

Participation, Inclusion & Equal Opportunities Procedure



UNCRC states:

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

The aim of this procedure is to ensure that all children have equal opportunities and are supported to have access to the required resources to ensure that they experience high quality care and provision. Children are included and involved in the life of the setting and their individual needs are supported fully catered for to ensure that they fulfil their potential and can access all areas of the curriculum. Laurencekirk Nursery strongly believes that all children are individuals and have an equal right to be listened to and be valued.

The following procedure has been written based on *Children (Scotland) Act, Scottish Government, 1995; Education (Additional Support for Learning) Act, Scottish Government, 2009; Realising the Ambition: Being Me, Education Scotland, 2020; Getting it Right For Every Child in Aberdeenshire, Aberdeenshire Council, 2017; Health and Social Care Standards My support, my life (regarding descriptive statements 1.1, 1.2, 1.19, 3.13, 4.1, 4.2) Care Inspectorate, 2017.*

Key Worker System

All children are assigned to a coloured group and have assigned key workers. Key workers ensure that each child has a Personal Plan which is made in agreement with the parent/carer and identifies the child's individual needs and support strategies. All staff record observations and learning experiences for all children, linked to the relevant curriculum or framework.

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Staff ensure that all children have the opportunity to reach their full potential and ensure children and families are treated fairly regardless of race, sex, disability, age, religion or sexual orientation. We are committed to providing an inclusive environment that celebrates diversity and works with parents/carers to ensure that every child is able to access nursery care and education that extends their learning and development. We aim to promote equality and value diversity within service by:

- Fostering good relations with the local community and promoting diversity in learning styles, beliefs and providing a wide range of opportunities which values these.
- Actively include all families and value the positive contributions they make to the service. By promoting a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms, allows children and families to freely express themselves in a secure environment.
- Improve our knowledge and understanding of issues relating to anti-discriminatory practice so that, if necessary, discriminatory actions of protected characteristics (age, gender, race, ethnicity, disability, sexual orientation or beliefs) are challenged and eliminated.
- Where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the setting or need different things from the setting.
- The voice of all stakeholders is regularly sought and feedback listened to and acted upon to show the value of this.

Additional Support Needs

Staff work closely with external agencies such as educational psychologist, speech and language therapist, physiotherapist etc to ensure that the child's needs are fully met and supported and that each child is enabled to fully immerse themselves in the life of the setting. By using strategies such as Makaton, visuals, communication systems, physical aids and sensory techniques enables communication and engagement between staff and children. Where required, staff apply moving and handling training to support children who require physical support in order to access all experiences.

Attendance

Regular attendance at nursery is important for children to benefit from all that nursery offers. If a child is not going to attend nursery for any reason e.g. illness or attending an appointment, parents/carers are asked to inform the nursery of this. Staff can be informed of any planned absences at drop off/pick up. Alternatively, we operate a 24-hour messaging service which can be reached on 01561 400640 so if the

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child becomes unwell during the night or before nursery or something comes up, this can be used. Alternatively, text or call the direct nursery mobile on 07823 662173. During school holidays, only the nursery mobile will be contactable.

Staffing & Recruitment

The setting follows Aberdeenshire Council's rigorous recruitment process and procedures which are fair, equal and in line with statutory duties and local authority guidelines. New staff are made familiar with this procedure as part of their induction. The skills of all staff, students and volunteers are recognised and valued. All staff are encouraged to share their professional knowledge and skills in order to support and upskill each other. Peer monitoring and professional development activities are available to support staff in their practice and recognise diversity amongst the team. Staff are provided with training, support and supervision that will extend their knowledge and understanding of different cultural groups and disabilities and ensure that this is kept up to date and relevant so that they are able to implement this appropriately. Staff and visitors provide a range of role models and reflect the diversity of the local community and wider community.

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