THE WOODLAND PRE-SCHOOL

The Guide and Scout Centre,
Coates Lane, Downley.
Bucks, HP13 5UX
Tel 01494 521953 (8.00am – 3.30pm)
www.thewoodlandpreschool.co.uk

Equality of Opportunity Policy

Policy Statement

The Woodland Pre-School is committed to providing equality of opportunity and anti-discriminatory practice for all children and families. We recognise that all children have the right to care and education that meets their individual needs and interests and promotes their learning and development.

Woodlands recognises that all children have different needs arising from their ethnic, cultural or religious background, social and economic background, gender, disability or special educational need.

We are committed to valuing diversity and ensuring that all aspects of our practice are inclusive. We ensure that the fundamental British values of democracy, mutual respect and tolerance for others, the rule of law and individual liberty, are embedded throughout our curriculum.

In accordance with the EYFS 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
- encourage a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- make inclusion integral to all the activities in our setting.
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
    - age;
    - gender;
    - gender reassignment;
    - marital status;
    - pregnancy and maternity;
    - race;
    - disability;
    - sexual orientation; and
    - religion or belief.
- foster good relations between all communities

Valuing diversity and promoting equality

Procedures

Admissions (See Admissions Policy)

We welcome and value all members of our community. This is supported by our inclusive admissions policy and as such we aim to:

- provide information in clear, concise language, whether in spoken or written form
- ensure that all our policies are as accessible as possible to all parents, carers and members of our community
- not discriminate against any child or their family and actively seek to reduce prejudice, stereotyping and racial intolerance

Employment (See Recruitment Policy)

- Posts are advertised widely and all applicants are judged against explicit and fair criteria
- No job application or employee will receive less fair treatment on the grounds of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, physical disabilities, gender, gender re-assignment, or sexual orientation.
- We may use the exemption clauses in relevant legislation to enable our setting to best meet the needs of our community
- The applicant who best meets the specified criteria for the job is offered the post, subject to references and an enhanced DBS check
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications

Training

- We seek out relevant training opportunities for staff and volunteers to enable all individuals an equal opportunity to develop anti-discriminatory and inclusive practices which enable all children to flourish (See Training Log)
- We ensure that staff are confident and fully trained in administering relevant medicines in line with our Managing Medicines Policy (See Managing Medicines Policy ; Training Log)

Our Learning Environment

We aim to create an enabling learning environment which is as accessible as possible for every individual who uses our setting.

We endeavour to do this by:

- Identifying and actively seeking and removing barriers to inclusion (e.g. through the help of the SEND Code of Practice and EYFS Resources)
- Ensuring children have equality of access to learning
- Making reasonable adjustments to the environment and to our resources both indoors and outdoors to accommodate a wide range of learning, physical and sensory impairments; e.g. visual timetables and accessible toilets. We must acknowledge that we cannot make structural changes to the Guide and Scout Centre without reference to and acceptance by The Guide and Scout Management Committee

- Differentiating provision within the curriculum to ensure each child receives the widest possible opportunities to develop their skills and abilities, e.g. recognising and valuing the different learning styles of individuals for example children with English as an additional language
- Differentiating the curriculum to meet children's special education needs
- positively reflecting the widest possible range of communities in the choice of our resources; e.g. books, puppets, puzzles and role play artefacts which reflect a diverse range of religions, cultures, abilities and disabilities within society
- avoiding stereotypes or derogatory images in the selection of books or other visual materials to promote non-stereotyped roles
- making children feel valued and good about themselves and others
- creating an environment of mutual respect and tolerance
- Celebrating a wide range of festivals and cultural occasions that are relevant to the current cohort of children. Examples of things we may celebrate are Birthdays, Christmas, Eid, Chinese New Year, Divali, Bonfire Night, Easter, Mother's Day, Father's Day and Remembrance Day
- Ensuring that children's home languages, particularly when other than English, are valued and where possible, used to support children's learning and development within our setting
- Regularly seeking the views and feelings of children and their families to inform practice using parent and child consultations, questionnaires, and parent's evenings

Valuing diversity

- We welcome the diversity of family lifestyles and home cultures and encourage all children and their families to contribute stories of their everyday lives and to share with us their cultural customs and celebrations
- We invite parents and carers to take part in the daily life of the setting and to contribute fully. We do this by encouraging parents and other family members to join in with our activities e.g. accompanying us on local walks, helping in the setting for a session and joining the fundraising committee
- We will not tolerate threatening or abusive behaviour towards or between staff and families and all such incidents will be challenged and recorded and, where necessary, relevant outside agencies will be involved
- For families who speak languages in addition to English, we will endeavour to develop means to ensure their full inclusion
- We offer information regarding sources of financial support / funding

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. (See Managing Medicines Policy)
- All dietary requirements are recorded and are made aware to all staff / volunteers preparing and supervising snack time or cooking activities
- We help children to learn about a range of food, and of family and cultural approaches to mealtimes and eating, and to respect the differences among them

Meetings

- Meetings will be arranged at various times to ensure that all carers and family members who wish to may be involved in the running of the setting
- We aim to communicate information about meetings in a variety of ways – by email and verbal - to ensure that all parents and carers have information about and access to the meetings
- Our "open door" policy ensures that parents have access to staff and Leaders at a variety of times to meet their needs e.g. at the start or end of a morning or at parents' evenings

Monitoring, reviewing and recording

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims of our Equality of Opportunity Policy in promoting equality and inclusion and in valuing diversity
- We provide a complaints procedure and make it known to parents (See Complaints Policy)
- It is the responsibility of all staff to report all incidents of discrimination to the Lead Practitioner who will immediately make clear the unacceptability of such behaviour and attitudes and take appropriate action
- We recognise that incidents of racial discrimination are a serious offence in line with the Equality Act 2010 and as such all incidents of racial discrimination by staff, whether the discrimination is towards an adult or a child, will require disciplinary action to be taken (See Disciplinary Procedure)

Special Educational Needs (SEN)

- The Woodland Pre-School welcomes children of all abilities and is committed to helping everyone develop and grow to their full potential.
- We aim to follow the Equality Act of 2010 in our duty to make reasonable adjustments for disabled children, including those with long term health conditions such as asthma, diabetes, epilepsy or cancer.
- The Woodland Pre-School aims to follow the DFE's SEND Code of Practice (updated September 2024) including the requirements of the Early Years Education Code of Practice September 2014 on the identification and assessment of Special Educational Needs. We have a member of staff who has attended the government recommended training courses and holds the title of Special Educational Needs and Disability Co-ordinator (SENDCO).
- The DFE's definition of Special Education Needs is "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." (SEN Code of Practice paragraph xiii).
- The SENDCO is the nominated person who will co-ordinate all matters relating to special needs issues and have overall responsibility for:

    - Collation of information - the SENDCO will record and collate information supplied about the child by parents / carers via the application form, entry profile, day care form etc.
    - Communication and partnership with parents - the SENDCO will ensure that the parents are notified as soon as possible after a concern is identified and are kept informed in a confidential manner by the most appropriate member of staff. Parents

are encouraged to contact the SENDCO, notifying them if they have any concerns about their child. A record of meetings will be kept.

- The SENDCO will use the Graduated Approach to SEN and implement the most appropriate support programme for the child from a SEN Support Plan to an EHCP (Education Health Care Plan) after consultation with parents and any other professionals involved, such as a health visitor or speech or language therapist.
- Liaising with outside agencies - through the parents and only with their full support. We welcome contact with outside agencies such as health visitors, speech therapists, etc. to facilitate the flow of information to assist a child's specific needs
- Liaising with the Local Authority (LA). The support of the Inclusion Team and Early Years and Childcare Service will be used for the benefit of all children
- Colleague Support - the SENDCO will be a reference point for staff on all SEND matters including identifying and working with children who are identified as having Special Educational Needs

- The staff will support the SENDCO in her role and will maintain confidentiality at all times and only appropriate pre-school staff will have access to records.
- The Woodland Pre-School Trustees support the SENDCO and the staff and endorse the SEN policy of supporting children with SEN where additional resources / staffing or time out from regular duties may be required.
- Disability Discrimination Act – the physical limitations of the building and its surroundings may make the inclusion of children with certain Special Educational Needs difficult. The Pre-School undertake to work with the parents, trustees and the management committee of the Guide and Scout Centre to overcome such problems and comply with the Disability Discrimination Act where reasonably practical.

For support and or complaints the SENDIAS can be contacted on 01296 383754

The SENCO Officer is:	Bea Frost
Training:	Buckinghamshire SENCO Trained
Qualifications:	SENCO training for new and inspiring SENCO's, 2019
	AET Training: Making sense of autism, 2019 Extending and enhancing good autism practice, 2019
	Attends termly SENCO liaison meetings

Achieving positive behaviour

It is fundamental for the effective development of children's personal, social and emotional development to set clear and developmentally appropriate expectations for behaviour within a safe and secure environment where children are free from the fear of being hurt or hindered.

We actively encourage children to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, belongings, resources and living things, through modelling positive language and behaviour at all times.

The responsibility of all staff, volunteers, students and parents is to:

- Keep up-to-date with legislation, research and guidance on promoting positive behaviour
- Recognise that social interactions vary between cultures and families and acknowledge and respect each child's individual background
- Provide a positive model of behaviour by treating one another with respect, care and courtesy at all times.
- Ensure all staff, volunteers, students and parents are familiar with the setting's behaviour policy and its guidelines for behaviour.

Strategies to promote positive behaviour:

Staff will:

- Use positive language when interacting with all adults and children
- Consider children's ages and stages of development when identifying and implementing strategies to manage behaviour.
- Involve children fully in the decisions that affect their daily lives. This is done by listening to each child, being aware of their feelings and understanding their behaviours, all of which are underpinned by "Woodlands" individual and group behavioural expectations
- Ensure that, where reasonable, there are enough popular toys, resources and sufficient activities available so that all children are meaningfully occupied
- Praise and celebrate considerate and positive behaviours such as kindness or willingness to share by giving public praise, sharing achievements with parents, and the use of stickers
- Ensure children understand it is their behaviour and not the child as an individual that is unacceptable (i.e. *kicking* is unkind and not the child that is unkind for kicking)
- Ensure adult attention is given in response to positive behaviour and that attention is never used to reward negative behaviour e.g. ensure attention is given to the child who has been bitten and not the biter.
- Recognise that young children are unable to regulate their own emotions, such as fear, anger or distress, which commonly present as tantrums, biting or snatching. Therefore staff will respond calmly and sensitively when helping young children to manage these feelings.
- Focus on ensuring a child's key person builds a strong relationship to provide security for the child.
- Work in partnership with parents and carers to identify, and together resolve, any underlying causes for negative behaviour. (See Partnership with Parents Policy)
- Recognise that in some cases a child's special educational need may affect their behaviour; where this is apparent staff will liaise with the Inclusion Team and implement the graduated response in line with the SEND Code of Practice (2014)
- Recognise that it is normal for young children to explore aggression through their play and that such play offers healthy opportunities to support personal, social and emotional development and explore conflict resolution
- Record and report all injuries and accidents appropriately e.g. bites
- Help children to understand the effect their behaviour has on other children and adults; we do not force children to say sorry, but encourage children to apologise for their actions in a range of ways e.g. a hug, fetching a tissue for a crying child, sharing a toy. We ensure that this behaviour is modelled by all adults in the setting

- Attend regular staff meetings where behaviour management is discussed and reviewed
- Recognise that a consistent and planned approach is critical to effective behaviour management and implement strategies accordingly. Consistency among staff will ensure that children understand and respect the positive expectations set for behaviour within our setting

When addressing behaviour concerns we will always;

- Seek information from parents/carers and discuss with them behaviour issues, strategies and actions to promote positive behaviour, as concerns arise
- With parental consent, we will seek advice as necessary from other agencies, in particular the Early Years Inclusion Team
- If a child's behaviour is persistently challenging and presents a significant and consistent risk to themselves or others, we may discuss with parents/carers the possibility of making changes to the hours the child attends.
- In extreme circumstances we may suggest keeping the child at home for a short period. This will allow time for staff and parents/carers to make reasonable adjustments to manage the child's behaviour. We may consult the Early Years Inclusion Team before taking this action. We will consider fully the views of the parents/carers and child on developing approaches and strategies to manage the child's behaviour and plan for the child's return to our setting

We will not accept and will actively challenge any adults, such as parents or volunteers, in the setting who;

- Use negative labels such as 'naughty'
- Use physical punishment, such as smacking or shaking. If this does occur it will be recorded in the safeguarding file, the DSL will be informed and the appropriate action taken
- Use approaches intended to single out and humiliate children
- Shout or use raised voices in a threatening way in response to children's negative behaviour

Physical Risk and Incidents:

- We will only use physical restraint, such as holding, when it is clear a child is at risk of serious harm to themselves or others and/or there is a risk of serious damage to property
- Where physical intervention is used to manage a child's behaviour the incident will be recorded and the child's parents will be informed on the same day
- We may create a risk assessment for an individual child if necessary
- We will ensure we record and report all injuries and incidents appropriately (see Health and Safety policy regarding injuries). Minor incidents e.g. pushing and causing injury, may be recorded on the child's ABC chart. More serious incidents e.g. bites, are recorded on a Serious Incident Form, shared with the parent and filed in the Serious Incidents folder.
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Legal framework;

- The Equality Act 2006, 2010, 2017
- Disability Discrimination Act (DDA) 1995, 2005, 2010
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986, 2005
- Children Act 1989, 2004
- Early Years Education and Grant Maintained Schools Act 1996
- Special Educational Needs and Disability Act 2001, 2014
- Safeguarding Vulnerable Groups 2006
- Special Educational Needs Code of Practice 2001, 2014, 2024
- Green paper: Excellence for All Children; Meeting Special Educational Needs 1997
- Every Child Matters
- Protection of Children Act 1999
- Human Rights Act 1998
- EYFS 2025
- United Nations Convention on the Rights of the Child

Policy Links

- Admission
- Complaints
- Partnership with Parents
- Managing Medicines
- Settling in
- Employment and recruitment

EYFS Welfare requirements

- Child Protection
- Suitable People and Disqualification
- Special Educational Needs
- Medicines
- Accident or injury
- Food and drink
- Managing Behaviour
- Premises
- Information and records
- Complaints

This Equality of Opportunity (incorporating Special Educational Needs and Behaviour Management) Policy has been adopted by the Woodland Pre-School

On (date) January 2026_____

To be reviewed on (date) January 2027_____