



The Slade & Headington
Children's Centre

Equality Policy and Equality Plan

Equality Policy Introduction

Slade and Headington Children's is committed to ensuring that:

- **We welcome all children and families**
- **The Centre recognises the value of diversity and seek to create an environment where all children and adults feel accepted, valued and respected.**
- **We understand and believe that all children are different and unique and so strive to identify how best to support their development**
- **We will provide a safe and secure Centre where children and adults can learn, knowing their contributions will be valued.**
- **We will work with families who use the Centre to support their understanding of diversity and equality**
- **We recognise the importance of inclusion and all children having access to provision at the nursery**
- **Discriminatory language, behaviour or comment by adults is not acceptable at the Centre. Any adults choosing to behave in a disrespectful manner will be asked to leave the Centre.**
- **We will model acceptable ways to communicate and positive relationships across the Centre**

The Centre recognises it has to make special efforts to ensure that all groups prosper including:

- **Boys and girls, men and women**
- **All minority ethnic groups including travellers, refugees and asylum seekers**
- **Children and adults with special educational needs**
- **Children and adults with a range of disabilities**
- **Children looked after and their carers**

The Centre has identified the following issues that may be barriers to effective learning and successful working at the school:

- Poor self esteem
- Inconsistent attendance
- Emotional needs not being met
- Physical needs not being met
- Having English as an additional language
- Speech and/or language difficulties
- Special Educational Needs
- Different parental expectations

The school recognises that it has a legal obligation under the disability discrimination act to meet the needs of people with disabilities even if it requires giving them more favourable treatment.

	Equality Policy	Equality Plan
	<p>The school has identified the following strategies that are specifically designed to address those issues</p>	
1.	<p>Establishing, maintaining and developing a school culture and ethos Slade and Headington Children's Centre celebrates diversity by:</p> <ul style="list-style-type: none"> • Welcoming all children and adults • Celebrating different festivals and paying attention to the celebrations of others • Inviting individuals of different cultures to work with the children and sharing their customs • Organising events that celebrates diversity • We ensure our Centre is accessible to all, physically and emotionally. All areas of the Centre are accessible by wheelchair or by individuals who have a physical 	<p>Celebration of different cultures needs to form a bigger part of our centre. Whilst we welcome individuals from all cultures, we do not celebrate it as much as we should. Food tasting sessions, making more of different celebrations throughout the year.</p>

	<p>disability.</p> <ul style="list-style-type: none"> • We are committed to working with families and children to support them, their learning and wellbeing. We observe the needs of the community and strive to provide opportunities that would be of benefit to them. • The parent/staff relationship is built as soon their child attends the Centre. • We keep communication channels open in order to share the interests of their child to support their development • We ensure we provide opportunities for parents/carers to attend information sessions to support the development of their child/children. • We work with parents to have high expectations of their children and recognise the skills they have and the progress they make. • We have a relationships policy which communicates our ethos and belief about behaviour and how to positively deal with challenging behaviour. This is shared with all adults who work with children at the centre. • We do not discriminate towards any individual who expresses an interest in working at the Centre. 	
2.	<p>Preventing and dealing effectively with bullying and harassment As a school we support children's understanding of respectful relationships and communication by:</p> <ul style="list-style-type: none"> • Modeling of staff members how to interact and communicate respectfully • Supporting children and their interactions, acknowledging feelings and guiding children to express themselves differently • Listening to parents concerns raised about particular behaviour at the nursery <p>Any adult that feels threatened or harassed by other parents we:</p> <ul style="list-style-type: none"> • Encourage communication from any parents who feel anxious • Deal with unsociable behaviour directly • Request any adults displaying bullying or behaviour that could be considered harassment to leave the premises and not return until they are able to behave in a respectful and appropriate manner. • Put support in place for any individuals finding inappropriate behaviour difficult 	<p>When parents express concern about certain families, member of the centre will ensure they are present at school gates to observe behaviour an deal with issues as and when they arise.</p> <p>Better communication and collaborative working with primary school to ensure respectful relationships are happening between parents/carers.</p>
3	<p>Listening to pupils, staff, parents and others Voice of the children</p> <ul style="list-style-type: none"> • We recognise the importance of listening to the child, regardless of whether communicating verbally or through their behaviour. • We acknowledge how that child might be feeling, and support them to express feelings differently • We observe what they are interested in, pay attention to Characteristics of Effective Learning (EYFS Development Matters 2014) and plan activities/provide provision that will support to that interest and further their learning <p>Voice of staff</p>	<p>Implement parent survey-administer autumn and summer term-note differences/changes</p> <p>Consider a way of allowing parents and staff to express their concerns and thoughts-via a question box? Consider a way of allowing communication via website?</p> <p>Ensure supervision happens regularly. Supervision for nursery school is not happening due</p>

	<ul style="list-style-type: none"> • Staff are given the opportunity to express concerns/offer suggestions during staff meetings. • As a Centre we promote the importance of clear communication and transparency. We encourage staff to offer ideas and suggestions, ensuring that any decision made benefits the children. • The day nursery and children's centre have regular supervision with their line manager. <p>Voice of parents</p> <ul style="list-style-type: none"> • Governor has attempted to conduct 'on the spot' feedback sessions from parents • Relationship between key people and parent/carer is important. Have three formal parent consultations a year, and opportunities to discuss concerns/give feedback when children are brought to and from nursery. • Collaborative working between all three settings ensures families are identified as needing further support. children's Centre able to offer guidance on financial issues, housing, citizen's advice, and have a health visitor available twice a week. • Staff more aware of the services provided by CC and know how to guide parent/carers to the right support. 	<p>to time implications and staffing. This needs to happen in order for staff to express their concerns and offer suggestion.</p> <p>Governors to be more visible for parents and staff in order to discuss things with.</p> <p>Governors to pay close attention to equality and diversity at the centre. Should be part of an agenda.</p>
4.	<p>Equalising opportunities</p> <ul style="list-style-type: none"> • As a centre we aim to ensure any visits are not too expensive in order for it to be accessible to all. • We discuss any financial difficulties relating to school visits with the parent and arrange for a payment plan to be implemented if appropriate. • CC able to apply for funding in certain circumstances • The children's centre supports encouraging adults to volunteer in order to build up their self esteem to apply for paid employment. • They provide opportunities to improve numeracy and literacy 	<p>Staff to plan more visits that are in local area-this brings cost down, but also allows parent/carers get an understanding of the value of local area.</p>
5.	<p>Informing and involving parents and carers</p> <ul style="list-style-type: none"> • Parent information sessions delivered in autumn term-this session covers how teaching takes place at the nursery, explaining learning through play and how we plan and deliver provision that meets the needs of all children. • Supporting development at home session delivered as requested by parents • Parent consultations three times a year • Opportunity to meet with key person when requested. • Key person recognises importance of building relationship with parent/carers-this includes identifying home language. Translator provided if needed, and available. • Information available on website regarding the Early Years Foundation Curriculum and what learning looks like at the nursery • Parents are asked to provide an email address, mobile telephone number, work 	<p>Centre needs to improve how we work with many families with EAL.</p> <ul style="list-style-type: none"> • Explore translation options-Google translate, translation line, using other families who speak the same language. • Make Centre more multicultural-greetings in diff language, displays that celebrate diff cultures and festivals. Audit where majority of our families originate from. • Work with the school on their international evening, be part of it. Carry out other international events at the children's centre.

	<p>number and landline in order for contact to be made.</p> <ul style="list-style-type: none"> • School SEN policy outlines procedure and guidance for parent/carers who have a child with special educational needs. 	
6.	<p>Welcoming new pupils and helping them to settle in effectively</p> <ul style="list-style-type: none"> • Nursery asks for four visits to be carried out with new children and their parent/carer. This helps the child to settle, but also enables staff and parent/carers to build a relationship. On occasion this can be reduced or increased. • Visits allow communication about the children between parent/carer and key person. Any concerns, observed needs can be discussed. • Staff understand difficulties some parent/carers face when leaving their child-particularly if English is not the first language. They acknowledge the difficulty and attempt to support both child and parent/carer with separation. School will always contact parent/carer if child is distressed. • The centre is child centred and stresses the importance of focusing on the children. Any children who appear to be struggling to settle are identified and adults will use different strategies to help settle the child. Staff have had extensive training on attachment and behaviour in order to recognise and support efficiently. <p>Applying for Reception year Notice of choosing primary school is given to parents early and regularly reminded. Admin staff have experience of admissions and are able to effectively support and guide parents when making their choices. For parents who are contemplating specialist provision, information and guidance can be given. Transition to Reception is acknowledged as being potentially difficult for child and parent/carers. There is a robust transition system in place for transition to Wood Farm Primary. School recommends that parents/carers and children visit any school before applying. For children that have been assessed as needing specialist education, school will communicate concerns as early as possible in order to explore provision with parent/carers and for them to visit the schools.</p>	<ul style="list-style-type: none"> • As part of the 'All about me' process, ask parent/carers to record simple phrases that might help to settle their child when they are distressed.
7.	<p>Addressing the full range of learning needs</p> <ul style="list-style-type: none"> • For children who have English as an additional language we ensure that the provision is accessible for them. We observe what they are interested in, communicate what they enjoy doing out of nursery and seek to provide opportunities for them to participate in something familiar and rewarding. • We observe the behaviour they are displaying and adjust ours accordingly-we understand the importance of space. We do not demand language, but attempt to build a relationship based on space, time, respect and understanding. • Staff will sometimes ask more confident children who speak the same language to communicate in their own language to other less confident children. • We recognise the importance of using pictures, symbols and props, particularly when telling a story, in order for all children to participate. • We use the Oxfordshire guidance on Identifying Children who are Learning English As An Additional Language to support our assessment and planning. 	<ul style="list-style-type: none"> • Implement key words/phrases through the use of Makaton across the centre. • Explore other forms of communication-such as Makaton and PECS

8.	<p>Supporting learners with particular needs</p> <ul style="list-style-type: none"> Any children who have particular needs, such as children on the spectrum, children with physical needs, we ensure that the provision is accessible to them, physically and mentally. Any children who find transition in the day difficult we ensure systems are in place to support their understanding of what is happening through: <p>PECS Now and Next boards Verbal communication Ensuring an adult is with them during those times</p> <ul style="list-style-type: none"> Children who need direct support, for example to support language will be included for short bursts of small group work. As a centre we value the importance of children having the flexibility and time to explore their surroundings, however we know that some children will need the assistance of an adult to explore, learn how to play and interact with others, as well as ensure participation is at the right level and furthering their learning. 	<p>Day nursery need to have more time to discuss children and their needs in the same way nursery school do. Weekly team meetings would help.</p> <p>Staff training: Staff need more opportunities to attend training that will benefit the children.</p>
9.	<p>Making the school accessible to all</p> <ul style="list-style-type: none"> We aspire to be sensitive to the needs of every child and adult who uses the centre. We will try to make any reasonable adjustments to physical and other arrangements of the centre where necessary, taking into account the nature of any impairment, pupil and parent views and advice from teachers and other professionals. We encourage parent/carers of children with any physical disability to visit the centre to look at the environment and discuss any concerns and observed potential difficulties that could have an impact on accessibility. As a new building all ground floor areas are fully accessible via wheelchair. There is a lift to the first floor, but due to fire regulations cannot be used by any person not physically able. In this case we would always ensure any activities took place on the ground floor when including any individual who had a physical disability. 	
10.	<p>Ensuring fair and equal treatment for staff and others</p> <ul style="list-style-type: none"> Teacher's Pay and Conditions adhered to for all Teaching Staff. Appraisal procedure followed and implemented, but also considered important to the teacher and the centre. Unison rep available at the school for staff to seek advice from. All staff have a yearly appraisal Regular supervision happens in the children's centre and day nursery. Staff are aware of the procedure should they have a complaint about a member of staff. Whistle blowing policy has been disseminated to all staff and available from the office. Centre encourages staff to be respectfully open and honest and communicate any dissatisfaction to the right person respectfully. For any disputes that are not able to be solved staff are able to communicate feelings to their line manager and/or Head of Centre 	<p>Nursery school supervision needs to happen more frequently.</p> <p>Copy of related policies in the staff room.</p>

11.	<p>Encourage participation of under-represented groups</p> <ul style="list-style-type: none"> • We welcome any parent who would like to be part of the governing body. We include all parents in any information regarding recruiting for the governing body. • As a centre we made the decision to not segregate any groups that are offered as part of the children's centre. We feel it important that all families feel welcome, regardless of race, culture or gender. We attempt to support families who may feel in the minority by children's centre staff initially attending groups with them, creating a relationship built on trust and open communication and staff modeling respectful and inclusive relationships. 	<ul style="list-style-type: none"> • Make Centre more multicultural-greetings in diff language, displays that celebrate diff cultures and festivals. Audit where majority of our families originate from. • Work with the school on their international evening, be part of it. • Carry out other international events at the children's centre.
12.	<p>Monitoring and Evaluating the policy</p> <p>Staff This plan will be shared and discussed with all staff, with action points agreed and implemented. Feedback will be sought during team meetings, and a focus on what the centre can do to encourage more participation of many of the groups mentioned in this document.</p> <p>Governors It will form part of the agenda at FGM. Head of Centre will have an expectation that progress and changes will be monitored in the same way safeguarding and SEN are.</p> <p>SLT SLT will implement this plan and policy, ensuring all staff are aware of what we are doing well, but what we need to improve on.</p> <p>Parents/Carers We will ensure this document is available on our website and in hard copy from reception. We will see it as a working document and make changes accordingly.</p>	<p>Requirement to report on disability aspects in school prospectus</p> <p>Best to report on all aspects of inclusion via website, newsletter etc Changes will also need to be reflected in the school SEF</p>

Key objectives:

- To identify ways to improve verbal and written communication with families who have English as an additional language
- Celebrate different cultures more explicitly and regularly-in particular invite parents in to help with organisation
- Address under-represented groups within governing body
- Ensure supervision happens consistently for all staff across the centre.