

Inclusion and Equality

Nemo's Nursery & Pre-school

Inclusion and equal opportunities

Here at Nemo's we are committed to providing equality of opportunity for all children and families and take positive action to eliminate discrimination in all areas. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps ensure that the nursery promotes individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Nemo's nursery works in accordance with all relevant legislation, including:

- Disability Discrimination Act 1995
- Race Relations amendment act
- Equality act 2010
- Children Act 1989 & 2004

We believe that the nursery's activities should be open to all children and families, and to all adults committed to their education/play and care. We aim to ensure that all who wish to work in our nursery have an equal chance to do so.

Admissions

The nursery is accessible to all local children and their families through a comprehensive and inclusive admissions policy.

Further information on admissions can be found in the admissions policy.

Employment

We will take every possible step to ensure that no person working at Nemo's, seeking employment with us, receive less favourable treatment (direct discrimination) or will be disadvantaged by requirements or conditions that cannot be shown to be justifiable (indirect discrimination) on the grounds of their:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual Orientation

All vacancies will be advertised. The nursery will appoint the best person for each job and will treat all applicants fairly for jobs and all those appointed.

Commitment to implementing the nursery's equal opportunities policy will form part of the job description for all workers.

Families

The nursery recognises that many different types of family groups can and do successfully love and care for children. The nursery aims to offer support to all families.

Festivals

Our aim is to show respectful awareness of all major events in the lives of the children and families that attend the nursery, and in our society as a whole. We warmly welcome the diversity of backgrounds from which different families and children come.

In order to achieve this:

We aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the nursery.

Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.

Before introducing a festival with which the adults in the nursery are not themselves familiar, appropriate advice will be sought from the parents and other people who are familiar with that festival, or information obtained from other sources.

Children and families who celebrate at home festivals with which the rest of the nursery is not familiar, may be invited to share their festival with the rest of the nursery, if they themselves wish to do so.

Children will become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and special food and clothing involved, as part of the diversity of life.

Activities

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children the opportunities to develop in an environment free from prejudice and discrimination. Management of resources within the nursery will ensure that both boys and girls have full access to all kinds of activities and equipment, and are equally encouraged to enjoy and learn from them.

Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society.

Materials will be selected to help children develop their self-respect and to respect other people by avoiding stereotypes and using images and words which reflect positively the contribution of all members of society.

Supporting children with additional needs

We aim to provide a welcoming atmosphere that meets the needs of all children, and includes children with additional needs and disabilities. This is done by providing appropriate play and learning opportunities in an environment reflecting their individual needs. The nursery uses the DFE Special Educational Needs and disability code of practice 2014.

Named **SENCO (Special, Education, Needs, Co-ordinator)** is **Lillie Down**

The SENCO's role involves:

- Identifying if an individual child needs additional support with their development
- Keeping up to date records of all children being supported through the code of practice
- Advising and supporting other colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Ensuring parental permission is obtained before liaising with any other professionals involved with the child
- Ensuring SEN support plans are in place for all children supported on the SEN code of practise
- Ensuring relevant background information about individual children with SEN is collected, monitored and reviewed
- Ensuring all information for children on the code of practice is passed onto school or any other setting attended
- Liaising with professionals or agencies beyond the setting

Assess, Plan, Do & Review

In identifying a child as needing SEN support, the key worker working alongside the SENCO and child's parents will carry out an analysis of the child's needs. This initial assessment is reviewed regularly to ensure support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from beyond the setting.

Where it is decided to provide SEN support, the key worker, SENCO and parent should agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour and a clear date for review. Plans should take into account the views of the child.

Parents will be involved in planning the support and contributing to progress at home.

The key worker, with support from the SENCO, will oversee the implementation of the interventions or programmes agreed as part of SEN support. The effectiveness of our support and its impact on the child's progress will be reviewed in line with the agreed date and together will agree any changes to the outcomes and support for the child in light of the child's progress and development.

At each stage, parents should be engaged with the setting, and contributing their insights to assessment and planning.

Partnership

The nursery has a philosophy of working together in "partnership with parents"

- The nursery draws upon the knowledge and expertise of parents in planning provision for the child.
- Meetings with parents will be regular and flexible, according to individual needs, and we will ensure that a private meeting place is available when needed.
- Parents know the identity of the nursery SENCO
- All discussions with parents will be treated with the strictest confidentiality

The individual needs of all children will be considered fully. Our aim is to provide for the developmental needs of each child in the nursery.

All our activities are adapted so all children in the nursery, irrespective of their additional needs, can be encouraged to participate in all the nursery's activities.

Our system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

The needs and progress of children who have additional educational needs are monitored by our nursery staff, who are advised and supported by the SENCO.

Our key worker system ensures that each adult is responsible for a small group of children; each child receives plenty of adult time and attention.

If it is felt that a child's needs cannot be met in the nursery without additional help and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs.

We ensure that parents are informed at all stages of the assessment, planning & review of their child's education.

The nursery also works in partnership with Local Education Authority and the Early Years Childcare and Development partnership.

The nursery recognises that children have a wide range of needs which differ from time to time, and we will consider what part it can play in meeting these needs as they arise.

Planning for nursery meetings and events will take into account the needs of people with special needs and disabilities.

Discriminatory Behaviour/Remarks

Any discriminatory language, behaviour or remarks by children, parents or any other adults are unacceptable in the nursery.

Our response will be to strongly support the victim(s) of any discrimination. By engaging in dialogue with the perpetrators, we will attempt to understand, and especially to help them understand where the root of the discrimination lies. We will make it abundantly clear that discriminatory remarks and behaviour will not be tolerated at the nursery.

Language

Basic information, written and spoken, will be clearly communicated in as many languages as are necessary and possible.

Bilingual/multilingual children and adults are an asset to the whole group. Parents will be encouraged to speak to children in their first language at home.

Children or parents who have English as a second or additional language will be valued and their languages recognised and respected in the nursery.

Food

Working in partnership with parents, children's medical, cultural and dietary needs will be met.

For further information see the health, safety and hygiene policy.

Meetings

The nursery will make every effort to ensure that the time, place and conduct of meetings enable the majority of parents to attend so that all families have an equal opportunity to be involved in and informed about the nursery.

Equality

Nemo's Nursery fully supports an equality of practice and will ensure that all our children, families, community members, staff and visitors are treated with equal respect and concern. Discrimination of any kind will not be welcome and the setting will fully promote an anti-discriminatory practice.

Each person's personal beliefs, religion, marital/family status, nationality, ability, health and age will be given equal value and respect.

Behaviour Management

Here at Nemo's we encourage positive behaviour at all times, and aim to encourage self discipline and self esteem in an atmosphere of mutual respect and consideration for others and our surrounding environment and property. By putting the emphasis on 'praising' children and acknowledging their positive actions and attitudes, we hope to ensure that children feel and recognise that we value and respect them.

In order to achieve this:

All adults will act as a positive role model for the children with regard to friendliness, care and courtesy and to offer strategies for handling any conflict.

Rules governing the conduct of the nursery and the behaviour of the children will be discussed and agreed within the nursery, and explained to all newcomers, both children and adults.

All adults within the nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour. Adults in the nursery will praise and endorse desirable behaviour such as kindness and willingness to share. We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

We believe that behaviour is always in response to feelings and it is vital to look carefully at what is causing certain behaviour, to consider whether further action needs to be taken and what other professionals might need to be called upon.

When children behave in unacceptable ways:

They will be given one to one adult support to assess the situation, why a certain behaviour was used, and how to cope more appropriately if a similar situation were to arise.

If a certain unwanted behaviour is sustained, key workers will gather information from parents/carers, talk to other staff members, and then draw up an 'Individual Behaviour Plan' (I.B.P). This plan will help pin point the causes/trigger of the unwanted behaviour, indicate the behaviour that needs to change, and the consequences of this. Parents/carers are invited into the nursery to discuss with staff about clear boundaries which are understood and applied consistently but flexibly, both in the home and nursery setting.

Children will never be sent out of the room by themselves, nor will they be sat out by themselves, an adult will always be present in any situation where behaviour has been unacceptable.

Physical punishment, such as smacking or shaking will be neither used nor threatened. Physical restraint, such as holding, will not be used unless it is to prevent personal injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded, and the parent informed on the same day.

In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

Adults will not shout or raise their voices in a threatening way.

Adults in the nursery will make themselves aware of and respect a range of cultural expectations regarding interactions between people.

Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

Adults will be aware that some kinds of behaviour may arise from the child's additional needs.

If parents/carers are concerned about a behaviour their child is displaying at home, they are welcome to discuss with staff any issues in confidentiality, and staff will try to assist with any advice or give them contact details to other useful agencies.

For Behaviour Management Issues please see your child's key worker.