

Inclusion and Equality

At Little Learners Nurseries and Pre-Schools, we will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds.

We are committed to taking positive action to eliminate discrimination in all areas of work. We believe that all families and children should not be disadvantaged in any way. We therefore promote equal opportunities with regard to employment, training and admissions. We aim to help children fulfil their potential through a curriculum that caters for the needs of all children regardless of their backgrounds and cultures. We aim to:

- provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- challenge and eliminate discriminatory actions
- make inclusion a thread that runs through all of the activities of the setting
- foster good relations between all communities
- promote British Values.

The legal framework for this policy is based on:

- Equality Act 2010
- Children Act 2004
- Childcare Act 2006
- Children and Families Act 2014
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001
- Special Educational Needs and Disability Code of Practice 0-25 Years 2015

Procedures

1. Admissions

We make Little Learners accessible to everyone in the community by:

- a) Advertising and promoting our services widely.
- b) Reflecting the diversity of society in our publicity and promotional materials.
- c) Providing information in clear, concise language, whether in spoken or written form.



- d) Providing information in as many languages as possible.
- e) Ensuring we have a fair Admissions policy.
- f) Ensuring all parents are made aware of our Inclusion and Diversity policy. We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic, as defined by the Equalities Act (2010). These are:
- disability
 - race
 - gender reassignment
 - religion or belief
 - sex
 - sexual orientation
 - age
 - pregnancy and maternity
 - marriage and civil partnership.
- g) Ensuring, wherever possible, that we have a balanced intake of boys and girls in the setting.
- h) Developing ways of working to ensure children with disabilities can participate successfully in nursery life and in the curriculum offered.
- i) Taking action against any discriminatory behaviour by staff or parents, including:
- direct discrimination: this is where someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from accessing our services
 - indirect discrimination: this is where someone is affected unfavourably by a general policy e.g. children must only speak English in the setting
 - association: this is about discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background
 - perception: discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
- j) We treat seriously any displays of openly discriminatory and possibly offensive behaviour, name calling or threatening behaviour as unacceptable in our nurseries and around the premises. We will deal with such behaviour immediately and discreetly by asking the person to stop the unacceptable behaviour. Failure to comply may lead to the person being excluded from the premises.

2. Employment

- a) All posts are advertised internally and externally.
- b) Applications are welcome from all backgrounds and posts are open to all.

- c) Candidates are interviewed against specific criteria.
- d) Interview panels consist of an Early Years Manager and at least one other member of staff e.g. Deputy Manager or member of the Little Managers Management Team.
- e) We appoint the best person for the job. No applicant will be rejected on the grounds of age, gender, sexuality, social status, means, family status, disability, colour, ethnic origin, religion or belief. Successful candidates will be appointed subject to satisfactory references and a DBS check.
- f) All staff have written contracts of employment and their contract will be honoured in full.
- g) We monitor our application process to ensure that it is fair and accessible.

3. Staff Training

We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

4. Resources

Our nurseries value multi-cultural and multi-racial diversity. Every member of our nurseries community should feel that their language, religion and culture are valued and respected.

Activities, and the play equipment we provide, offer children opportunities to develop a positive attitude to diversity in an environment free from prejudice and discrimination.

Children are encouraged to explore, acknowledge and value similarities and differences between themselves and others.

Resources are chosen to give children a balanced view of the world and an appreciation of the diversity of our multi-racial society.

We aim to promote self-respect by avoiding stereotypes and derogatory pictures or messages about any group of people.

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6. Food

- a) We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.
- b) We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.
- c) We promote mealtimes as a social activity.

7. Meetings

We recognise that many different types of families successfully love and care for children, therefore we promote partnership with parents and carers to ensure individual children's needs are met.

Meetings will be held at times and venues to ensure that all families have an equal opportunity to be involved in the running of the setting.

Open days and evening meetings will be arranged to allow working parents the opportunity to attend.

8. Monitoring and reviewing

- a) We monitor and review policies at least annually to ensure they promote equality, inclusion and value diversity.
- b) We provide a complaints procedure and review complaints regularly.

9. British Values

The Prevent Duty Guidance that came into force on 1 July 2015 places duties on schools and registered childcare providers to keep children safe and promote their welfare. This duty includes our responsibilities to promote British Values to help everyone live in safe and welcoming communities where they feel they belong. These British Values are defined as:

- a) democracy
- b) the rule of law
- c) individual liberty and mutual respect
- d) tolerance of those with different faiths and beliefs.

Not unique to Britain, these values are universal aspirations for equality. As such they are fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society. Little Learners demonstrates these values through the management and implementation of the Early Years Foundation Stage (EYFS), and through policies and procedures relating to equality, behaviour and safeguarding, with which the Prevent Duty is consistent.



We ensure that children, staff and parents share these values by focussing on children’s personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other’s views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

This policy meets the requirements of the Statutory Framework for the EYFS 4TH January 2024

Date policy last reviewed/updated	June 2024	Reviewed by	Julia Ward, Head of Support Services
Date of next review/update	June 2025		

