Equal opportunities/Inclusion Policy

1. Introduction

Home from Home Nursery, is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

2. Contents

The following sections are included in this policy document:

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3. Aim

At Home from Home Nursery, we provide equal opportunities for all children, families and staff, regardless of race, religion, disability, gender, ability, special educational needs, social group, family structure and families with additional languages.

We aim to:

- Recognise all families are different and have a variety of beliefs/preferences. We will work hard to identify ways we can support them.
- Provide a secure environment in which all our children can flourish and in which all contributions are valued.
- Actively promote recognising and celebrating differences, to enable us to build an inclusive and welcoming environment, where every child fulfils their potential
- Include and value the contribution of all families and other agencies to strengthen our understanding of equality and diversity.
- Adapt our provision and support to enable all children to access learning opportunities in a style catered to suit each individual.
- Provide positive non-stereotyping information about gender, different ethnic groups and people with disabilities;
- Make inclusion a thread which runs through all of the activities at Home from Home

- Refer to SEN policy (SENCO co-ordinator **Marcus Tidey**) Our Equal Opportunities/Inclusion representative is: **Nicola Law**

4. **The legal framework** for this policy is:

   Equalities Act 2010 - This act protects against discrimination on the basis of all of the following grounds, known as 'protective characteristics': sex, race, age, disability, religion and belief and sexual orientation. It also replaces all previous known Equalities acts. At Home from Home, we ensure that all practice is in line with the regulations of the Equality Act 2010.

5. **Admissions** (see admissions policy)

Home from Home is open to all members of the community.

- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible at the customer's request.
- We base our admissions policy on a fair system.
- We reflect the diversity of all members of society in our resources, such as a persona dolls, posters, books, music, images of disability, jigsaws and books.
- We do not discriminate against a child with a disability or refuse a child entry to our Nursery because of any disability.
- We ensure that all parents and employees are made aware of our Equal Opportunities policy.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the Nursery and in the curriculum offered.

6. **Employment**

- Posts are advertised through a variety of different means, including through agencies, local advertising and indeed website and all applicants are judged against explicit and fair criteria. **(Please refer to our Safer Recruitment Policy)**
- We monitor our application process to ensure that it is fair and accessible. Each applicant is required to complete an Application Pack that highlights our commitment to equality and diversity.
- Our Application Pack does not ask for any details about age, race, sex, disability or any other known 'Protective Characteristics'.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process. All job descriptions and contracts include a commitment to equality and diversity as part of their specifications.
- The decision to offer an applicant a post is based solely on their suitability for the role.

7. **Employees**

- We seek out opportunities/experiences for employees and volunteers to enable them to develop practices which enable all children to flourish. Staff meetings take place every month and various outside agencies are invited to attend, such as Early Years Advisory Teachers.
- All employees are briefed on our Equal Opportunities/Inclusion Policy and its importance, during their induction.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.
- We try to find out accurate information about families and their beliefs/lifestyle and encourage all employees not to make assumptions.
- Improve our knowledge and understanding of issues of equality and diversity, by sending staff on courses as well as in house training days. We continually reflect on our practice.
- The designated member of staff overseeing Inclusion is **Nicola Law** who reviews, monitors and evaluates the effectiveness of our inclusive practice regularly

8. **Discriminatory remarks or behaviour**

- We encourage all employees to recognise and examine their own beliefs and prejudices, trying to be conscious of the effect they may have on our practice and seek to overcome them.
- We take all incidents of discrimination very seriously
- We aim to challenge overt prejudice and discrimination when it occurs, in a way that is sensitive and constructive.
- We aim to also help the person who has offended to see what they did was wrong and to support them in making changes.
- We aim to point out untrue or inaccurate statements in a sensitive way and give the correct information.
- We support all children who encounter discrimination and harassment. Equal opportunities and respecting each other is an integral part of our teaching within the environment and both employees and children discuss the importance of respecting different values/beliefs and the importance of celebrating differences.

9. **Curriculum, environment and resources**

The curriculum offered at Home from Home encourages children to develop positive attitudes to people who are different from themselves. 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 by developing strong bonds with key-workers, employees and children. A 4 day settling in period when joining

Home from Home, ensures close bonds are formed and partnership with parents is strengthened.

- There is a good balance between free-flow and adult led opportunities, free-flow allows access to all rooms/areas of the nursery including the garden, offering a wide choice and the opportunity for independence.
- We ensure that children have equality of access to learning, such as prop boxes with resources from different countries, donated by the parents at Home from Home. Each unit has a list of multi-cultural festivals, which employees refer to during planning, where appropriate.
- We reflect the widest possible range of communities in the choice of resources;
- We avoid stereotypes or derogatory images in the selection of materials;
- We celebrate a wide range of festivals and recognise those that are especially important to our local community.
- Create an environment of mutual respect and tolerance, through discussions on feelings, the wider world, rules and policies.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable through persona dolls, posters, books and the 'Our Rules' poster
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- We ensure that children whose first language is not English have full access to the curriculum and are supported in their learning. Also labels and signs throughout the Nursery are provided in additional languages**. (Refer to EAL Policy)**
- We work together with professionals from other agencies as part of multi-agency network to support families e.g., Speech and Language Therapists or any agency we feel will help us support a family.
- The use of visual timetables
- Welcoming families to the Nursery with our 'Welcome to Home from Home' poster written in many different languages

10. Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into Home from Home.
- We encourage parents/carers to take part in the life of the Nursery. Parents are encouraged to lead welcome time and discuss their jobs or share stories or musical skills, they help with trips and are involved with the development of the garden. They also contribute to multi-cultural resources and, sharing traditional items or toys as well as photos, postcards and traditional dress.
- We are clear with all parents that we respect their cultural beliefs and preferences; however, these may slightly differ to our commitment to allowing children to make their own choices and accessing all opportunities. We discuss this during the initial stages with the parents to help them understand and hopefully embrace that their child will be making decisions and choices and accessing a variety of opportunities, which may not be typical in their culture. We

will ensure that we discuss the EYFS and the benefits of a free-flow environment and child led choices.

- For families who have a first language other than English, we value the contribution their culture and language offer and embrace the opportunity to demonstrate diversity and the wider world to all children attending Home from Home. Parents provide recordings of our favourite stories.
- We work in partnership with parents to ensure that the medical, cultural and dietary needs of the children are met. We take particular care to respect cultural preferences during cooking and eating opportunities or items that may be culturally prohibited.

11. Review

We regularly review practice, policy and resources to ensure we are continuing to meet the individual needs of the children attending.

12. Version Control

Version	Date	Status	Comments	By
1	October 2015	Issued		Nicola Law
2	June 2018	Reviewed		Polly Manners
3	January 2022	Reviewed		Cassie Jones
4	October 2023	Reviewed	Added version control	Sophie Eade
5	May 2025	Reviewed		Sophie Eade
6	May 2026	Reviewed		Sophie Eade