

Equality of Opportunity Policies

The provider must take all necessary steps to keep children safe and well.

Providers must have arrangements in place to support children with SEN or disabilities.

Providers are responsible for managing children's behaviour in an appropriate way.

"Inclusion is the process of identifying, understanding and breaking down the barriers to participation and belonging"

Children's social and emotional development is shaped by early experiences and relationships. The EYFS supports children's earliest skills in an age-appropriate way to become social citizens. They will know the difference between right and wrong, recognise similarities and differences between themselves and others, make and maintain friendships, development empathy and consideration of others, understand rules and boundaries, understand consequences or hurtful/discriminating behaviour.

The fundamental **British Values** of democracy, rule of law, mutual respect and tolerance are embedded in the Early Years Foundation Stage.

We are a Trauma Perceptive Practice trained setting enabling us to identify behaviours possibility induced by traumatic events and effectively understanding how to support our children and families.

Equality of opportunity

We follow the statutory requirements of

- The Statutory framework of the EYFS 2025
- The United Nations Convention on the Rights of the Child, 1989

We make sure that all practitioners are familiar with and have easy access to the following

- Keeping Children Safe in Education (DfE, 2024)
- Working Together to Safeguard Children (HMG, 2023)
- Effective Support for Children and Families in Essex (ESCB, 2017)
- Information sharing advice for safeguarding practitioners (HMG, 2024)
- Data Protection Act (2018)
- The Children's and Families Act (2014) Part 3
- What to do if you're worried a child is being abused (HMG, 2015)
- Fundamental British Values in the Early Years (Foundation Years 2015),
- Prevent Duty Guidance: for England and Wales (HMG 2023)

- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2023)
- SEND Code of Practice (2015)

Our equality of opportunity policies have regard to

- Children Act (1989) Children Act (2004)
- Counter-Terrorism and Security Act (HMG, 2015)
- Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Equality of Opportunity Policies

1. Valuing diversity and promoting equality
2. Supporting children with special educational needs and disabilities
3. Achieving positive behaviour

1. Valuing diversity and promoting equality

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;

Prevent Duty (*Counter-Terrorism and Security Act 2015*)

Under the Counter-Terrorism and Security Act 2015 we have regard to the need to prevent people from being drawn into terrorism.

Promoting Fundamental British Values is embedded in our practice through the EYFS framework.

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, 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 develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff 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.

Employment

- Posts are usually advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.

- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosing and Barring Service.

Procedures

- We seek out training opportunities for staff to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.
- Our environment is accessible for all visitors and users.
- We welcome the diversity of family lifestyles and work with all families.
- We celebrate festivals, holy days and special days authentically through involving parents/carers, or the wider community to promote a positive experience for all.
- We provide books and other visual materials with positive images of children and families from all backgrounds and abilities.
- 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.
- 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.

2. Supporting children with special educational needs and disabilities

Policy statement

We aim to provide an environment in which all children, including those with SEND, are supported to reach their full potential. Every effort is made to promote a positive climate within the setting, acknowledging the right of children with SEND not to stand out from the crowd.

- We have regard to the DfES Special Educational Needs and Disabilities Code of Practice (2014).
- We welcome all children and aim to respond appropriately to each child's background and individual needs (see Admissions Policy 4.1). Where there may be problems of accessibility, we talk to the family to try to ensure that we overcome these problems, e.g. by altering room layout.
- We aim to identify the specific needs of children with SEND as early as possible.

- We aim to develop staff skills in identifying children with learning difficulties and in devising suitable support programmes.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCo is [Nicola Carrington Bloomfield](#)
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We monitor and review our policy regularly.

Identification and Assessment

- Where we have observed a child and have agreed with our SENCo that there is a possible area of concern, our SENCo or the child's keyperson will discuss our concerns with the parent.
- We record all our observations in each child's individual file.
- We decide with parents how we will address and monitor the concerns and when we will review progress.
- We provide parents with information on sources of independent advice and support.
- If a child has made limited progress after initial concern, we will set targets and strategies via a written individual education plan (One Planning) in conjunction with parents and the SENCo (SEN Support).
- Our SENCo may seek written parental permission to involve outside professionals to assist in developing a new One Plan. **We will always gain written parental agreement before we first contact any outside professional in relation to a specific child.**

Curriculum and environment

- We provide a broad, balanced and differentiated curriculum for all children with SEND.
- Our planning takes account of children with SEND as well as responding to the individual needs of each child in the setting.
- Individual learning targets for every child are recorded and used to inform our planning.
- We will make physical changes within our setting to ensure children with SEND are included and can access all activities, inside and outside.
- We use different communication systems and aids such as visual timetables.
- We will provide additional resources to make sure that the needs of children with SEND are met, within budgetary constraints. The LEA provides additional funds to support individual children with severe or complex needs.

Training

- Our SENCo has completed core training on the SEND Code of Practice.
- Our SENCo attends training courses in relation to SEND and will ensure that all staff have access to SEND training.

Please also refer to the following policies:

Children's rights and entitlements
Confidentiality and client access to records
Making a complaint
Valuing diversity and promoting equality
Achieving positive behaviour
Admissions
Parental involvement
Working in partnership with other agencies
And Our Local SEND Offer

3. Managing behaviour and achieving positive behaviour

Policy statement

Children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

Procedures

- We require staff to attend relevant training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. We work with parents to address recurring inconsiderate behaviour.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate 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 never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only 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 our manager and are recorded in the child's personal file. The child's parent/carer is informed on the same day.
- 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 would record and put in the child's personal file and the incident file. The child's parent/carer is informed on the same day.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, helping children to manage their feelings and talk about them.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings. We aim to help them manage these feelings until they are able to do so for themselves.
- We offer support, calming the child who is angry as well as the one who has been hurt by the behaviour.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. Children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

- With parents, we develop strategies to improve consistently poor or hurtful behaviour on an individual basis taking account of the child's stage of development

- Where strategies to manage or improve behaviour have been put in place, we expect all staff to be consistent in using the approaches agreed, and encourage parents to use these strategies at home.
- Where this does not work, we support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

- We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. A child under the age of five years old is very unlikely to engage in bullying and we therefore deal with hurtful behaviour in accordance with the procedures outlined above.

Signed on behalf of the management committee <i>Nicola Bloomfield</i>	Date 21/05/2025
Name of signatory Nicola Bloomfield	Role of signatory (e.g. chair/owner) Trustee