



Early Years Foundation Stage

Equal Opportunities Information

This document adds detail to the whole school Equal Opportunities policy, applying to our EYFS setting.

The School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

The School is fully committed to ensuring that the application of this Early Years Foundation Stage Equal Opportunities information is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity document.

This document is available to all interested parties on request from the main school office and should be read in conjunction with the following documents:

- Admissions
- Anti-Bullying
- Behaviour
- Equal Opportunities
- Foundation Stage
- Foundation Stage Physical Environment and Equipment
- Foundation Stage SEN and Inclusion Information
- SEN and Inclusion
- SENDA

Foundation stage Equal Opportunities Information	
Reviewed by:	Mrs K Hannah, EYFS Coordinator
Date of last review:	September 2024
Approved by:	Mr Paul Grimwood, Chair of LGB
Date of approval:	September 2024
Reason for changes:	Annual review
Next scheduled date for review:	September 2025

Specific Implementations of the whole school Equal Opportunities policy relating to the Foundation Stage:

The EYFS Coordinator ensures that:

- The Equal Opportunities Policy is made available for new members of staff, including students and volunteers, and that this is discussed with them during their induction meeting.
- The Equal Opportunities Policy is made available to all parents and carers.
- Every effort is made to translate the policy into languages commonly used in the local community.
- Parents who are experiencing problems with the English language, either spoken or written, are offered support.
- Every effort is made to use and celebrate the child's first language, whilst also providing support in developing their use and understanding of English, and relevant agencies and support networks will also be contacted as appropriate.
- Every effort is made to obtain suitable specialist equipment, aids or resources.
- Volunteers, local speakers or personalities who reflect the diversity of the local community are invited to visit the school.

Our practice:

- We exchange information with parents during the induction process to establish any concerns about their child's specific emotional, medical, cultural or religious needs. The parents' contributions are recorded and relayed to other members of staff at the relevant staff meeting.
- We value parents as their child's first educators, and staff work closely with parents to share information, experiences, conversation and quality time, thus promoting positive role models for their children.
- We cater for cultural, religious and medical differences at all snack and mealtimes.
- We celebrate a variety of festivals and special events each year from cultures represented within our community and outside.
- Our curriculum planning considers each child's individual route to learning.
- We give the children equal opportunities and equal access to the full range of activities available, including visits and trips outside school.
- We monitor activities on a regular basis to ensure that every child has freedom of choice, time for discovery and support when necessary.
- During play we encourage the children to respect and value each other. We ensure that children are helped towards understanding that it is wrong to judge someone because of their gender, colour, beliefs, disability or social background through example, support, discussions, explanations and praise of positive behaviour.
- We challenge and deal with inappropriate practices and attitudes promptly.
- We expect all staff to behave in a professional manner, to be consistent, sensitive and fair and to challenge any inadvertent racist, sexist or insensitive remarks.
- Our Assistant Head of Prep (Pastoral & Learning Support) Mrs S Stokes, and the EYFS Coordinator, Mrs K Hannah, monitor, review and evaluate our EYFS provision in order to ensure effective inclusive practice which promotes, values and celebrates difference and diversity

Equipment:

We purchase, organise and monitor equipment, toys, books and resources to reflect diversity in the immediate and wider society. We display positive images of differing races, cultures, religions, social groups, physical abilities and gender in and around school.

If you have any concerns regarding this information, please discuss them with Mrs Katie Hannah.