

## 17a EYFS Policy for Equality of Opportunity

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This policy is required for the EYFS but applies equally to all pupils in the Pre-Prep department. It works in conjunction with the following Prep School policies: SEND Policy (Prep), Child Protection and Safeguarding, Admissions, Behaviour Policy, Anti-Bullying Policy, English as an Additional Language (EAL) Policy, Staff Behaviour and Code of Conduct and also the whole school Equal Opportunities Policy and Accessibility Plan.

### A. Aims

The aims of this policy are to:

- Promote positive attitudes to diversity and difference
- Tackle unconscious bias
- Ensure that every child is included and not disadvantaged
- Ensure that children learn to value diversity in others
- Provide information on how the individual needs of all children will be met
- Enable pupils to take responsibility for their behaviour and relationships with others
- Promote the concept of equality of opportunity throughout the school both for those adults working within the community of the school and for all pupils

The School will work together with parents and external agencies to achieve these aims.

### B. Promoting and Valuing Diversity and Differences

Equal opportunities underpin the value system at Truro School Prep and its Early Years department. We are committed to provide equality of opportunity for all children and families regardless of an individual's gender, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity status, race, religion or belief, sex and sexual orientation, as defined in the Equality Act 2010 as protected characteristics. We are committed to working within the framework for Every Child Matters.

The Methodist ethos of the school is one of tolerance, understanding and respect for others. Cultural diversity and differences are seen as positive attributes in our school. Our teaching of children will not discriminate against any pupils. We believe that all

children should have the opportunity to experience a challenging and enjoyable programme.

At Truro Pre-Prep we seek to create an environment whereby every member of the school feels comfortable, safe, secure, equally valued and respected. An environment that is free from prejudice, stereotyping, harassment/bullying and negative discrimination. We believe that every member of our setting has the responsibility to treat others with respect and to report any incidents of disrespect to the Head or the EYFS Coordinator.

## **C. Discriminatory Behaviour**

Inappropriate or abusive behaviour or language will not be tolerated and will be dealt with in line with the Behaviour Policy, Anti-Bullying Policy, English as an Additional Language Policy and Staff Behaviour and Code of Conduct Policy. We do, however, recognise that in our youngest children, the comments may be due to a lack of understanding. We help children to understand that such discriminatory behaviour and remarks are hurtful and unacceptable through PSHEE and PSED sessions, assemblies and pastoral work.

## **D. Admissions to the Pre-Prep**

Admission is in line with the Prep and Senior School and an agreement between the school and the parents that the school is appropriate to the needs of the child. (See *separate Admissions Policy*)

## **E. Recruitment of staff**

Recruitment of staff for the Pre-Prep is in line with the Whole School Recruitment policy. All advertised vacancies will include a statement showing that the school is an Equal Opportunities employer and is committed to Equal Opportunities.

The school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. (See *separate Recruitment Policy*)

## **F. The Curriculum**

Our curriculum builds on pupils' starting points and is differentiated appropriately and ensures the inclusion of:

- Pupils with English as an additional language
- Pupils from BAME groups
- Pupils with Special Educational Needs
- All children including those who are gender neutral
- Pupils who are able and interested
- Pupils who are looked after by the local authority
- Pupils who are at risk of disaffection and exclusion
- Pupils with disabilities.

We offer a wide range of extra-curricular activities and special events to cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Every class teacher ensures that their classroom is an inclusive environment in which children feel all contributions are valued. Staff recognise the different learning styles of children and make appropriate provision within the curriculum to ensure each child receives the best opportunity to develop their skills and abilities.

Plenty of opportunities are actively given to our pupils to explore, acknowledge and value similarities and differences between themselves and others. We aim through relevant topics, PSHEE discussions and assemblies to ensure that our pupils understand that everyone is different, has different cultural values and that we all support diversity. Pupils are taught how to extend respect to the wider world and have the opportunity to support others through charity fundraising and events.

Children and parents who have English as a second or additional language will be valued and their languages recognised and respected at the school. (*See separate Policy on English as an Additional Language*).

## **G. Meeting the Individual Needs of all Children**

We meet with parents before their child starts in the Pre-Prep to identify their child's specific emotional, medical, cultural or religious needs. This takes place during their Stay and Play sessions or Taster Days. The relevant information is recorded and relayed to other relevant members of staff.

All pupils are regularly assessed. In the Nursery and Reception classes this assessment is in accordance with the Early Years Foundation Stage (EYFS) statutory framework

2021 for learning and development requirements. Records of the child's progress are shared with parents and curriculum activities are planned appropriately so that each child's needs are met.

We use a graduated response, ranging from presenting different opportunities or using alternative approaches to learning, to the use of more specialist expertise to provide specific help to individual children. If special educational needs are identified or additional support needed, the School's Special Educational Needs Coordinator (SENDCo) will consult with the parents about seeking further advice and support from external agencies. (*See separate SEND policy*)

## **H. Physical Environment**

We try to ensure that the physical environment of the school is as sympathetic as possible to the needs of children, staff, parents and visitors with disabilities. (*see separate Whole School Accessibility Plan*)

## **I. Resources**

We seek to purchase, organise and monitor equipment, toys, books and resources to reflect diversity in the immediate and wider society. Where possible, we display positive images of differing races, cultures, religions, social groups, physical abilities and disabilities, family groups and gender. Management of resources within the school ensures that all pupils have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.

## **J. Training**

At Truro Pre-Prep, staff receive training and updates on the learning needs of children with special educational needs and learning difficulties and disabilities. Where a child is identified as having additional needs, staff, where possible, will be encouraged to attend specific training to best support the individual needs of the child. Equality training and guidance will also be provided for staff within the School's induction programme.

## **K. Monitoring**

The Head and the EYFS Coordinator have responsibility for renewing, monitoring and evaluating the effectiveness of this policy and the inclusive practices that promote and value diversity and differences in the school.

If a parent or carer believes that the school's practices or procedures are not meeting the aims of this policy or that they or their children have been treated less favourably because of their ethnicity, religion, culture, gender, disability or special educational needs, they may make a formal complaint under our complaints procedure.