



HARVEY ROAD DAY NURSERY LIMITED

EQUAL OPPORTUNITIES POLICY/ENGLISH AS AN ADDITIONAL LANGUAGE

EYFS: 1.14, 1.15, 1.16, 1.18, 3.82

Statement of Intent:

Harvey Road Day Nursery believes that no child, individual or family should be excluded from the Nursery's activities with regard to, gender, sexuality, class, family status, means, disability, ethnic origin, culture, religion or belief. We aim to ensure that all who wish to work in our Nursery will have an equal chance to do so.

Training may be sought for all nursery staff to improve their knowledge and awareness of other cultures. Training on areas of child care is open to staff appropriate to their own development and job description. Literature and resources will be made accessible to staff where available.

Positive action will be taken to recruit all races and genders at all levels in the Nursery. Applicants will be valued for their individual skills and life experiences. No applicant will be rejected on the grounds of age, gender, sexuality, ethnic origin, culture, religion, class, family status, means, disability or belief.

Commitment to implementing the Nursery's equal opportunities policy will form part of the job description. Staff should actively be aware of their own attitudes and expectations of gender or culture within the Nursery. Our ENCO (Equalities Named Co-ordinator), who is responsible for implementing, monitoring and overseeing equal opportunities throughout the nursery is Laura Andrews.

The Nursery will strive towards improving communication with all parents and may use interpreters and translations of relevant information if required.

The Nursery is a place where all cultures can be shared, valued and respected, and where it is important to challenge racism and sexism, so that children and adults can gain a positive attitude. All racist incidents will be effectively investigated, recorded and reported.

Resources will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society. We avoid stereotypical or derogatory images within the books that we choose for the children, celebrate a wide range of festivals and celebrations and encourage the parents to participate with us. The parents are given information on celebrations and festivals through newsletters, posters and emails.

We are also committed to recognising the different leaning styles between girls and boys and making appropriate provision, within the curriculum, to ensure the children can develop to their full potential.

The curriculum we operate under is the Early Years Foundation Stage. This curriculum encourages children to develop positive attitudes about themselves as well as to people who are different from

themselves. It encourages children to empathise with others and begin to develop the skills of critical thinking. We are committed to helping the children understand that discriminatory behaviour and remarks are hurtful and unacceptable. If these occur the member of staff will complete a prejudice form. This form is then handed to our nursery ENCO who deals with the situation and sends on to the appropriate people.

Additional individual medical, cultural or dietary needs will be endeavoured to be met given support from other agencies. This may be further advice guidance or funding in order for these needs to be covered.

Bi-lingual and multi-lingual children and adults are regarded as an asset. They will be valued and their language respected and recognized within the Nursery.

Useful contacts:

Cambridge Interpretation and Translation Agency (CINTRA): 8 Wellington Mews, Wellington Street, Cambridge, CB1 1HW, Tel: 01223 346870.

Equality and Human rights Commission: Tel: 0845 604 6610.

www.equalityhumanrights.com

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2016
- Special Educational Needs and Disability Act 2014

ENGLISH AS ADDITIONAL LANGUAGE

Statement of Intent

At Harvey Road Day Nursery, we undertake to include all children and openly welcome those who are not able to speak or understand English. To speak a language other than English will be celebrated and not seen as a disadvantage or deficit for the individual children. Our strategy to support these children will be implemented by **all** members of the staff, and temporary or new staff will receive support and information during their induction to enable them to promote the same strategies. It is the responsibility of the staff to be flexible and creative to ensure that effective communication takes place.

Children who attend our setting may be monolingual in English or another heritage language, or multilingual and able to speak and understand in two or more languages.

It is important to identify the child's first language at the pre-admission stage, and to establish whether the parents are able to converse in English or whether they will need alternative support to understand the routines and learning environment their child/ren will experience.

Creating a positive environment:

Children from different cultures may find our setting quite strange, it is important that we include pictures with which the children can identify. These may include a variety of houses, landscapes, families or children playing.

We have labels and captions in alternative languages but these are only relevant if we draw the attention of the children to them. Bilingual books will be displayed in the book areas and parents are encouraged to co-tell stories with the children. We have resources to encourage children to use their home language/s that parents can take home and bring back into nursery.

Staff encouraging children to keep talking, even if they are unable to do so in English:

- On induction, we ask parents for key words in the child's first language to enable us to use these to communicate with the children.
- We will keep language simple and literal initially so the child has the best opportunity to understand.
- We will give instructions to the child individually and with eye contact as we understand generalized instructions are hard to follow.
- We will give the child plenty of time to respond as we recognise it takes time to translate.
- We have key words relevant to the child on display with pictures around the room, to help staff communicate with the child and for the child to tell us what they want.
- We will encourage the child and their family to teach children and staff the names of objects in their own language.
- We will model correct sentences, without correcting the child, when they have tried to communicate.

Working with parents:

Parents from other countries may have no personal experience of nursery/pre-school as we know it. It is important that sufficient time is given to explain to them the key principles of our system and the routines their child will experience. We offer home visits for discussing and completing admission and introduction forms so that we can see the child in their own home environment and also for parents to feel more comfortable discussing information in their own space.

When completing the admissions forms and on induction, we will take down details of the country of origin, the religion, the language and key cultural needs of the child. These may include dietary restrictions which will be shared with all staff and our chef to ensure no misunderstandings. Parents are encouraged to contribute to the learning of their child by visiting, sharing significant events/festivals and doing activities.

Assessment:

Observations made by staff members on what the child 'can do' form part of the learning journals. Where concerns are exposed through these regular assessments, it is the responsibility of the key worker to discuss the child's first language competency with the parents. If this is not age appropriate, the key worker will inform the SENCO and discuss if any action is required.

When the progress of the child in their own home language appears appropriate, we will look at other needs of the child and whether there are any other learning opportunities which should be focused on.

Responsibilities:

All staff are familiar with this policy and are involved in ensuring it is being carried out. Each member of staff are responsible for supporting and encouraging their key children who have English as an additional language. The manager is responsible for sharing this with all new relief staff and parents. The key worker is responsible for liaising with the parents and monitoring the development of the individual child. The nursery has action plans in place to ensure that we update our language, cultural and religious displays, dual language books, resources to keep on supporting children. This is monitored by the nursery ENCO.

Contact numbers:

| Name | Contact No |
|-----------------------------------|----------------------|
| Social Emergency Duty Team | 0345 40455203 |
| Ofsted | 0300 1231231 |

| This policy was adopted on | Signed on behalf of the nursery | Date for review |
|-----------------------------------|---|------------------------|
| January 2025 | Suzanne Baldry - Nursery Manager | January 2026 |