

British Values and Equal Opportunities Policy

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In order for our children who attend the *Gooseberry Bush Day Nursery* to take part in a shared future they require:

"The *Gooseberry Bush Day Nursery* to treat everyone as individual, regardless of their religious persuasion, racial origin, cultural and linguistic background, sex, social group, gender or disability."

The *Gooseberry Bush* identifies certain groups of people are at risk of being disadvantaged or excluded as a result of a whole host of factors over which they have no control. The cause of discrimination may be overt but is often deeply engrained, hidden and unconscious, based on unquestioned traditions and attitudes. Therefore, in line with *Early Years Common Inspection Handbook* the *Gooseberry Bush* actively promotes fundamental British values in every day practice. The *Gooseberry Bush* believes children have a right as set out in the *United Nations Convention* to ensure they develop their own preconceptions and talents irrespective of ethnicity, culture, gender, language, parents, disability and or special educational needs.

This policy will outline how the *Gooseberry Bush* will promote, share and challenge staff, children and family to understand each other's views and become a positive community member. It is everyone's responsibility to ensure children are safeguarded and kept safe and healthy, always aspiring to be the best they can possibly be.

Families

The nursery recognises that many different types of family successfully love and care for children. The nursery welcomes every child and their family and make them feel included and valued. In this way great care is taken for children to see everyone in positive roles and therefore develop positive attitudes about others. During home visits and parent consultations, using children's 'my story' booklets are where keyworkers take the time to find out and be informed about family customs, beliefs, dietary requirements and background. The nursery encourages a close relationship between nursery and home. Using this information, keyworkers tailor the curriculum so all children's values will be respected and their individuality, potential recognised and nurtured using resources that have no predefined use or gender. The Gooseberry Bush will create opportunities for children to explore, acknowledge, learn right from wrong, know about similarities and differences between themselves and others and challenge negative attitudes and stereotypes. Children and families who celebrate festivals at home with which the rest of the nursery is not familiar will be invited to share their festivals with the group, if they themselves wish to do so.

Children will be encouraged to welcome a range of different festivals, together with stories, celebrations and special food and clothing they involve as part of the diversity of life. This includes attending, studying and or participating in celebrating local community festivals.

Curriculum + Resources/Equipment

Using resources that have no predefined use or gender the Gooseberry Bush will create opportunities for children to explore, acknowledge learn right from wrong, know about similarities and different between themselves and others and challenge negative attitudes and stereo types. It is our aim to provide children with resources that display positive role images to reflect our community regardless of race, culture and disability.

The Gooseberry Bush will ensure planned activities will consider the views of children, staff and families through daily feedback, newsletters and parents board. Through the EYFS the Gooseberry Bush will promote and challenge children's views regarding equality, diversity, poor behaviour including bullying, using adult led activities and discussions. The Gooseberry Bush will monitor children's progress using ClassDojo and concentrate on narrowing the gap between different groups of children. (Please see 'Focus Group' for more information). Also using our online journals and room observations to evaluate our practise each half term, including baseline, ECAT and 2-year-old assessments.

The Gooseberry Bush does not need to plan specific lessons to teach children British values however, the Gooseberry Bush will focus on incorporating the four values; Democracy, Individual liberty, Rule of law, Mutual respect and Tolerance into everyday routines. As skilled practitioners we already have the knowledge and resources we need to be able to demonstrate that the Fundamental British Values are covered in our practice.

There are four main values to be addressed when teaching young children.

1. Democracy - making decisions together

Think of democracy as a situation where everyone is treated equally and has equal rights. This is demonstrated in practice by staff offering to support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they are going to use the resources made accessible to them.

For Example

Mary has filled up a bucket with water and fetched a paintbrush which she's been painting the fence with. Does she mind Sean dipping in with a brush of his own? No, she lets him dip away and instructs him, in fact, to paint the decking for her. They are taking turns, sharing, collaborating and making decisions together.

Children playing in the home corner - Now children are negotiating, setting rules for how long we can each spend in there before we have to let somebody else have a turn. Now we're trusting that our friend, our collaborator, will be fair and will stick to our plan.

The staff's role is supporting children to know their views count and encourage everyone to value each other's opinions and values. As a member of staff you can help demonstrate democracy in action, for example, by letting children share views on what activity should come next with a show of hands or provide activities that involve turn-taking, sharing and collaboration. Providing children opportunities to develop inquisitive minds by creating an atmosphere at nursery where all questions are valued.

2. Rule of law

This is about learning to manage our own feelings and behaviour: about learning right from wrong: about behaving within agreed and clearly defined boundaries: about dealing with the consequences. Children learn from being able to make mistakes without being judged and that it is acceptable to fail.

The Gooseberry Bush staff collaborate with the children to create rules and codes of behaviour and ensure all children adhere to and understand these rules / boundaries. Also staff ensure children can understand their confidence in their own abilities. Staff should allow time to reflect using language and feelings on their differences and understand we are free to disagree and be different.

In practice this is working with children to create the rules and the codes of behaviour, such as agreeing the rules about tidying up, and also ensuring children understand that the rules apply to everyone.

3. Individual liberty

At the Gooseberry Bush we focus on children's self-confidence, self-awareness, people and communities. The nursery understands the importance in providing opportunities for

children to develop and practice their understanding of self, raise their self-esteem and increase confidence in their abilities and skills.

For Example

Every time we provide opportunities for children to gather wild flowers, mix their own colours for painting or take part in a sack race we are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.

Every time we share a favourite book with a child, splash in rock pools or build a cave for our dinosaurs together we are giving children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions.

We provide opportunities for children to develop these self-skills by example, role modelling, allowing children to take risks on an obstacle course and talking about their experiences and realising not everyone has the same experiences.

Staff encourage a range of experiences that allow children to create the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions.

4. Mutual respect

We have an ethos of inclusivity and tolerance in our nursery, where views, faiths, cultures and races are valued *and* where we encourage children to engage with their wider community. The staff at the Gooseberry Bush teach our children that it is possible to live together peacefully, each of them a valuable part of our multicultural world. During activities and outings, we teach children to be part of their local community and celebrate other festivals and mark special days from the world around us. Being able to attend celebrations our children are taught to be kind, helpful, and respectful of others, being able to compromise and the time to listen to each other. In the wider world we use resources such as books, websites and posters to illustrate festivals we do not experience in our community. After all, if children see and hear the adults they love respecting other cultures, religions and values then this will have a significant, positive impact upon their own behaviour and overall development. But being good role models isn't quite enough. Remember the proverb: "I hear and I forget. I see and I remember. I do and I understand." For children to truly learn the importance of tolerance, they need to be given lots of opportunities to *practice* tolerance and to challenge stereotypes.

For Example

We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.

Through sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Encourage and explain to children about the importance of tolerant behaviours, such as sharing and respecting each other's opinions

Provide resources and activities that challenge gender, cultural and racial stereotyping

Arrange visits whereby children can engage with the wider community

Share and discuss practices, celebrations and experiences.

Special Needs

The nursery recognises the wide range of special needs of children and families in the community, and will consider what part it can play in meeting these needs. All children need a positive self image and this can be brought about by the carer's attitudes to each child as an individual, in addition to play resources that enable children to reach their full potential.

Therefore, the selection of the right staff member is important and to consider their own skills and how to use them to the best of their potential (see recruitment policy).

The nursery will have at least one named S.E.N.D.C.O with training for other members of staff ongoing. (See also Special Educational Needs Policy.)

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

Where possible, visual and audible fire alarms to be used.

Discriminatory Behaviour/Remarks

At the Gooseberry Bush staff, children and parents are asked/challenged to explain their views and how appropriate it is to share with young children. The Gooseberry Bush uses a set protocol to record incidents. Where any person will be asked about their comments, behaviour and how it fits into our community. Please refer to our 'Prevent Policy' for more information. If unsure, please report any incident to Nursery Manager.

Language

The language used within the nursery will be enforced through positive images and role models. Information, written and spoken, will be clearly communicated in as many languages as necessary.

Bilingual/multilingual children and adults are an asset to the nursery and should not be excluded from the activities on offer. They will be valued and their languages recognised and respected in the nursery.

Resources should be available to all children at all times, not just for the children who may be regarded as in 'need' of them. The nursery will seek support from parents and agree to reflect the child's home language.

Food/ Activities

If children have a medical, cultural and/or dietary need we will be pleased to meet their requirements. Children should be given opportunities to appreciate and respect cultures other than their own. Music, stories, art activities, cooking and homes are examples of the ways in which cultures can be explored. Parents can share their experiences with all the children to help understand other people's needs.

Meetings

The time, place and conduct of meetings will ensure that all families have an equal opportunity to have their say in the running of the nursery,

Festivals

Our main aim is to show respectful awareness of all major events in the lives of the children and families in the nursery, and in our society as a whole, and we welcome the diversity of backgrounds from which they all 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 people to whom that festival is a familiar one.

The RGBDN is an equal opportunities provider and is committed to ensure equality of opportunity for all children and families.

The RGBDN works in accordance with all relevant legislation, including

- Children Act 1989
- Care standards Act 2000
- Protection of Children Act 1999
- S.E.N code of practice
- The Equality Act 2010

The Gooseberry Bush Day Nursery believes that the nursery's activities should be open to all the children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our nursery have an equal chance to do so.

The nursery operates a referral service for parents where possible e.g.:

- 1 Employment action team re. Funds for interview assistance, cash flow assistance etc.
- 2 Funds that may be available for childcare

3 Courses for parents who wish to return to work, education or gain life skills and experiences

Families joining the nursery are made aware of its equal opportunities policy through the induction pack and contract.

Employment

The Gooseberry Bush Day Nursery believes we have a responsibility to treat all team members, volunteers and users in a fair and effective way to help them achieve their potential. The nursery will appoint the best person for each job and will treat fairly all applicants for the jobs and all those employed.

The nursery also believes in treating people with respect, recognising their individuality and differences and welcomes diversity.

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

Staff training will be provided to enable staff to apply the policy of equal opportunities consistently.

Environment:

The staff of the R.G.B.D.N. will aim to raise awareness and encourage a responsible attitude towards the environment.

The R.G.B.D.N will :-

- Help the children appreciate, enjoy and take care of their environment. Where possible we shall re-use and recycle materials. All plastic, paper and tins are recycled.
- Highlight the local environments through various projects and by trips around the nursery and school grounds, and local parks.
- encourage the children to dispose of their own litter correctly and pick up litter
- Endeavour to switch off lights/computers and turn taps off when not in use.
- Rooms and halls have movement sensors or security lights.
- Thermostats used in building to monitor heating and temperature.
- Electric heating to use timer - heating is only on when required.
- Solar panels installed on nursery roof.
- Food waste is separated and composted in separate bin.

Anti-bullying:

In cases of bullying of any nature, be it physical, verbal or emotional, children and adults will be encouraged that fighting, bullying and racist comments are not acceptable.

Children will be given one-to-one support to encourage them to see that certain actions are right and others are wrong.

Adults dealing with an incident will try to communicate why the behaviour is inappropriate in a non-judgmental way to the child involved.

By changing the behaviour in this way, we hope to raise the child's level of understanding and reduce the inappropriate behaviour.

Both the victims and the instigator will be treated in a sympathetic manner, making sure that no personal blame is attached and that it is the behaviour and not the child that is unwelcome.

If adults are the instigator or victim then the Manager will be involved in communicating positive behaviour. They may be given support in their group or retrained in this area of development behaviour.

Recurring problems will mean the manager will refer to a verbal or written warning for the adults involved.

Children and families for whom English is a second language

The R.G.B.D.N. aims to:

- Access an interpreter to translate as much literature as possible
- Access relevant planning documents from Department of Children and Family Services and Local Family Service.
- Where possible have a translator at coffee mornings/evenings
- Have access to books in home language, either from library or to buy.
- Photograph as many activities as possible to show parents what children have done
- Illustrate as many activities as possible with photos to explain them to the children
- Buy phrase books and dictionaries in the home language
- Write signs in home language as well as English e.g. 'photographs today at 3pm'

This policy was created by the GBDN on: 20/2/2019

Reviewed on:

Reviewed on:

Signed by the Manager, on behalf of GBDN: *C. Buscombe*