



# Inclusion and Equality Policy

## Purpose of the Policy

I 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. I am committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs.

## Assessment

Every child is unique and has differing abilities and needs that are recognised, observed, assessed and planned for.

The Progress Check at Age Two acknowledges each child's development and identifies areas of learning that require a targeted plan.

This means that I make every endeavour to meet the needs of each child. I keep records on each child, make observations, and plan for their development. This information is shared with parents, and I appreciate any additional information parents can provide to assist in organising the type of care each child needs and is entitled to.

Although I have a small setting with limited resources, I strive to accommodate all children wherever possible. Parents are encouraged to discuss their child's needs with me so I can look at ways to adapt my practice to suit them. If a child has a disability, learning difficulty, does not speak English as a first language, or has any other additional needs, I may be able to obtain assistance enabling me to provide appropriate care.

I work with parents to identify learning needs and respond quickly to any area of particular difficulty by planning opportunities that build on and extend the child's knowledge, experiences, interests, and skills. This approach helps the child develop self-esteem and confidence in their learning ability.

## Procedures

I will help to encourage children to develop positive attitudes towards people from a range of backgrounds and experiences. This encourages children to empathise with others and to begin to develop the skills of critical thinking.

I achieve this by:

- Making children feel valued and good about themselves.
- Ensuring that all children have equal access to early learning and play opportunities.
- Reflecting a wide range of communities in the choice of resources.
- Avoiding stereotypical or derogatory images in 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.

- Supporting children whose first language is not English in accessing early learning opportunities.
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made.
- Ensuring the medical, cultural and dietary needs of children are met.
- Helping children learn about a range of food and cultural approaches to mealtimes and respecting the differences among them.

I provide a range of challenging and enjoyable opportunities for every child to learn and develop to their full potential, while taking into account age and stage of development, gender, ethnicity, religion, home language, and ability.

I ensure that all children have access to a range of books, toys and other resources which reflect positive images and examples of diversity in our society. Children have equal access to all the toys, resources, and equipment available in my setting. They are free to choose what they want to do or play with, and no child is discouraged from choosing activities based on gender stereotypes.

I promote self-esteem and appreciation of others by celebrating the differences which make us all unique.

### **Dealing with Discriminatory Behaviour**

I do not tolerate discriminatory behaviour and take action to tackle discrimination. Parents have a right to know if discrimination occurs and what actions I will take to tackle it. I follow my legal duties in relation to discrimination and record all incidents, perceived or actual, relating to discrimination on any grounds. These incidents are reported to the children's parents and Ofsted where relevant.

Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within the setting. All parents should be aware that any discriminatory behaviour or language directed at children, staff, or other families will be addressed directly.

## Publication & Version History

Version	Date	Description of Change
1.0	05 June 2025	Initial publication
1.1	04 June 2026	Minor amendments: updated terminology ('additional needs'), revised procedures language, named Ofsted as registering authority, clarified discriminatory behaviour response wording
2.0	05 June 2026	Annual review

**Next Scheduled Review:** 05 June 2027

*This policy is subject to ongoing revision. Minor amendments may be made between annual reviews and will be recorded in the table above.*