

## General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.



### Safeguarding children

#### Community Cohesion Policy

Hollyfield Preschool Nursery provides a welcoming, stimulating and secure environment where children and families from all backgrounds and cultures are valued. We respect children's rights, listening to children and putting their needs at the heart of our work. Our inclusive nursery community works together to promote equality, encouraging and supporting each child to develop their potential and sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners. We are committed to safeguarding and promoting the wellbeing of all children and expect our staff and volunteers to share this commitment.

#### EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

#### Our Nursery Values 'SPARKLE

**S** – We provide **Security** which enables **Self-belief**. This in turn makes each child feel **Special** which gives **Strength** of character.

**P** – **Practitioners** teach with **Passion** and support children in being **Playful, Persistent** and **Proud** learners

**A** – We help children to successfully **Adapt** to new environments and routines. This means children feel secure to **Actively Achieve** their goals.

**R** – Practitioners strive to have positive and open **Relationships** with all families who come to nursery. We support our children to be **Responsible** and **Resilient** learners

**K** – Our children are **Keen** learners who show **Kindness** to all around them with support from our positive behaviour systems. Children are **Knowledgeable** about their rights and help each other to stay safe as well as express their feelings.

**L** – Our **Leadership** is robust and fosters a **Loving** environment both for practitioners and children to have a **Love** for **Learning**

**E** – We ensure **Equality** which supports **Empowerment** in taking steps in our own learning. Children and staff are **Enthusiastic** and **Eager** to keep learning

### **The UN Convention on the Rights of the child**

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

**UNIVERSAL** – Rights are for all children all over the world

**INHERENT** – All children are born with these rights

**INALIENABLE** – Rights cannot be taken away

**UNCONDITIONAL** – Rights do not have to be earned

**INDIVISIBLE** – All rights are equally important

**Article 12** (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right always applies, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**Article 13** (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law

**Article 14** (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up

**Article 15** (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 19** (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**Article 23** (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**Article 28** (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29** (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 31** (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**Introduction**

By community cohesion we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's background and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in school and wider community.

Community cohesion lies at the heart of what makes a strong and safe community. It must be delivered locally through creating strong networks, based on principles of trust and respect for local diversity, and nurturing a sense of belonging and confidence in local people. Effectively delivering community cohesion also tackles the fractures in society which may lead to conflict and ensures that the gains that communities bring are a source of strength to local areas. The nursery community is the children it serves, their parents, carers and families, the staff and the community users of facilities and services. It is also the community in which the nursery is located, the community of Britain and the global community.

We recognise and celebrate the diversity within our area and welcome the contributions which different groups and individuals make to the community.

**Aims and Objectives**

- To equip children to live and thrive alongside people from many different backgrounds.
- To support and facilitate integration and community harmony.
- To teach children to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

- To ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- To provide a means for children and their families to interact with people from different backgrounds and build positive relations, including links with different communities locally.

### **Teaching, Learning and Curriculum**

- Our curriculum promotes common values and helps children to value differences and to challenge prejudice, discrimination and stereotyping.
- Visits and meeting with members of different communities enrich children's understanding of community and diversity.
- Learning to listen to others at group times and taking responsibilities where possible teaches children to participate in and make a difference in nursery, in their community and beyond.
- A high standard of attainment promotes common values and build children's understanding of the diversity that surrounds them.
- Children are encouraged to value diversity and to develop an understanding of society.

### **British Values**

We promote British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance throughout our curriculum by:

#### Democracy

- Sharing ideas & experiences
- Decision making and children's ideas for planning activities
- Voting for venue of Summer trip
- Children & families become part of the Hollyfield Preschool Nursery community

#### The Rule of Law

- Learning routines at nursery
- Gaining an understanding of and adhering to expectations and boundaries, which are shared with parents
- Creating a Rights Respecting Charter together

#### Individual Liberty

- Children have the choice to choose any activities or resources in the indoor and outdoor environments
- Open-ended resources mean that children can shape their development through their own interests
- Celebrating the uniqueness of all children

#### Mutual Respect and tolerance

- We teach children about the UN Convention on the Rights of the Child and are a Rights Respecting Setting

- Using a Conflict Resolution approach to managing conflict between children
- Key group times facilitate listening to each other's ideas and experiences
- Learning to take turns
- Learning to share and play cooperatively
- Using 'Kind Hands' and 'Kind Words'
- Understanding that all children have individual needs
- Using positive images reflecting the cultural diversity of Great Britain
- Using resources reflecting multicultural/ multi-faith Britain
- Celebrating our similarities and differences
- Celebrating special days and festivals

### **Equality and Excellence**

We focus on securing high standards of attainment for all children from all ethnic backgrounds and of different socio-economic statuses, ensuring that children are treated with respect and supported to achieve their full potential.

- Tracking systems are used effectively to evaluate progress of different groups and to tackle underperformance by any particular group.
- Incident of prejudice, bullying or harassment will be dealt effectively according to local procedures.
- Admission arrangements will emphasise the importance of community cohesion and social equality.
- High standards and expectations will be set for all children from all ethnic backgrounds and of different socio-economic groups.

### **Engagement**

- The nursery will seek to broaden the ways it works in partnership with other schools.
- Develop and maintain good partnership activities with the local and wider community.
- Develop and strengthen local engagement through links with community groups and organisations, enabling them to play a role in the nursery and encourage children to make a positive contribution in the local area.
- Maintain strong links and multi-agency working between the nursery and children's centre and other local agencies.
- Engagement with parents through provision

### **Further guidance**

- Working Together to Safeguard Children (revised HMG 2018)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework (2018)

- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Children and Social Work Act (2017)
- Information Sharing: Practitioners' Guide (HMG 2018)
- Development Matters (2020)

This policy was adopted at Hollyfield Pre School Nursery's Staff meeting in June 2012

Date to be reviewed – September 2021

Signed by all staff –

Name of signatory –

Role of signatory –