

EYFS:1.1 – 1.19, 2.6 – 2.8, 3.1 - 3.77,
3.91.

** For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.*

In writing this policy we referred to this legislation:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

Aims:

We, as a team, commit ourselves to treat everyone with equal rights and responsibilities as any other individual, whether they are an adult or a child. We aim to provide equal opportunities and to work in an anti-discriminatory manner towards all staff, children and families according to their individual needs. Discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation will not be tolerated.

Birth to five matters (2021) states:

"Inclusion is a process of identifying, understanding, and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to, and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals"*

In order to comply with legislation:

- We are an equal opportunities employer. Staff are recruited for specific roles based on their suitable qualifications and skills for that role. We will not treat any applicant or employee less favourably than another in regard to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation (**see recruitment section below**)
- We value diversity and individuality in our staff, acknowledging that those unique differences enhance our working environment by fostering mutual respect among our staff, children, and families. We do not tolerate bullying, harassment, victimisation, and unlawful discrimination of any kind.
- We will do our best to remove barriers and improve access for all. This includes offering a space to children with Special educational needs and disabilities where possible, or accommodating children highlighted as from vulnerable or disadvantaged families.
- We adapt the setting to the needs of our children and their families by addressing practicalities like rearranging the setting furniture to accommodate walking aids/ wheelchairs, or ensuring information

is understood by producing newsletters and leaflets in multiple languages so they feel included and valued.

- We value parental involvement in their child's care & development and appreciate the diversity and enrichment this brings
- Inclusion is embedded in every aspect of the setting. Staff act as positive role models, demonstrating inclusion and equality through the use of toys and resources, imaginary play and activities and promote non-stereotypical images and language while challenging all discriminatory behaviour (as outlined in our **Dealing with Discriminatory Behaviour Policy**).
- We provide regular training for staff on equality, inclusion, and diversity so they are able to fully understand what is expected of them and what their rights and responsibilities are.
- This policy and our practices based on it are regularly reviewed to ensure compliance. Staff are monitored through regular peer observations and supervisions to evaluate their effectiveness in this area to create an atmosphere mutual respect where everyone is valued.

Recruitment - See also Safer Recruitment Policy

- As an equal opportunities employer we recruit, promote, and perform other duties like making someone redundant purely on the basis of suitable skills, qualifications and favourable references.
- The recruitment process is overseen by a Selection panel who are qualified and trained in safer and equal opportunities recruitment and will comply with this policy. This panel will compile a shortlist based on the criteria set out in the application process. They will not offer personal information or prior knowledge to the process.
- We advertise to cover a broad spectrum of people and we ensure our advertisement uses inclusive language to attract a diverse response. Our application forms are accompanied with job descriptions and a copy of the equal opportunities monitoring form.
- If the interview stage is reached, we will abide by the statement in our **Aims** section above and no questions will be asked that contradict that statement. All candidates are treated equally and asked the same questions, given the same time and opportunity to receive feedback if they were not successful.

In certain circumstances, we may ask specific questions (Under the Equality Act 2010) before offering employment. These questions are to:

- Check the applicants ability to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- Establish if the applicant would be able to carry out skill vital to the role applied for
- Ensure the workforce is maintaining its diversity
- Take positive action towards a particular group – for example offering a guaranteed interview scheme
- Employ someone with a particular disability because of an occupational requirement for the job.

One such circumstance is that the role of working with children requires a certain physical ability and level of health. The Education (Health Standards England) regulations 2003 states that:

“These Regulations prescribe activities for the purposes of section 141 of the Education Act 2002 – “relevant activities” – which may only be carried out by a person who has the health and physical capacity to do so.”

“These activities are:

(a) planning and preparing lessons and courses for children.

(b) delivering lessons to children.

(c) assessing the development, progress and attainment of children,

(d) reporting on the development, progress and attainment of children,

(e) an activity which assists or supports teaching,

(f) supervising, assisting and supporting a child,

(g) an administrative or organisational activity which supports the provision of education; and

(h) an activity which is ancillary to the provision of education.”

[Education (Health Standards England) Regulations 2003]

Expectations of staff:

- All staff are expected to comply with this and other policies. It is everyone's responsibility to challenge any language, actions, behaviour, and attitudes which are discriminatory, that they witness in line with this policy.
- It is everyone's responsibility to ensure other cultures, traditions and diversity is recognised and celebrated.
- Regular training is available and it is compulsory for all staff to attend. Details of upcoming training can be found **in the staff meeting minutes**
- Staff will follow the **Dealing with Discriminatory Behaviour Policy** if they need to report any discriminatory behaviour.

EYFS

We follow the Early Years Foundation Stage and ensure that all learning opportunities offered in the setting encourage children to develop positive attitudes to people who are different from themselves. Our curriculum encourages children to empathise with others and to be “resilient, capable, confident and self-assured” (EYFS 2021)

We do this by:

- Assigning a Keyperson to every child who will ensure that child's needs are met and will be responsible for observing, planning for, and reviewing their development. They will tailor the planning and activities to the child's interest and learning & development needs.
- Ensuring children are listened to and attended to (verbally and non-verbally) in order to make them feel included and valued.
- Ensuring our resources reflect the diversity of our setting, avoiding stereotypical or discriminatory images
- Celebrating the cultures and traditions reflected in the setting as children learn about other cultures through food, stories, parent visits etc.
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy and mutual respect.
- By being good role models, we can help children to understand what discriminatory behaviour looks like and how we can be inclusive to all. We can ensure discriminatory language is not used and is challenged if it is.

- We will ensure that all learning opportunities offered in the setting are inclusive of all children including those with special educational needs and/or disabilities, children from disadvantaged backgrounds and those where English is an additional language
- We will work with parents to ensure they are aware of our policy and will challenge any discriminatory comments or attitudes. Parents are vital to helping us ensure that any cultural/ dietary needs are met.
- Information about the setting is shared with parents as well as information about their child's development. This is given in a variety of ways according to individual needs (written, verbal and translated)

It is a part of each employee's **Job description** and our **Code of Conduct** to follow the contents of this policy. If anyone has a concern that this policy is not being adhered to, they must report the concern to the Manager/ENCo immediately. The Manager/ENCo will investigate the matter and respond accordingly following the settings disciplinary procedures if necessary.

- ENCo - Equality named Co-ordinator

This policy was adopted on	Signed on behalf of the setting	Date for review
5 th December 2024		December 2025