home language.
9. We are aware that in some circumstances information given to parents will need translating.
10. We will ensure that children have sufficient opportunities to learn and reach a good standard in English language.

Useful contact: Community Cohesion Team Tel; 01609 536355.

Language for Development.

We will take the following into consideration for all children in the setting.

- We will recast language in a positive way to encourage rather than discourage children to speak.
- We will talk to child as we play alongside giving them information and modelling language.
- Speak clearly and not too fast using appropriate gesture and expression without exaggerating speech.
- Acknowledge the fact that repetition is important in order for children to consolidate and add to their knowledge of language structure.
- Give children time to think and reflect.
- We will aim to give children the time and space, patience and support and carefully planned provision. We will acknowledge their skills in their home language in order to give them confidence to achieve in English.

4. BRITISH VALUES POLICY

The statutory requirements for early years providers have been confirmed by the DfE. They are as follows:

- The fundamental British values of democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance for those with different faiths and beliefs

These are implicitly embedded in the EYFS 2024 Early Years Foundation Stage

As an early years setting following the EYFS we are committed to ensuring British Values are evident in our everyday practice.

Democracy: making decisions together

As part of our Personal, Social and Emotional Development we encourage children to make decisions together. All teachers encourage children to realise their views count, for example decision making with regard to activities in the setting or the rules we need for safe play outdoors. They are encouraged to listen to and value the ideas of others. Children will see democracy in action for example a show of hands to decide which circle time we will have.

Children will take part in turn taking activities and sharing and collaboration activities. For example group games with rules to follow and turn taking. They will build together, taking turns and listening to each other as they do so. Children will be given opportunities to develop enquiring minds. Our Pre-School encourages an atmosphere where questions are valued.

Rule of Law: understanding rules matter

Within the Personal Social and Emotional development area focus is given to ensuring children understand their own and other's behaviour and its consequences. They will learn to distinguish right from wrong with sympathetic support from staff. Children will begin to understand that the rules we make together apply to everyone.

Individual Liberty: freedom for all

As part of the focus on self-confidence and self-awareness and people and communities and understanding the world, children will develop a positive sense of themselves. We give children support to develop their self-esteem, confidence and their own abilities. They will chat about their experiences and their learning and take risks on obstacle courses and try out new activities. Children will explore the language of feelings and responsibilities using puppets, books and small group chat times. Children will be asked "how do you feel about that?" and "how did that make you feel?" at appropriate times.

Mutual Respect and Tolerance

The areas of learning mentioned above allow the opportunities for children to acquire a tolerance, appreciation and respect for their own and other cultures. They will begin to know about similarities and differences between themselves and others in families, faiths, communities, cultures and traditions. Staff will use stories, celebrations and events to gain an understanding and experience of these. Staff will promote diverse attitudes and challenge stereotypes.

Scorton Village Pre-School will actively promote these fundamental British values.