

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

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



Equality of opportunity

Valuing diversity and promoting equality

Policy statement

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
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and 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) Children's rights are:

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 2: Non-discrimination

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3: The best interests of the child

The best interests of the child must be a top priority in all things that affect children.

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 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 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.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – Disability discrimination Act (2010)

The Accessibility Plan is underpinned by the 2010 Equality Act and 2015 Special Educational Needs and Disability Code of Practice

Procedures**Admissions**

Our setting is open to all members of the community: -

- We advertise our service widely (Including children's images that permission has been sought to do so).
- We reflect the diversity of our society in our publicity and promotional materials (Including children's images that permission has been sought to do so).

- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible where necessary.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our Inclusion and SEND policy and this Accessibility policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, based on colour, gender including LGBT community, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting (This is governed by the birth rate).
- We develop an accessibility plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We act against any discriminatory behaviour by staff, volunteers, students, children or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner (Please refer to our Achieving positive behaviour by all who use our setting).

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria (Please refer to our Safeguarding and child protection policy for safer recruitment).
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.
- We encourage our staff to keep up to date with their continued professional development, using online courses that the manager has enrolled staff in (Noodle Now, Early Years Alliance, NDNA).

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults.

We do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Undertaking an access audit to establish if the setting is accessible to all children.
- Making necessary adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of the individual child.
- Positively reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- Celebrating a wide range of festivals through the British Values.
- Creating an environment of mutual respect and tolerance.
- Differentiating the curriculum to meet children's special educational needs.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.

- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will 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.

Food

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

Meetings/Workshops

- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to meetings/workshops.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

- The Equality Act (2010)
- Disability Discrimination Act (DDA, 2010)

- Race Relations Act (1976)
- Race Relations Amendment Act (2000)
- Sex Discrimination Act (1975),(1986)
- Children Act (1989), (2004)
- Children and Families Act (2014)
- Childcare Act (2016)
- Special Educational Needs and Disability Act (2014)
- Special education needs code of practice (2015)
- United Nations Convention on the Rights of the Child (UNCRC, 1989)

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

Date to be reviewed – September 2021

Signed on behalf of the management team –

Name of signatory –

Role of signatory -

Other useful Pre-school Learning Alliance publications

- Embracing Equality (2007)