

At nippers we believe in valuing & celebrating the diversity within our community. We aim to develop good practice & positive attitudes in the early years and encourage an anti-discriminatory approach to the world in general, and other human beings in particular. We believe that all people should have equal opportunities to learn, develop & grow with dignity in a community of mutual respect.

- This policy applies to every staff member, parent carer & child. Each person is valued as an individual, with differing social, intellectual & cultural backgrounds. Different needs, likes, dislikes, similarities & differences are respected & accounted for.
- Nobody in the nursery will be subjected to discrimination, racist comments, or gender bias. Cultural or religious diversity will be respected. Nippers Nursery recognises that discrimination is not only unacceptable, but also unlawful.
- Senior management will challenge & deal with inappropriate practices & attitudes from the staff, parents or visitors promptly.
- We record any seriously inappropriate racist or sexist comments made by children & staff, including volunteers & students.

## Organisation

- Reasonable adjustments will be made to the premises to cater for anyone with a disability. There is a policy in place for children with additional needs which holds information regarding how children with SEN are catered for.
- We cater for cultural, religious & medical differences at all snack & mealtimes.
- We celebrate a variety of festivals & special events each year from cultures represented within our community & outside.
- We give the children equal opportunities and equal access to the full range of activities including trips outside of nippers.
- The management of resources will reflect a wider society & ensure that both boys & girls have access to all kinds of activities & play equipment & are encouraged to enjoy & learn from them.
- We monitor activities on a regular basis to ensure that every child has freedom of choice, time for discovery & support when it is necessary.
- During play we encourage the children & adults to respect & value each other. We discourage hurtful & unkind remarks. Staff ensure that the children are helped with the understanding that it is wrong to judge someone because of their colour, beliefs, gender, disability, or social background. We explain why, talk things through & praise positive behaviour.

## Staff

- We take great care to apply the policy when advertising for interviewing & appointing staff.
- The Nursery's aim is to ensure that no job applicant or employee is discriminated against, directly or indirectly, on any unlawful grounds. All staff are treated equally without prejudice.
- All staff will be expected to complete online training, in house discussions on induction and throughout their employment as part of their CPD.
- We expect all staff to behave in a professional manner, to commit to the above policy and be consistent, fair & sensitive. We expect them to challenge others who make racist, sexist, or insensitive remarks.
- We will keep staff informed & updated on new legislation.
- Staff will challenge & deal with inappropriate practices & attitudes from the children promptly.
- All staff including new members, students & volunteers will receive a copy of the Equal Opportunities Policy. The policy will be discussed at the induction.
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## Parents

- The Equal Opportunities policy will be made available to all parents should they wish to see it.
- We value all parents as their child's first educator and staff will work closely with parents to share information, experiences, conversation & quality time thus promoting positive role models for their children.
- Parents are introduced to a key person who invites them to contribute to the assessment pack throughout their child's place at nursery.
- We try to use the child's first language. If this is not appropriate nippers will involve outside agencies for support and assistance.
- We will make every effort to translate all the policies in the parent/carers first language where appropriate.

Reviewed June 25 – K.Addyman

Review May 26

## Equal Opportunities

When someone says “Equal Opportunities” or we think about what it means, we often think about Racism, Favouritism and Disability – and how we “shouldn’t” discriminate, why we “shouldn’t” have favourites and how can we ensure that children or families with disabilities “shouldn’t” be singled out. In actual fact there are many many more factors to take into consideration.

Of course there are “shouldn’ts” but there are many more positives to consider & work towards. Equal Opportunities is about celebrating and valuing diversity and developing and practicing positive attitudes.

So where do we start in our nursery? Well.....

A good place to start with is the Equal Opportunities policy. Reading it is ok but dissecting it and understanding it is a much more productive way of putting it into practice.

Every day we practice Equal Opportunities at nursery. You will do it without even knowing you are doing it.

Thinking of each area in the nursery and explain how you can ensure you practice Equal Opportunities.

The Studio .....

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Quiet room .....

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Wetroom.....

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Playroom.....

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The Bambino Room.....

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Garden.....

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Mealtimes.....

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Anti Oppressive practice is about a process of change which leads families and individuals from feeling powerless to powerful/useless to useful. This compliments practicing Equal Opportunities. If we build relationships with families and empower our children this will help them to feel “self worth” and build their self esteem. This leads them to feel proud of their individuality, culture and background. Feeling confident is the key to empowerment.

#### Working in Partnership with Parents and Families and Anti Oppressive Practice

Parents can sometimes be sceptical about Early Years settings because of their own education or culturally pre conceived ideas about the role of educators and education. For parents to participate in Early Years settings it needs commitment from the staff team, even with this in place it is not guaranteed that parents will become involved. To support the key persons in the setting we have a development plan in place that guides them when they are working with parents on the child’s learning stories.

Penn Green, an Early Years centre of excellence in Corby are pioneers of working with parents. One of the values included in their value base is that “Being a parent is a complex and difficult role”. They believe that a real partnership with parents involves power sharing and valuing the parents’ knowledge as well as understanding the pressures and family life. Penn Green offer a range services to their families, providing opportunities for families to meet and to share information with staff so that advice and ideas can be offered of how services can be improved to suit their needs. The service encourages open communication between workers and families and ensures that the families are actively listened to.

Penn Green is an icon working together with parents. Our Role at nippers enables us to strengthen relationships between families and the setting but to do this it involves careful planning and sound knowledge from all the staff team.

So “Parents as Partners” what does this mean?

According to Pugh and De’Ath (Researchers of Anti Oppressive Practice) it is a tall order to allow them to have partnership. They suggest that it implies the sharing of information, responsibility and skills as well as decision making and accountability. Getting the balance right is a challenge to any Early Years setting.

We are and continue to be committed to anti oppressive practice, We should continually question the work in which we engage. Valuing every family plays a major part in working with parents. Sharing power is a key tool, by allowing and welcoming parents as partners and valuing their knowledge and opinions we can work towards having an anti oppressive practice.

We have some solid links to families in our setting, we offer many social events to enable parents and families to join in and relax and build a trusting relationship with us. Events are very well attended and this provides many opportunities for relationships to be built and for the parents to feel they belong to our community.

Learning stories are built on every child. Parents contribute to these by offering observations from home and discussing their child’s progress and development at nursery. By including the parents and the child with the child’s development, interests and time in the setting, we are building a pathway for communication. Listening to the children, encouraging the children to have their own voice, encouraging them to contribute to the planning of activities brings to life the value of child led play thus enabling them to make their own choices. By building the child’s self esteem and nurturing their well being it will allow them to be confident and build a trusting relationship with staff members. The child’s confidence, trust and voice is paramount in enabling the child to feel comfortable in freely expressing themselves. This provides a solid foundation for future skills.

Why do you think building professional relationships with families is important? .....

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What kind of things do we do at nursery to build family relationships?.....

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When you have read the policy, answer these questions.

1. What do nippers believe in ? .....

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2. Why do we hold a discussion with parents before their child starts at nursery?

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3. What do we record ?

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4. Which Framework is the policy linked to?

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5. Which Government Acts have been consulted to make this policy?

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6. Which aspect and under which principle of the Early Years Foundation Stage does Equal Opportunities fall into?

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Read the Ofsted requirement from your copy of the Statutory Framework For the EYFS and explain what evidence we have to fulfil the specific legal requirement.

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What does S.E.N stand for? .....

Where is the information about SEN. ....

Who are the named Special Educational Needs Co ordinator?

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# Children with additional needs



Nippers will do its best to ensure that necessary provision is made for any child who has special educational needs/additional needs. The aim of this policy is to highlight awareness of the importance of identifying these needs, working with parents & providing activities that will ensure where reasonably practical that all children will be included.

## SENCO

- The Senco's role is to ensure that all staff are aware of the importance of including a child with additional needs.
- The Senco will attend meetings, liaise with parents, staff & outside bodies & report to senior management regarding any information, planning & strategies that are required for a SEN child in our setting.
- Senior management will be informed & involved in all aspects that involve including the SEN child in the setting.
- Senior management will support the Senco & staff & where reasonably possible will adjust routines & procedures to implement strategies needed to support the child.
- Risk assessments will be ongoing.

## Admissions

- The admissions policy applies.
- Senior management will meet the family & the child to assess the suitability of the setting before registration takes place.

## Training

- The Senco will attend training courses, information sessions regularly when appropriate.
- Staff will access where appropriate relevant training development courses.
- In house training will be offered to all staff.
- If specific training is required, support will be sought from other professionals for staff to access.
- Specific information will be sought for staff to access such as leaflets etc.
- Staff will be made aware of the importance of confidentiality.

## Resources

- Children's resources will be made accessible to all children, where necessary adjustments will be made such as purchasing duplicates, moving furniture etc.

## Identification, assessment & review.

- If a child is identified with difficulties after joining the setting; the senco will observe & assess the child in a range of situations & activities & record the findings. The senco will report to senior management who will then contact the parents & arrange a meeting to discuss the child. Future arrangements will be discussed & strategies put in place.
- Outside bodies will only be contacted with prior permission from parents.
- Assessments will be the responsibility of the Senco who will be supported from the senior management & outside professionals.
- Reviews will be discussed at the initial meeting.
- Records will be kept confidential & stored in the office.

### Accessing the curriculum & Inclusion

- Every effort will be made to include the child in the Early Years foundation stage curriculum.
- Activities will be planned by the Senco & integrated into the system.
- The freeplay system will be accessible to all children so that social, curricular & physical integration can occur. If the system is unsuitable for a specific child this will be discussed when strategies are put in place.

### Complaints.

- Parents are able to complain to senior management, if the matter cannot be resolved the complaints procedure applies.

### External Support

- Support contact numbers are kept in the office.

Support will be sought from relevant bodies to help support the child & the family.

### References:

Statutory Framework for the Early Years Foundation Stage,  
Educational Needs Act 2001

Confidentiality policy

Admissions policy    Special  
Equal Opportunities policy