

Equality, Diversity & Inclusion Policy

At Woodlands we aim for all children, parents, employees, and visitors to feel comfortable and at home within our setting. We recognise that we play perhaps one of the most important roles in in each child's early education and strive to provide an enriched and stimulating environment which supports a culture of respect, compassion, inclusion, and equality.

We are committed to providing children and employees with a wide range of opportunities and experiences which promote our curriculum through our nursery values.

Woodlands Early Learning commits to a policy of equal opportunities, which respects the identity, rights and values of all children and employees as individuals. We are committed to this policy and will oppose all direct and non-direct acts of discrimination within the organisation.

Woodlands Early Learning will:

- Challenge discrimination and lack of opportunity in its own policy and practice and will encourage other organisations and individuals to do the same.
- Strive to promote a culture of inclusivity which teaches our children to respect and value each other's similarities and differences
- Provide a range of diverse opportunities to enrich our children's knowledge and understanding of their community and the wider world they live in, expanding their cultural capital.
- Celebrate the backgrounds of all children and be inclusive of all additional languages within daily practises.
- Ensure all employees, volunteers, students, and parents will be made aware of the objectives within this policy and encouraged to support its objectives.

Unacceptable Behaviour

Any acts of discrimination, bullying, harassment, or victimisation are unacceptable, and behaviour of this kind will not be tolerated. Any breach of this policy will be promptly dealt with within the woodlands Early Learning disciplinary procedures.

Employees have a responsibility to report all incidents of harassment, discrimination, and general misconduct to either their direct Room manager or to a member of the management team at their earliest convenience.

Incidents of discrimination, harassment, bullying or victimisation will be treated seriously by Woodlands and dealt with swiftly but fairly.

Woodlands will have the right to investigate and exercise their grievance to deal with any form of harassment, discrimination, incidents, or complaints.

Inclusion

At Woodlands we understand the importance of responding to children's individual needs and this can only be successfully accomplished by monitoring and evaluating each child's development, ensuring all needs are supported effectively.

We are committed to ensuring all children, where appropriate and in line with health, safety and risk assessment requirements are provided with adequate support to overcome any barriers they may have. Ensuring all children receive a positive, challenging, and enjoyable experience while meeting their individual needs.

Although we are aware it is a matter for everyone, we will appoint a specific person to be responsible for implementing the practice. Our SEN/Inclusion Co-coordinator(s) will ensure the staff, parents and children have access to a variety of resources that will assist them with identifying and understanding the needs of the children.

If a concern is brought forward regarding a child's development, this will always be discussed with the parent as soon as possible. It is important to know if the parents agree with the involvement of our SEN/Inclusion Co-ordinator and that they are made aware of any concerns we may have. It may be that they hold additional information which will affect how the child is supported moving forward. To begin supporting the child, we will;

1. Complete an NHS Early Years Developmental Checklist. This will enable us to highlight any areas in need of support for the child.
2. This will be repeated 6-8 weeks later to see what progress the child has made.
3. If there are still significant concerns which require support, we will put in place an individual education plan (IEP) for the child. This will be discussed and shared with the child's parents and their key person to ensure any targets given are appropriate and beneficial to the child's development.
4. IEP's will be reviewed at appropriate intervals, a minimum of every 12 weeks.
5. If it is felt that the child would benefit from the support of an outside agency such as portage or speech therapy, this will be discussed with the child's parents before any action is taken. We will work in partnership with outside professionals to ensure the best outcomes for every child.

Should Woodlands require any extra guidance or support the Inclusion Setting Support Officer will be contacted or any other appropriate outside agencies. In circumstances where a lower ratio of care is potentially required, the nursery will seek for additional funding to fully support the child. Where funding is limited, discussions will be held with the parent to determine the best way forward. Careful consideration will be made by Woodlands and the families to ensure the right outcomes for all involved.

Confidentiality will be always maintained.

Woodlands Early Learning will:

- Provide all employees with adequate training to recognise the early signs that a child may need some additional support to reach their full potential.
- Complete regular formal and informal supervision meetings with staff to discuss potential concerns.
- Ensure all employees with concerns seek appropriate advice and support from our SEN/Inclusion Co-ordinator.
- Complete 2-year checks at the required time to highlight any areas of concern
- Strive to form strong partnerships with parents to maintain communication about children's individual needs/requirements.

Recruitment and Interviewing:

Woodlands Early Learning ensures that the advertising, recruitment, and selection of new candidates are fair and without discrimination.

Woodlands Early Learning will:

Ensure all advertising reaches the whole community.

Only take qualifications, references, experience, and suitability for the role into consideration when selecting/hiring potential employees.

Require all potential applicants to be vetted prior to employment and DBS certificates completed immediately, whether this is prior to employment or as soon after.

Provide all potential applicants with a comprehensive induction to the company and how we work.

Reasonable adjustment:

Woodlands Early Learning understands that any person or child with physical or mental or emotional impairment, which has a substantial and long-term adverse effect on the person's ability to carry out day to day activities, will require the company to make reasonable adjustments within the setting. Each case is carefully considered with the whole picture in mind. This includes the effects on the child, the family, the key person, and the team. Health, Safety, and well-being will be at the centre of all decisions that are made.

Woodlands Early Learning will:

Be prepared to make reasonable adjustments to alleviate disadvantages to children and employees.

Take appropriate steps to contact services to provide necessary auxiliary aids and services that may also alleviate disadvantage.

Consider alterations to physical features of the setting where it is reasonable, to avoid disadvantage caused by disability.

Staff training, development, and supervision

Everyone involved with Woodlands early Learning are required to abide by this policy. This policy is available to everyone within the organisation and ongoing support and training will be given to ensure the policy is understood and put into practice.

Woodlands Early Learning will:

Review, update and change staff training in accordance with each member's individual needs and current legislation.

Offer continual ongoing training through a wide range of training courses that employees can choose to take part in.

Continue training to all employees to raise awareness of equality and diversity issues and ensure all members are aware of the rights and responsibilities under the equality and diversity policy.

Enabling Environment

Following the guidance within the revised Early Years Foundation Stage we will ensure that children whose 1st language/home language is not English will be provided with opportunities and resources to support and encourage their language development through play. In partnership with parents, we will ensure that sufficient opportunities are provided to make sure that a good standard in the English language is made during the EYFS to benefit them when they begin school.

We will make sure that resources are provided for the children to readily access and use to support the unique child. We will also train the staff to a standard that ensures that home languages and cultures are integrated into the setting.