

2.0 Equality of Opportunity

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2.1 Valuing Diversity and Promoting Equality of Opportunity

1. Statement of intent

- Jack and Jill Pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children, families and staff. We ensure that our service is fully inclusive in meeting the needs of all children. We recognise that staff and children and their families come from diverse backgrounds and we value all of their contributions. We understand a person's background can affect their well-being and impact on their learning and development. We recognise the protected characteristics as grounds upon which discrimination is unlawful, they are: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex and sexual orientation. We will take action against any person displaying openly discriminatory and possibly offensive materials, name calling, or threatening behaviour in or around the Pre-school.

2. Procedures

Admissions

- Our Pre-school is open to all members of the community.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- Our admissions policy is clearly set out and is fully inclusive.
- We use the graduated approach so that all children with special educational needs (SEN) and/or disabilities can participate successfully in the daily activities of the Pre-school.
- We make provision to work in partnership with parents/carers of children with SEN or disabilities.

Staff

- We use non-discriminatory procedures for staff recruitment and selection.
- We welcome applications from all sections of the community; applicants are considered solely on the basis of their suitability for the post.

- Employment decisions are made based on suitability for the role, enhanced Disclosure and Barring Service (DBS) disclosure, references, employment history, qualifications and interviews.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity.
- We monitor our application process to ensure that it is fair and inclusive.
- Applicants will not be asked questions which might suggest an intention to discriminate on grounds of a protected characteristic.
- We provide training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.
- All staff have a responsibility to challenge and eliminate discriminatory actions.
- If you are disabled or become disabled, we encourage you to tell us about your condition so that we can consider what reasonable adjustments or support may be appropriate.
- If a member of staff believes that he/she has suffered discrimination he/she should raise the matter through our grievance procedure, details of which are in the Staff Handbook. Complaints will be treated in confidence and investigated as appropriate.

Learning and development

- We encourage children to develop positive attitudes about themselves as well as to people who are different from themselves.
- We encourage children to empathise with others and begin to develop skills of critical thinking.
- We ensure that children feel valued and good about themselves and others.
- All children, including those with SEN or disabilities, have equality of access to learning.
- When required, reasonable adjustments are made for children with SEN or disabilities.
- We avoid stereotypes or derogatory images in the selection of materials and resources.
- A wide range of cultural and religious festivals are explored.
- We create an environment of mutual respect and tolerance through our teaching of Fundamental British Values.
- We help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Children who have English as an additional language (EAL) are supported in their learning and development.

Valuing diversity in families

- We welcome the diversity of family lifestyles and encourage children, parents/carers to take part in the life of the Pre-school and we value their contributions.
- For families who speak languages in addition to English, we develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the Pre-school.

Food

- We work in partnership with parents/carers to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Activities and resources

- The choice of activities and resources reflect the widest possible range of communities.

- Books, toys, resources and activities promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping.
- Play equipment, resources and activities promote continuity and progression to provide sufficient challenges to meet the needs and interests of all children.

Access to Pre-school

- Meetings with individual parents/carers can be arranged at a mutually convenient time with the child's Key Carer on a regular basis.
- There is level access to all areas on the ground floor including the outdoor play areas.
- There is a separate toilet accessible to disabled persons.

4. Further guidance

- Special Educational Needs and Disability code of practice: 0 to 25 years
- Disabled Children and the Equality Act

2.2 Supporting Children with Special Educational Needs and Disabilities (SEND)

1. Statement of intent

Jack and Jill Pre-school provides an environment in which all children are included, valued and supported to reach their full potential. This policy is in line with the Department for Education (DfE) and Department of Health (DoH) Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 (2014) and the Equality Act (2010). At Jack and Jill Pre-school we use the definition for SEN and for Disability from the SEND Code of Practice: 0-25 (2014).

This states; 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'

2. Aims and objectives

Jack and Jill Pre-school aims to provide an inclusive and supportive environment for all children, and to give them meaningful access to the- Early Years Foundation Stage (EYFS) framework and reach their full potential. The aims of this policy and practice are:

- to ensure that all children, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- that the Special Educational Needs of children are identified as early as possible, assessed, planned, provided for and reviewed regularly.
- to reduce barriers to learning and progress so that every child is enabled to experience success
- to ensure that children with SEND engage in activities alongside children who do not have SEND whilst maintaining the safety and quality of provision for all children
- to make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and environment.
- to identify the roles and responsibilities of all staff in providing for children's SEND.
- to work in partnership with parents and carers to ensure they are involved and able to contribute at every stage of planning the support needed to meet their child's needs.
- to work in cooperation and partnership with other outside agencies and professionals to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- to ensure children with SEN or disabilities and their parents/carers are signposted to additional support
- to adopt a graduated approach with four stages of action: Assess, Plan, Do, Review.

- to ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's learning and development.
- to ensure the privacy of children with SEN or disabilities when intimate care is being provided.
- to keep secure records of the assessment, planning, provision and review for children with SEN or disability. Records are made available to parents/carers.
- to inform parents/carers about Local Authority support for children with SEN or disability through Bristol's Local Offer and on our SEND offer on our website.
- to have a named SENCO qualified to Level 3 or above .
- to ensure our Admissions policy is inclusive of all children.
- To ensure that children with SEN or disability are appropriately involved at all stages of the assessment, planning, provision and review taking in to account his/her ability

The Special Educational Needs Co-ordinator (SENCO):

- is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN.
- is responsible for leading and co-ordinating the 'graduated approach', working with and supporting individual practitioners in the setting.
- should advise and support colleagues.
- should ensure the child's key carer understands their responsibility for working with the child on a daily basis to deliver an individualised programme (IEP).
- must ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- is responsible for liaising with professionals or agencies beyond the setting.
- should consider requesting an Education, Health and Care needs assessment (EHC) if despite taking relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress.
- should keep appropriate records which are regularly reviewed and monitored.
- will (with parental permission) share information to support transitions into another setting or school.
- works closely with the Manager and the area SENCO.
- must attend SENCO clusters and training opportunities regularly to update and inform practice.

4. Further guidance

- Bristol Local Offer
- Special Educational Needs and Disability code of practice: 0 to 25 years
- A Graduated Approach to SEND support in Early Years - Bristol City Council
- Children with Special Educational Needs
- The Children and Families Act

2.3 Looked After Children

1. Statement of intent

Jack and Jill Pre-school are committed to providing quality provision based on equality of opportunity for all children and their families. We are committed to doing all we can to enable children who are looked after (children who are in the care of, or accommodated by, the Local Authority) to achieve and reach their full potential.

2. Procedures

- We do not characterise children as different from others by referring to them as a 'looked after child', 'CLA' or 'LAC'.
- The designated person for looked after children is the Designated Safeguarding Lead (DSL)

- The DSL ensures the looked after child's Key Carer has the information, support and training necessary to meet the child's needs.
- The DSL and the child's Key Carer liaise with agencies, professionals and practitioners involved with the child and his/her family and ensures appropriate information is gained and shared.
- All staff are made aware of the particular difficulties and educational disadvantage faced by a looked after child and understand the need for positive systems to support them.
- We recognise the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child.
- We maintain regular contact with the child's social worker.
- At the start of a placement there is a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs (and if appropriate an Individual Education Plan). The care plan is reviewed after two weeks, six weeks and three months; thereafter at three to six monthly intervals.
- We make observations about the child's well-being, their sociability and their ability to manage their own feelings as well as their communication, interests and abilities in relation to the Early Years Foundation Stage.
- Concerns about the child will be handled according to our safeguarding procedures and, in addition, will be reported to the child's social care worker.
- Transition to school will be handled sensitively and the DS and/or the child's Key Carer will liaise with the school, passing on relevant information and documentation.

4. Further guidance

- Promoting the Education of Looked After Children
<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>
- Virtual Hope School
<https://www.bristol.gov.uk/web/the-hope>

2.4 Achieving Positive Behaviour

1. Statement of intent

Jack and Jill Pre-school believe children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We provide a positive environment where adults consistently manage and encourage positive behaviour that promotes children's welfare and development. Children are encouraged to respect themselves and others; they are allowed to flourish and enjoy developing, learning and making a positive contribution. We recognise the need for strategies in respect of inconsiderate behaviour, hurtful behaviour and bullying.

2. Procedures

General

- When necessary nominated members of staff attend professional training on promoting positive behaviour.
- All staff receive in-house training on promoting positive behaviour and a record of attendance is kept.
- Staff, volunteers and students provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- We work in partnership with children's parents/carers.
- We offer parents/carers the opportunity to attend an in house workshop on achieving positive behaviour.

Strategies

- Staff, volunteers and students use positive strategies for handling any inconsiderate behaviour by helping children in ways which are appropriate for their ages and stages of development. Such solutions might include negotiation, intervention, diversion, distraction and conflict resolution.
- We ensure that praise is given when it is due; modelling and highlighting positive behaviours.
- We positively affirm considerate behaviour such as kindness and willingness to share.
- We recognise that codes for interacting vary between cultures and require staff to be aware of and respect those used.
- Parents/carers are regularly informed about their children's behaviour by their Key Carer. We discuss both positive and challenging behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We may assess undesired behaviour using an ABC format (antecedents, behaviour and consequence) to help us to understand the cause of the behaviour and to decide, alongside the parent and/or carer, how to respond appropriately.
- We aim to be calm, patient and consistent when responding to children's inconsiderate behaviour.
- We do not send children out of the room by themselves
- We never use, or threaten to use, corporal punishment.
- We never use, or threaten to use, any punishment which could adversely affect a child's well-being.
- We do not raise our voices in a threatening way.
- Physical Intervention will only be used as a final resort. Normally, physical contact with children should be in response to the child's needs at that time, be of limited duration, appropriate and proportionate to their age, stage of development, gender, ethnicity and background.
- Physical contact is likely to occur when the children are upset, have been hurt, have had a toileting accident or are behaving in such a way to cause harm to themselves or others in the environment. However, on the rare occasions when we may need to hold or move a child for **their own safety or the safety of others** we will do so with respect to the child and mindful of the safety of the child.
- We will use techniques from the training staff have received.
- Any physical restraint to support behaviour will be logged on an incident form. Parents will be informed on the day of the incident.
- Physical intervention requirements will be detailed on the child's individual risk assessment. This is shared and agreed with the child's parents/carers.
- In any case of unacceptable behaviour, it will always be made clear to the child/children, that it is the behaviour and not the child that is unwelcomed.
- We do not use techniques which single out and humiliate individual children.
- We set and discuss boundaries and expectations with the children and apply these consistently.
- Children are not excluded from the playrooms, but when applicable, are given time out (on a thinking mat) supervised by a practitioner to reflect on the potential impact of their behaviour and a positive way forward.
- We help children to find solutions to conflict (for example the use of sand timers to encourage sharing).

3. Further guidance

Keeping Children Safe in Education

Working Together

Legal Framework

Children Act 1989

Children and Families Act 2014

The Children Act (Every Child Matters) 2004

The Equality Act 2006 and 2010

Disability Discrimination Act
Race Relations Act 1976
Race Relations Amendment Act 2000
SEND Code of Practice
Protection of Freedoms Act 2012
Statutory Framework for the EYFS
Working Together to Safeguard Children

Contact Details:

Early Years Portage and Inclusion Team
Tel: 0117 377 3235

Specialist Children and Families Centre
Long Cross Centre Tel: 0117 903 0740

**This policy was adopted at a Board of
Directors meeting held on:**

16/01/2025

Signed on behalf of the Pre-school by:

C. Hollingdale

Mrs Claire Hollingdale (Managing Director)

Date: 16 January 2025