Equality, Inclusion and Valuing Diversity Policy 2026

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We take great care to provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued. We treat all children and adults as a person in their own right, with equal rights and responsibilities to any other individual. We value diversity and are committed to anti-discriminatory practice and equality of opportunity for all children and families. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, pregnancy or maternity, ethnic or national origin, or political belief has no place within this nursery.

We promote equal access to all our services by taking practical steps, wherever possible and reasonable, such as ensuring access to people with additional needs. Inclusion and diversity is a thread, which runs through the entirety of the nursery. We provide positive role models and non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people. We do this through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour.
We aim to continually improve our knowledge and understanding of issues of equality, inclusion and diversity. Our practice is monitored and regularly reviewed to ensure our policies and practices are effective and non-discriminatory.

If anyone believes that this policy is not being upheld, it is their duty to report the matter to the attention of the headteacher or the assistant headteacher immediately. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and we will take action against any discriminatory behaviour by staff or parents.

The legal framework for this policy is based on:

- Equality Act 2010
- Children Act 2004
- Care standards Act 2002
- Childcare Act 2006
- Every Child Matters, 2004
- Special Educational Needs and Disability Act 2001
- Disability Discrimination Act 1995, 2005
- Race Relations Act, 1976, Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Employment Equality (age) Regulations, 2006

Admissions /service provision

The nursery is accessible to all children and families in the local community and further afield
Wherever possible a nursery place will be provided for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances.

Staff and recruitment and training

- It is the policy of the 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.

- All staff are expected to challenge language, actions, behaviours, and attitudes which are oppressive or discriminatory on the grounds as specified in this policy.
- We recruit, select, train and promote individuals on the basis of the job requirements.
- Management will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation and pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training.
- All members of the selection group will be committed to inclusive practice as set out in this policy and will have received appropriate training.
- Application forms are accessed via the Local Authority portal along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate against the grounds specified in the policy statement.
- At interview, no questions will be posed which potentially discriminate against the grounds specified in the statement of intent. All candidates will be asked the same questions, and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process.
- The applicant who best meets the criteria is offered the post, subject to references and DBS check.
- Candidates will be given the opportunity to receive feedback on why they were not successful.
- All staff are expected to participate in inclusion, equality and diversity training on an annual basis.
- We ensure staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

Early learning framework and the environment

Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves.
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to the early learning opportunities and are supported in their learning.
- Making our environment as accessible as possible for all visitors and service users. If access to nursery is found to treat disabled children or adults, or other community groups, less favourably we make reasonable adjustments to accommodate their needs. We can do this by adjusting the environment and resources to accommodate a wide range of learning, physical and sensory impairments.

- Ensuring each child receives the widest possible opportunity to develop their skills and abilities by offering a curriculum that is inclusive to all children, and which can be differentiated to meet children's individual needs and learning style.

Protection for lesbian, gay, bisexual and trans people

- We take bullying very seriously
- We work closely with parents and staff to continually improve our anti-bullying programme aimed at tackling homophobia and transphobia behaviours.
- Bullying and harassment by child to child or child to adult is not tolerated.
- If a staff member made an unacceptable comment to a child or another adult, they will be subject to disciplinary procedures and further training on inclusion.
- Parent's comments will be challenged by staff members. If it continues a meeting will take place between the parents and headteacher
- We believe dressing up encourages children's creativity and imagination. We encourage all our children to make full use of our role play clothes avoiding stereotypes.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life.
- We encourage parents/carers to take part in the life of the nursery and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

Food

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. 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.

Version Control and Change History

Version Control	Review Date	Amendment
1	January 2021	Font and text size changed
2	January 2026	Cover sheet added, updated application forms are accessed via the Local Authority, changed CRB to DBS, removed (see policy Achieving Positive Behaviour), replaced manager with headteacher