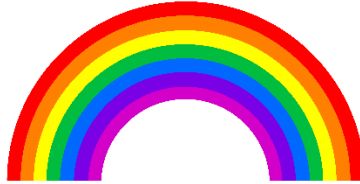


The Village Nursery Bellingdon Ltd



“Building a firm foundation”

Equality of Opportunities Policy

Please also see Safeguarding Children and Promoting Children’s Welfare Policy

The EYFS Statutory framework states that “All providers MUST have and implement an effective policy about ensuring Equality of Opportunity and for supporting children with learning difficulties and disabilities”.

The following legislation is acknowledged:

- Children Act 1989, 2004
- Disability and Discrimination Act 1995, 2005
- Equality Act 2006, 2010
- Every Child Matters
- Protection of Children Act 1999
- Race Relations Act 1976
- Sex Discrimination Act 1976, 1986
- Special Educational Needs and Disability Act 2001
- Special Educational Needs Code of Practice 2001
- United Nations Convention on the Rights of the Child

This document relates to the Early Years Foundation Stage Welfare (EYFS) requirements:

- Equality of Opportunities page 25
- Food and drink page 27
- Safeguarding page 22
- Information and complaints page 23
- Behaviour management page 28
- Safe recruitment page 29
- Data page 38

The policy links with the following EYFS themes and commitments:

- A Unique Child (1.1, 1.2, 1.3, 1.4.)
- Positive Relationships (2.1, 2.2, 2.3, 2.4.)
- Enabling Environment (3.1, 3.2, 3.3, 3.4.)
- Learning and Development (4.1, 4.2, 4.3.)

Statement

The Village Nursery values diversity and aims to treat everyone associated with the setting without prejudice and as individuals, regardless of age, ethnic heritage, social and economic background, gender and those who are disabled or have special educational needs (SEN). This means that we recognise that there is more than one way of looking at the world.

We recognise that any needs that a child or adult may have, do not have to be disabling if those around them understand their needs and are able to remove the barriers that get in the way of learning and well-being.

We aim to introduce the children to the society in which they live enabling them to take pride in their own identity. This means that we help children to be aware of all our differences and similarities in a positive way.

We will aim to provide accurate information which helps to challenge cultural stereotypes.

We believe that every child has the right to benefit from a broad, balanced education, based on the Early Years Foundation Stage (EYFS) framework. We will adopt realistic expectations of the young children with whom we work and recognise that children's social skills and powers of concentration will grow as they mature.

We believe that behaviour and the development of moral values are heavily influenced by what children observe from the adults who are close to them.

We recognise that some children will benefit from additional support and targeted interventions.

We will provide this for all children through positive, non-stereotyping and accurate information on gender role, diverse ethnic and cultural groups and people with disabilities, including neurodiversity. We welcome and support families from the LGBTQ+ community.

We believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Admissions

The Village Nursery is open to every family in the community. We have an inclusive Admissions policy which is reviewed annually by the Nursery Manager.

Employment

Posts are advertised widely and all applicants will be judged against explicit and fair criteria. All posts will have a job description, which includes a commitment to equality and diversity as part of the specification.

No applicant will be rejected on the grounds of age, gender, sexuality, class, means, family status, disability, colour, ethnic origin, culture, religion or belief.

The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) as

reflected in our Safeguarding Policy. This ensures fairness in the selection process.

We monitor our application process to ensure that it is fair and accessible.

Training

All staff and volunteers will have regular opportunities to train, particularly in developing and reviewing anti-discriminatory and inclusive practices. We have a policy on Training which is reviewed annually or in the light of new legislation.

All staff and volunteers will hold a training file
All training will also be recorded in a training log

How individual children's needs will be met

We recognise that children will progress at different rates during the Early Years Foundation Stage and recognise that regular monitoring of individual children's progress throughout is essential.

For all children in our setting, we will offer a differentiated curriculum that is regularly evaluated to make sure all children are making satisfactory progress.

If staff/parents are concerned about a child's lack of adequate progress, the child may simply need time and support to develop and access the differentiated learning opportunities that are offered to all children in the Nursery.

Where a child appears not to be making progress according to accepted norms, which could be higher or lower, it may be necessary to present different opportunities or use alternative approaches to learning.

If there appear to be difficulties, we recognise that it is important to adopt a graduated response which is outlined in this policy under the heading "SEN Code of Practice".

We identify and actively seek to reduce barriers to inclusion for example through regular audits of practice, the use of Barriers to Learning and Participation (BCC Handbook)

We will provide a range of accessible resources and equipment for example various size tables and chairs, visual labels for resource.

These resources are reviewed so that individual needs are met (See Policy on Resources).

We regularly seek the views and feelings of all children and families through for example, discussion or questionnaires.

Each child will have a key person which will support planning so that the needs of each child can be identified.

Children's records will be held in a Learning Journey document which has photographs, examples of work and written observations. Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Children will be given regular opportunities to look at their own records and add their views through drawings or by the key person scribing their comments.

The curriculum offered in the Village Nursery encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. We do this by:

- Making children feel valued and good about themselves by reflecting and sharing their life experiences for example by supporting and valuing home language.
- Ensuring that children have equality of access to learning by offering for example, visual images to support experiences.
- Ensuring that resources reflect a range of communities for example through story books, clothing and photographs.
- Avoiding stereotypes or derogatory images in the selection of materials.
- Celebrating specific festivals which are important to the children in the Nursery.
- Marking some of the other different religious and cultural festivals such as Christmas, Diwali and Chinese New Year.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.
- We help children to learn about a range of food to appreciate different cultural approaches to mealtimes and eating and to respect the differences among them for example through cooking or gardening.

Working with parents/carers

We welcome the diversity of family life and recognise that many different types of family successfully love and care for children.

We work in partnership with parents to ensure that the medical, cultural, religious and dietary needs of children are met.

We encourage and value the variety of experiences that parents/carers can add to the life of the Nursery for example by contributing stories of their everyday life.

For families who have a first language other than English, we value the contribution their culture and language offer.

We offer a flexible payment system for families of differing means.

Parents/carers can talk to the staff on day to day issues, both at the beginning and at the end of each session. Parents/carers can make an appointment to see their child's key person if they have any concerns that need to be addressed in detail.

We hold two parents' evenings each year when parents/carers have the opportunity to speak to

their children's key person and discuss progress or any concerns that either party may have.

Meetings are arranged to ensure all can be involved in the setting.

We communicate information about meetings in a variety of ways for example by word of mouth, through newsletters and individual letters.

A written report is sent home at the end of each term. Parents are encouraged to add their own comments to these reports.

Parents will be regularly encouraged to join us for sessions (See our parental involvement policy)

We will provide a procedure for complaints (See Complaints Policy and Procedure). In the rare occurrence that a complaint is made the staff member will inform the session supervisor who will try to resolve the complaint. If the complaint cannot be resolved the supervisor will notify the Management team. For complaints that are still unresolved the Management team will notify Ofsted and/or Buckinghamshire Council.

Procedures will be dealt with in accordance with our complaints procedure (See Complaints Policy and Procedure).

SEN Code of Practice

The Village Nursery believes in and has regard for the fundamental principles of the Special Educational Needs Code of Practice 2001. This states that:

- All children with SEN should have their needs met
- The SEN of children will normally be met in mainstream schools or early years settings
- The views of children should be sought and considered
- Parents have a vital role to play in supporting their child's education
- A child with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage.

(SEN CofP 1:5)

The provision of SEN is a matter for all involved in the Nursery.

Definitions

Our setting recognises that 'a child has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for him/her' (Code of practice for Special Educational Needs, 2001, 1:3).

The Disability Discrimination Act 1995 defines disability in the following terms:

"physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities"

(1995, Disability Discrimination Act, cited in Special Educational Needs Code of Practice page 7)

The Village Nursery will focus on the child not the impairment as we follow a social model of disability which recognises that impairment is:

"The physical limitation within an individual caused by a physical, mental, intellectual or

sensory condition, which differs from accepted norms” (scores 1981 International Year of Disabled People cited in Alison John & Associates, Buckinghamshire Early Years Partnership training 2007)

Graduated response

We will follow a graduated response as outlined in the Special Educational Needs Code of Practice (DfES, 2001) which is a model of action which provides interventions designed to help children with SEN.

This model recognises that children with SEN have different needs and that where necessary increasingly specialist expertise may be involved.

We recognise therefore that regular monitoring of individual children’s progress throughout the Early Years Foundation Stage is essential.

Adequate progress is defined as progress that:

- Closes the attainment gap between the child and the child’s peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of peers.
- Matches or betters the child’s previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child’s behaviour

(SEN CofP 4:14)

Early Years Action

If there are concerns that a child is not making adequate progress and is identified as having SEN then we will plan interventions through Early Years Action. Interventions at Early Years Action are additional to or different from those normally provided in the Nursery.

Individual Education Plan:

A set of targets/interventions will be put in place in a document called an “Individual Education Plan” (IEP). IEPs will focus on three or four key individual targets. Targets should relate to key areas in social communication, language etc. and aspects of behaviour or physical skills. IEP targets will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when the IEP is reviewed)

Initially the SENCO and colleagues will collect all known information about the child and seek additional new information from the child’s parents/carers. Interventions that are additional to or different from those normally provided in the setting could include:

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness
- Providing different learning materials or specific equipment
- Providing individual or group support
- Providing development and training to introduce more effective strategies.

(SEN CofP 4:26)

Our regular planning cycle will take into account the targets on the IEP. IEP targets will be set taking into consideration activities favoured by the child. The child's view will be sought where possible by asking, listening and by observing play in collaboration with parents and carers. We will keep the needs of the child continually under review and will have a formal review each term.

If, however, the child is still not making adequate progress, the Village Nursery will consider whether it is necessary to provide additional or different interventions through Early Years Action Plus. Involvement of the EYCS Inclusion team (with parental consent) for specific advice about meeting the child's needs may be appropriate at this time.

Early Years Action Plus

This is characterised by the involvement of external agencies such as for example Speech and Language therapists, Bucks Early Years Inclusion Team.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues to work at an early years curriculum substantially below that expected for children of a similar age
- Has emotional and/or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- Has on going communication and/or interaction difficulties that impede the development of social relationships and cause barriers to learning

(SEN COP 4:31)

Where we seek help from an outside agency, those services will need to see the records of the child held by the setting. These should include:

- Early Years Foundation Stage Records
- Observations and Summative record of observations
- IEPs
- Buckinghamshire Developmental Curriculum Record (BCDR)
- Information from parents

Within our setting we will have a member of staff or SENCO (Special Educational Needs Coordinator) with responsibility for implementing the requirements of the SEN Code of Practice (SEN CofP 4:15). The SENCO for our setting is: Karen Suckling, BA , 2009, Early Years Professional Status 2010, Disability awareness training (2011), Senco training, 2024, Makaton, Salley Programme 2013.

The SENCO will work closely with the head of the setting and is the person with overall responsibility for:

- Ensuring clear communication with parents
- Ensuring that the parents/carers are notified as soon as possible after a concern has been identified.
- Ensuring that parents/ carers are kept informed and involved in a confidential manner.
- Ensuring that meetings with parents take place at mutually agreed times.

- Ensuring that a record of all meetings is kept and distributed to all parties.
- Encouraging parents/carers to contribute their knowledge and understanding of the child.
- Collating all information and will therefore be aware of all records held in the setting that relate to the child with SEN.
- Ensuring that an appropriate structured programme is in place to meet a child's needs. This is called an Individual Education Plan (IEP).
- Taking the lead in further assessment of the child's particular strengths and weaknesses
- Liaising with other early education settings in the area, mainstream primary schools and special schools
- Liaising with the Local Authority about SEN issues
- Liaising with outside agencies
- Considering the child's views and opinions
- Supporting and being a reference point for colleagues on all SEN matters
- Attending relevant training and ensuring other members of staff attend relevant training

Staff responsibilities:

- To be fully aware of the procedures for identifying, assessing and making provision for children with SEN.
- To build good relations with parents
- To undertake core training
- To give feedback to SENCO about identified children
- To implement strategies written on IEP's
- To evaluate and review targets written on IEP's

Role of management team

The Management team will work with all practitioners to determine the Nursery's policy and approach to provision for children with SEN. The Management team will give support and time to make the role of the SENCO possible.

Support available within the setting for children with SEN and/or disabilities

- Easy accessibility for cars
- A ramp into the building
- Wide doors and a large hall
- Qualified staff
- Small group support
- Facilities to provide quiet activities

Behaviour

All staff, volunteers and students are required to provide a positive approach to behaviour by treating children, parents and one another with friendliness, care and courtesy.

In day-to-day Nursery experiences, we will put this into practice by using the following strategies:

- We will seize opportunities to praise and endorse desirable behaviour such as kindness and willingness to share.
- We will provide clear boundaries which will help children to understand what is expected of them.

- Our planning will include stories that reflect positive behaviour and moral understandings
- We will help children to think about their behaviour before the event for example by giving a gentle reminder, calling the child's name.
- We will provide sufficient resources to help children to share by having regular access.
- We will share positive behaviour with parents/carers.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.

We will provide induction procedures to familiarise new staff and volunteers with the Nursery's behaviour management policy and its rules for behaviour. We expect all members of the Nursery – children, parents, staff, volunteers and students – to keep to the rules and require these to be applied consistently.

Physical punishment, or the threat of physical punishment, is not acceptable and will always be challenged.

Injuries or accidents, for example bites, will always be recorded and reported to parents/carers.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by any members of the Nursery.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person.

Threatening or abusive behaviour

Threatening or abusive behaviour or any expression of prejudice or discriminating behaviour towards or between staff or families will not be tolerated and all such incidents will be challenged and recorded.

Where children are discriminated against, parents/carers will be informed of the incident and of the actions taken.

All staff, volunteers and students are responsible for reporting all incidents of discrimination to:

- Karen Suckling, the person responsible for behaviour management.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children.

We take bullying very seriously. If a child or adult bullies another child or children:

- We intervene to stop the child or children being harmed.
- We give reassurance to the child or children who have been bullied
- We explain to the child or adult doing the bullying why his/her behaviour is inappropriate
- We help the child who has done the bullying to say sorry for his/her actions
- We make sure that children who bully receive praise when they display acceptable behaviour
- We do not label children who bully
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving

Challenging behaviour:

When children behave in unacceptable ways, we help them to see by one-to-one discussion or group work for example, what was wrong and how to cope more appropriately. Children will be encouraged to explain what they did and how they think they can help to make the situation better.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

We never send children out of the room by themselves. We never use physical punishment, such as smacking or shaking. Children are never threatened with these. We do not shout in a threatening way to respond to children's behaviour. We do not use techniques intended to single out and humiliate individual children.

We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Nursery Manager and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.

The Nursery Manager has overall responsibility for issues concerning behaviour and is required to: -

- Keep up to date with legislation and research and thinking on handling children's behaviour
- Access relevant sources of expertise on handling children's behaviour
- Check that all staff and volunteers have relevant in-service training on achieving positive behaviour.

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. If a child bullies another child or children:

- We intervene to stop the child harming the other child or children
- We explain to the child doing the bullying why his/her behaviour is inappropriate
- We give reassurance to the child or children who have been bullied
- We help the child who has done the bullying to say sorry for his/her actions
- We make sure that children who bully receive praise when they display acceptable behaviour
- We do not label children who bully
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving

This policy was adopted by the Village Nursery on 1st May 2025 and will be reviewed every 6 months or sooner if further directives are received from local or central government.

Signed on behalf of the nursery

Links to training file:

Links to other policies:

Admissions

Resources

Training

Safeguarding

This policy was reviewed on: