



Bolton College
Early Years &
Pre-School Centre

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Equality, Diversity & Inclusion Policy 2024-25



BOLTON COLLEGE EARLY YEARS & PRE-SCHOOL CENTRE
 EQUALITY, DIVERSITY & INCLUSION POLICY

Contents

- 1. Policy Statement..... 3
- 2. Scope of Policy 3
- 3. The Aims of the EDI Policy 3
- 4. The Setting’s Expectations of Staff and Children 3
- 5. Training and Support Available to Staff..... 4
- 6. Methods used to promote equality, diversity and inclusion..... 4
- 7. How Parents Are Informed and Consulted..... 5

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1. Policy Statement

This policy is a statement on equality, diversity and inclusion (EDI) within the Early Years and Pre-School Centre. It sets out the aims of EDI; the setting's expectations of children, staff and parents/carers, the training and support available to staff, the methods used to promote EDI and how parents/carers are informed and consulted.

2. Scope of Policy

This policy applies to children of all ages (0 - 5years) attending the Early Years and Preschool Centre, their parents/carers and to all staff working within the provision and trainees on placements.

3. The Aims of the EDI Policy

Our aim is to provide an inclusive learning environment which meets the social, emotional, physical, spiritual, wellbeing and cognitive needs of each child.

Our policy also aims take a proactive approach to ensuring that appropriate action and support is given when a child with additional needs is identified or admitted to the setting. This includes arrangements for staffing, staff training, physical environment, documentation, record keeping, assessments including Education Health Care Plans (EHCPs), sharing information with parents/carers and methods used.

The Early Years and Pre-School Centre is committed to ensuring equality and fair treatment to everyone connected with its work regardless of protected characteristics.

4. The Setting's Expectations of Staff and Children

Childcare staff will be highly responsive and ensure no individual or group of individuals are treated unfairly due to EDI. Discrimination has no place within our childcare setting.

All children, are admitted to our Centre after liaising with parents / carers. If there are any additional needs identified which require support, the Centre staff will liaise with specialist agencies involved with the child, to determine whether the child's individual needs can be met.

Children are treated with individual and equal respect e.g., family customs, beliefs, dietary requirements, dress code, hair and skin care routines will be respected.

Staff encourage all children to develop ways of communicating effectively with adults and children who attend the setting. Each child can choose to play with others, to play alongside others, or play alone.

Staff will ensure that all children are given support to participate in a wide range of activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect.

The Early Years and Pre-School Centre's approach to childcare is to ensure that all children are valued and included fully in a full range of activities to promote positive self-esteem amongst all. Everyone is welcomed on arrival and also wished well upon departure by our team of staff.

5. Training and Support Available to Staff

All staff will be introduced to the EDI policy at staff induction and will receive regular EDI training as part of their professional development.

The Early Years and Pre-School Centre SENCO will attend regular staff development training to support the special educational needs of children.

Staff training and development sessions are undertaken on a regular basis, both in service and from outside agencies to maintain up to date information and expertise.

6. Methods used to promote equality, diversity and inclusion

Childcare staff who see or experience any discriminatory behaviour will challenge this behaviour whether it is shown by the staff, parents / carers or the children themselves. These incidents will be logged in the setting's Log of Incidents of Discrimination.

Childcare staff will encourage positive role models. They will do this through toys, imaginary play, story time and activities that promote non - stereotypical images. Books and posters will also be selected to promote such images.

Childcare staff will positively encourage children and parents / carers to value and respect others.

All children will be encouraged to join in all activities, i.e., dressing up, shop, home corner, dolls, climbing on large apparatus, using bikes; construction play.

Staff will encourage the children and parents / carers to become involved in festivals relating to different cultures and religions throughout the year. Children and parents/carers are introduced to different cultures through play, role play, food, music and story time.

The Early Years and Pre-School Centre has some bi-lingual staff and signage linked to the setting to help with children's and parents/carers' communication skills.

Positive attitudes in the setting are encouraged and developed, for example rewarding good behaviour and kindness towards each other. Positive self-esteem is developed through appropriate praise.

Children are encouraged to use the “Feelings Board” to help them identify and express their emotions.

The Early Years and Pre-School Centre will organise activities to ensure that the children have access to “cultural capital” to help them have new and stimulating experiences.

The Early Years and Pre-School Centre strives to model themselves on local population in terms of recruitment and selection of staff

The SENDCO ensures that the continuity of observations, planning and assessments are maintained for children with special educational needs.

All staff have experience and training in the treatment of anaphylactic shock and paediatric first aid.

Wherever specialist training is needed to support the individual needs of the child, further training will be offered to staff.

7. How Parents Are Informed and Consulted

The Centre staff will work in partnership with parents to ensure that the setting offers high quality provision to meet the needs of the child.

The way that the centre works with Parents / Carers is set out in Working in Partnership with Parents and Carers document. Parents and centre staff have many opportunities to share information about the child’s needs and learning and development throughout their time at the setting. The process is a two way one in which parents and staff work together to support the needs of the child.

Parents/ Carers consent will be sought prior to contacting other agencies to support the child’s needs.