



Where Little Lambs Learn and Play

Policies and

PP07 – Inclusion & Equality Policy

Procedures

V1.0

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Document History					
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This document is reviewed annually or sooner if required by changes in law, statutory guidance, or operational needs. Any changes, amendments, alterations, or updates of this document will be reviewed and/or approved by the Nursery Manager and a company Director.

All members of staff will be required to read this document in its entirety within 2 weeks of publication and for new starters before working with children, with confirmation that it has been understood.

Inevitably, there will be some situations that arise which are not specifically covered within this document. In such situation, if practicable, the Nursery Manager or Deputy Manager should be consulted for further guidance or instruction.

Any queries arising from this document should be raised with the Nursery Manager or Deputy Manager in the first instance.

This document and its policies and procedures herein, are not intended to replace recognised, established industry or regulatory safety standards, principles, or protocols.

Suggestions for future changes, amendments, alterations, additions, or updates should be sent to the Nursery Manager or Deputy Manager.

Copies of this document are uncontrolled and may not be current. If in doubt, please consult the Nursery Manager or Deputy Manager.

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1. Introduction, Aims and Principles

Little Lambs Nursery is committed to providing an inclusive, respectful and nurturing environment in which every child and adult is welcomed, valued and supported to thrive. We recognise that equality, diversity and inclusion are fundamental to high-quality early years education and are essential for securing positive outcomes for all children. Inclusion is embedded within the ethos of our nursery and is reflected in our curriculum, environment, staffing practices and relationships with families.

We believe all children have the right to full participation in nursery life, irrespective of ethnicity, culture, religion or belief, language, disability, gender, gender identity, family structure, age, socio-economic background or any other status. Children's individual identities and lived experiences enrich our community, and we actively foster a culture of belonging, respect and appreciation of difference.

Our aims are to:

- Promote equality of opportunity for all children, families and staff
- Identify and remove barriers to participation
- Celebrate diversity in all forms
- Challenge discrimination, prejudice and bias
- Promote inclusive attitudes and behaviours among children and adults
- Ensure our curriculum reflects and values the full range of human experience
- Work in partnership with families and external professionals
- Meet our statutory duties under the Equality Act 2010, SEND Code of Practice and EYFS 2025

This policy sits alongside **PP01 (Safeguarding & Child Protection)**, **PP02 (Health & Safety)**, **PP03 (Staffing & Employment Handbook)** and **PP05 (Curriculum & Child Development)** and should be read together with these documents.

2. Legal and Regulatory Framework

This policy is shaped by the following legislation and statutory guidance:

- **Equality Act 2010**, including the Public Sector Equality Duty and the duty to make reasonable adjustments
- **Children Act 1989 & 2004**
- **Children and Families Act 2014**
- **SEND Code of Practice (2015)**
- **Human Rights Act 1998**
- **UN Convention on the Rights of the Child (UNCRC)**
- **EYFS Statutory Framework 2025**
- **Prevent Duty Guidance (2015)**
- **Local Safeguarding Children Partnership procedures**

We acknowledge our responsibilities under the Equality Act to eliminate discrimination, advance equality of opportunity and foster good relations between people.

3. Definitions

Equality means ensuring every child and adult has fair and equal access to opportunities, experiences and support.

Equity recognises that different people may need different levels of support to achieve fairness.

Inclusion means actively ensuring that all individuals feel welcomed, respected and able to participate fully in nursery life.

Protected Characteristics (Equality Act 2010): age, disability, gender reassignment, marriage and civil partnership, pregnancy/maternity, race, religion or belief, sex, sexual orientation.

Reasonable Adjustments are changes made to remove barriers for individuals with disabilities.

Prejudice-related incident refers to any behaviour, comment or action that discriminates against, insults or excludes someone based on a protected characteristic.

English as an Additional Language (EAL) refers to children for whom English is not their home language.

4. Roles and Responsibilities

The **Nursery Manager** holds overall responsibility for leading inclusive practice, ensuring compliance with statutory duties, coordinating equality monitoring and embedding inclusive values across the setting.

The **SENCO** is responsible for early identification of needs, coordinating SEND provision and ensuring reasonable adjustments are implemented.

The **Designated Safeguarding Lead (DSL)** oversees safeguarding concerns that intersect with discrimination, identity, prejudice or exclusion and ensures concerns are escalated appropriately.

All staff share responsibility for creating an inclusive culture through respecting difference, adapting teaching, reflecting on their unconscious bias, modelling inclusive language and challenging discrimination.

Parents and carers are respected partners in inclusion and are encouraged to share their cultural practices, languages, values and experiences to inform our practice.

The **Directors** have strategic oversight of equality and inclusion across the organisation.

5. Anti-Discrimination & Zero-Tolerance Statement

Little Lambs Nursery operates a strict zero-tolerance approach to discrimination, harassment, victimisation or bullying in any form. This includes discrimination based on disability, race, religion, gender, gender identity, sexual orientation, family structure, language or any protected characteristic.

Any prejudice-related incident is treated as a safeguarding concern and will be responded to immediately in line with **PP01**, ensuring children are protected and families feel supported. Staff must challenge discriminatory behaviour and language whenever it occurs, using age-appropriate explanations for children and clear expectations for adults.

6. Inclusive Practice for All Children

Inclusive practice begins with understanding each child's unique strengths, interests and needs. Staff observe children carefully, adapt provision, and create learning environments that scaffold participation for everyone. All children are encouraged to express themselves confidently, develop positive self-identity and explore the full curriculum without gendered, cultural or ability-based assumptions.

Children's cultural and linguistic identities are acknowledged and respected. The environment includes diverse books, images, play resources and materials that reflect a broad representation of families, cultures, ethnicities, abilities and identities. Children's experiences are integrated into curriculum planning and daily routines to promote a sense of belonging.

We maintain high expectations for all children while recognising the individual pathways they may take to achieve them. Our approach aligns with **PP05**, ensuring the curriculum is accessible and meaningful for every child.

7. Early Identification, SEND & Reasonable Adjustments

Little Lambs Nursery is committed to early identification of developmental or learning needs. Staff use observational assessment, parental discussions and developmental milestones to identify emerging differences. The SENCO coordinates our **Assess–Plan–Do–Review** cycle and ensures tailored strategies and interventions are implemented.

We make all reasonable adjustments required to enable full participation for children with disabilities or SEND. These may include adapting the environment, modifying learning materials, providing additional adult support or adjusting routines. Children requiring specialist services are supported through referrals and multi-agency collaboration.

Where a child has an Education, Health and Care Plan (EHCP), we work in partnership with families, local authority teams and professionals to implement agreed outcomes. Information about the Local Authority's **Local Offer** is shared with families.

8. English as an Additional Language (EAL) Inclusion

Children who speak languages other than English are fully supported to develop their home language and English language skills. Staff use visual supports, gestures, key vocabulary, Makaton (where appropriate) and clear routines to support communication. Families are encouraged to share words, songs, cultural traditions and stories from home.

We communicate respectfully with multilingual families, ensuring key information is accessible and avoiding assumptions about language ability.

9. Inclusive Curriculum, Learning Environment & Resources

The curriculum is designed to represent and celebrate the diversity of modern Britain, as well as the lived experiences of the children in our community. We provide books, images, toys and resources that avoid stereotypes and reflect a broad representation of society. Festivals, celebrations and cultural events are explored meaningfully and respectfully.

The physical environment is arranged to ensure safe access for all children, including those with mobility needs, sensory needs or developmental differences. Staff conduct regular accessibility checks and implement adjustments where barriers are identified.

Our outdoor-first, farm-based environment is made inclusive by ensuring all children can safely participate in outdoor experiences with appropriate adaptations.

10. Gender and Identity Inclusion

Children are supported in developing a positive understanding of gender and identity. We challenge gender stereotypes in language, activities and expectations. Children are encouraged to explore a wide range of interests, roles and experiences without limitation.

We provide a safe, respectful environment for children expressing diverse identities or preferences. Families are respected and included in discussions, ensuring children's identity needs are met sensitively and confidentially. Staff use inclusive language and consult with the DSL where concerns arise around identity-based discrimination or prejudice.

11. Family Diversity & Cultural Competence

We value the diversity of families and ensure that every family feels respected and welcomed, including single-parent families, blended families, LGBTQ+ families, kinship carers and adoptive families. Staff engage sensitively with different cultural practices, religious beliefs and home routines, recognising the importance of cultural identity in children's holistic wellbeing.

We work in partnership with families to understand each child's home life, values and experiences, incorporating these respectfully into nursery practice and curriculum planning.

12. Removing Barriers to Participation

We are committed to making the environment, curriculum and communications accessible. This includes adjusting physical spaces, adapting curriculum activities, providing interpretation or translation where needed, using visual information and ensuring communication is clear and jargon-free.

Financial barriers are minimised by transparent and fair fee structures (see PP04). Reasonable adjustments are made for children with disabilities, and no child is excluded due to their needs, background or circumstances.

13. Staff Recruitment, Conduct & Professional Development

Recruitment is conducted fairly, transparently and in accordance with **PP03**, using objective criteria free from bias. We welcome applicants from all backgrounds and promote a diverse workforce reflective of the community we serve.

Staff receive ongoing training in equality, diversity, unconscious bias, SEND, cultural competence and inclusive teaching practice. Staff are expected to model inclusive attitudes, challenge prejudice and uphold the nursery's commitments at all times.

14. Prevent Duty & British Values

We promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These values are integrated into daily practice and the curriculum, forming part of a respectful and inclusive environment.

Staff are trained to recognise signs of radicalisation or extremist influence and must follow PP01 procedures to report concerns immediately to the DSL. The nursery promotes open, respectful discussion and supports children in developing curiosity, critical thinking and cultural awareness.

15. Addressing Prejudice-Related Incidents

Any incident involving discriminatory language, behaviour or treatment is treated seriously and responded to promptly. Staff intervene immediately, record the incident and inform the Nursery Manager or DSL. Parents are notified where appropriate.

Serious or repeated incidents are reviewed to identify patterns and ensure additional support is provided to affected individuals. Where necessary, incidents are referred to external agencies in line with PP01.

16. Communication, Accessibility & Information Sharing

Communication with families is respectful, inclusive and accessible. We use clear, plain language and adapt written or verbal communication where needed. Interpretation, translation or alternative formats may be offered to ensure important information is understood.

We work collaboratively with families and maintain open, two-way communication to ensure that all children feel secure, understood and valued.

17. Monitoring, Evaluation & Review

The Nursery Manager monitors equality practices across the setting, including curriculum content, behaviour logs, prejudice-related incidents, accessibility and staff training. Policies are reviewed annually or sooner in response to changes in legislation, best practice, inspection findings or community feedback.

We welcome contributions from parents, staff and the wider community, embedding a reflective culture where inclusion is continuously strengthened.

ENDS