Inclusion and Equality Policy

Statement of Intent

At Parson's Green Nursery we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children, families and staff according to their individual needs.

Discrimination on the grounds of the following protected characteristics, as set out in the Equality Act 2010, has no place within our nursery:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Every child has the right to equal opportunities regardless of these characteristics or ability. The staff have a responsibility to teach children to value all members of the community and to recognise, understand and value diversity. Stereotyping on the basis of any characteristic is unacceptable. Where this policy refers elsewhere to "any protected characteristic", it means the characteristics listed above.

Legal Framework

This policy has been written with regard to:

- Early years foundation stage (EYFS) statutory framework Sept 2026
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice 2015
- Children Act 1989
- Children Act 2004
- Childcare Act 2006
- Human Rights Act 1998

Responsibilities and Reporting Concerns

A commitment to implementing this policy forms part of each employee's job description. Anyone who believes this policy is not being upheld has a duty to report the matter to the **Nursery Manager (Shannon Hurly) or Head (Danica Belzer)** at the earliest opportunity. Appropriate steps will then be taken to investigate the matter, and where concerns are well-founded, disciplinary action will be invoked under the Inspired Education's disciplinary policy.

Our Commitments

The nursery and staff are committed to:

- Making inclusion a thread that runs through the entirety of the nursery, including through toys, imaginative play and activities, promoting non-stereotypical images and language, and challenging all discriminatory behaviour
- Giving all children equal access to all areas of the curriculum and to early learning and play opportunities, and encouraging participation across all seven areas of learning (see Curriculum, SEND Provision and the Learning Environment, below)
- Welcoming children with special educational needs and disabilities (SEND), making reasonable adjustments, and identifying a named Special Educational Needs Co-ordinator (SENDCo) responsible for coordinating provision and liaising with families and external agencies (see Curriculum, SEND Provision and the Learning Environment, below)
- Providing a childcare place, wherever possible, for children who may have learning difficulties, disabilities, or who are otherwise disadvantaged, according to their individual circumstances and the nursery's ability to provide the necessary standard of care
- Recruiting, selecting, training and promoting staff solely on the basis of occupational skill, ensuring no job applicant or employee receives less favourable treatment on the grounds of any protected characteristic which cannot be justified as necessary for the safe and effective performance of their work (see staff, below)
- Ensuring that nursery resources – including books, toys and materials – reflect the diversity of our children, families and the wider community, avoid perpetuating stereotypes, and are reviewed regularly, including any resources donated to the nursery (see Resources, below)
- Being aware of, and appropriately challenging, any language or actions which perpetuate inequality or prejudice, even if unintentional; staff who do not feel comfortable challenging this directly should raise it with the Nursery Manager or Head
- Treating all children and families as individuals with needs as individual as they are, and sharing in children's achievements, however small or large
- Respecting differences within the staff team and recognising that everyone has a valuable contribution to make in creating a happy and successful environment
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity, and involving them wherever possible in nursery life (see Information and Meetings, below)

- Promoting equal access to nursery services by taking practical steps wherever possible and reasonable, such as ensuring physical access for people with additional needs and producing materials in relevant languages and formats
- Regularly reviewing our practice, policies and procedures to ensure they do not discriminate and remain up to date, so we can continue to effectively promote equality of opportunity
- Reflecting the diversity of our society in our publicity and promotional materials
- Continually improving our own knowledge and understanding of issues of equality, inclusion and diversity

Admissions/service provision

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy. The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Staff

It is the policy of Parson's Green Nursery not to discriminate in the treatment of individuals. All staff are expected to:

- Co-operate with the implementation, monitoring and improvement of this and other policies
- Challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy, and recognise and celebrate other cultures and traditions
- Participate in equality and inclusion training
- Report any discriminatory behaviour observed to the Nursery Manager or Head

Training

The nursery recognises the importance of training as a key factor in implementing an effective inclusion and equality policy. All new staff receive induction training including specific reference to this policy. The nursery will strive to provide inclusion, equality and diversity training for all staff on a regular basis.

Curriculum, SEND Provision and the Learning Environment

We aim to:

- Offer a carefully structured curriculum that meets statutory requirements
- Ensure activities provide numerous opportunities for children to learn through play
- Provide stimulating and interesting activities
- Build on knowledge and skills children have already acquired, encouraging each child to reach their own individual potential
- Use observation and assessment to ensure children can work at their own level and pace across a range of activities
- Ensure no child is excluded or disadvantaged for any reason

In line with the EYFS, the nursery aims to provide a differentiated curriculum, tasks, activities, resources and learning to support individual needs and maximise achievement and progress.

Children with additional needs or SEND will have an Individual Support Plan (ISP). We also maintain Individual Health Care Plans for children with diagnosed medical conditions that may affect their access to the curriculum on a day-to-day basis.

The nursery's designated SENDCo is Danica Belzer, who is responsible for coordinating provision for children with special educational needs and disabilities, supporting staff and families, and liaising with external agencies, in line with the SEND Code of Practice 2015.

Early learning opportunities at the nursery encourage children to develop positive attitudes towards people who are different from them, to empathise with others, and to begin developing skills of critical thinking. We do this by:

- Making children feel valued and good about themselves
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children understand that discriminatory behaviour and remarks are unacceptable
- Ensuring children whose first language is not English have full access to early learning opportunities and are supported in their learning
- Ensuring the medical, cultural and dietary needs of children are met, including helping children learn about a range of foods and cultural approaches to mealtimes, and to respect the differences among them
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Assigning each child a key person who continuously observes, assesses and plans for their learning and development
- Working in partnership with all families to ensure they understand this policy and feel able to challenge any discriminatory comments made

Resources

We provide a wide range of high-quality resources that reflect the immediate community and give children opportunities to explore the wider world around them. Care is taken to ensure that resources in the nursery, including books, represent the diversity of the world around us and of all the children and families in our nursery community (and beyond), and avoid stereotypes.

Information and meetings

Information about the nursery, its activities and children's development is given in a variety of ways according to individual needs (written, verbal and translated), to ensure all parents can access the information they need.

Wherever possible, meetings are arranged to give all families the option to attend and contribute their ideas about the running of the nursery.

This policy was adopted on:	Date for review:
September 2026	September 2027