

Equal Opportunities

Rationale:

In the Pre-School Centre, we believe in valuing and celebrating the diversity within our community.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs, and values. We aim to develop good practice and positive attitudes in the early years. We believe that all people should have equal opportunities to learn, develop and grow.

The Pre-school Centre will:

be committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy, or maternity, ethnic or national origin, or political belief has no place within our setting.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs, and values.

They may grow up in structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins, while other children may be more removed from close family members.

They may live with other relatives or foster carers. Some children may come from families who experience social exclusion, severe hardship, discrimination and prejudice because of their ethnicity, disability and/or ability, the language they speak, their religion or personal beliefs, their sexual orientation or marital status.

We understand that all these factors can affect the wellbeing of children within these families and may adversely impact on children's learning, attainment, and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families in our setting.

We aim to:

- Promote equality and value diversity within our service and foster good relations with the local community and through the University campus
- Provide a secure and accessible environment in which every child feels safe, secure and equally included:
- Promote a positive non-stereotyping environment that promotes dignity, respect and

understanding of difference in a form:

- Challenge and eliminate discriminatory actions on the basis of a protected characteristics as defined by the Equality Act 2010 namely
- age
- gender
- gender reassignment
- marital status
- pregnancy and maternity
- race
- disability
- sexual orientation
- religion and beliefs

Admissions

Our setting is open to both Students and staff who study or work at the University of Central Lancashire:

- We do not discriminate against a child or their family in our provision, including preventing them to start at our Pre-School based on a protected characteristic as defined by the Equality Act (2010).
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages when required we also have interpreters on campus should we need them.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers, or parents whether by:
 - Direct discrimination - someone is treated less favorable because of a protected characteristic e.g., preventing families of a specific ethnic group from using the setting.
 - Indirect discrimination - someone is affected unfavorably by a general policy e.g. children must only speak English in the setting.
 - Discriminating against a disability - someone is unable to participate in an activity due to their disability e.g. visual impairment.
- We will not tolerate behaviour from any adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly decimating xenophobia behaviour on or around our setting. This will be dealt with immediately and we will ask the adult to stop using the unacceptable behaviour and ask them to read our relevant policy statement.

Failure to comply may lead the adult being excluded from the premises.

Employment

- All our job posts go through our People Team system.
- Applicants are welcomed from all backgrounds and posts are open to all.
- The applicant who best meets the criteria will be offered the post, subject to references and suitability checker (disclosure and barring service).
- All the Pre-School job descriptions include a commitment to promote equality and diversity as part of the specification.
- Our application process is fair and accessible.

Staff training

- Staff have training opportunities for all staff to enable them to develop anti-discriminatory and inclusive practice.
- We ensure that our staff are confident and fully trained performing invasive care procedures on children if this should ever occur.
- We review our policy every year to ensure we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

Learning and Development

The characteristics of effective teaching and learning are:

Areas of learning - Prime Areas

- Personal social and Emotional development
- Communication and Language
- Physical development

Personal, social and emotional development

Personal, social and emotional development is critical for very young children in all aspects of their lives, and it gives them the best opportunity for success in all areas of learning, we provide the experiences and support to enable children to develop a positive sense of themselves and develop respect for others.

Communication and language

- Listening and attention - these skills support language learning and include the ability to discriminate sounds and maintain and monitor attention in a shared context.
- Understanding - young children gradually develop the ability to understand words in context, beginning with single words and building on this with phrases and more and more complex sentences.
- Speaking - this allows children to express their feelings, needs and wants, their thoughts and ideas and be able to talk about what has happened and about creative or imaginative events.

The acquisition of language is the single most important and complex skill a child learns in their first five years. It is one of the biggest predictors of success for children as they move on to school and later in life.

Physical Development

We encourage physical development in the foundation stage to help improve skills of coordination, control, manipulation, and movement. We help the children gain confidence in what they can do and enable them to feel the positive benefits of being healthy and active. Effective physical development will help your child to develop a positive sense of well-being.

Areas of learning - Specific Areas

- Literacy
- Mathematics
- Understanding of World
- Expressive arts & design

Literacy

The term 'literacy' is used by some to simply describe reading and writing, but in fact literacy covers a much wider range of learning. Literacy development involves encouraging children to link sounds and letters and begin to read and write. Our children are given access to a wide range of materials to ignite their interest. Literacy in the early years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading.

The statutory frameworks emphasise the fundamental importance of literacy and sharing books. The development of literacy skills in the Early Years involves encouragement of children's communication skills. Children can express themselves and communicate through a variety of ways including verbal communication and non-verbal communication.

Understanding the world

Involves guiding our children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment. This area offers children opportunities to explore and observe the environment, living things and objects. To give children the best opportunities through Positive Relationships, parents' and careers' knowledge extend children's experiences of the world. In Enabling Environments, open-ended questions like, "How can we...?" and "What would happen if...?" are used. Learning and Development is based on first-hand experiences to observe, predict, make decisions, and discuss.

Cultural Capital

It is important to build firm foundations that will make a real difference to our children's future. We believe that Cultural Capital is about giving the children the best possible start to their early education and future success. Cultural Capital is about preparing our children with knowledge and skills for what comes next - this is so vital for their early years and will stay with them forever.

We will provide this for all our children, through finding books on different topics, creating role play areas to enhance their interest further, taking trips to different places of interest around campus and in our community, arranging guest speakers/community figures to come along and talk to the children about their professional and interests.

Expressive arts and design

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. This area supports children's curiosity and play. They explore and share their thinking, ideas, and feelings in music, in art, movement and dance, role play and technology.

To give children the best opportunities through positive relationships so children value their own unique ideas and those of others rather than reproducing those of someone else. Enabling Environments are stimulating, and originality and expressiveness are valued. Learning and Development experiences allow children to express themselves through various types of representation.

EAD is made up of these aspects:

- Exploring and Using Media and Materials
- Being Imaginative

Find out more about the government's Hungry Little Minds Campaign.

We ensure that our practice is fully inclusive by:

- Creating an environment of mutual respect and tolerance:

- Role-modelling behavior to children and helping them to understand that discriminatory behavior and remarks are hurtful and unacceptable.
- We have a wide range of books which can help children understand the similarities and differences between different religions, cultures, languages, abilities, sexual orientations, gender and age.

Food:

- We work very closely with parents to ensure that dietary requirements of children that arise from their medical, religious, or cultural needs are met.
- We encourage children to sample different cultures food by including it in our curriculum and planning. Where possible we ask parents to come in and talk, make and explain about their food and celebrations.

Monitoring and reviewing

- To ensure our policies and procedures are effective and remain up to date we monitor and review them every year to ensure our strategies meet our overall aims to promote equality, inclusive practice and value diversity.
- We provide a complaints procedure which parents are all notified of and is also on our website.

Legal Framework:

- The Equality Act (2010)
- Children Act (1989 & 2004)
- Children and Families Act (2014)
- Special Educational Needs and Disabilities Code of Practice (2014)

Reviewed on: 16.02.2024 by Lisa Best & Saskia Gregory

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