Diversity and Inclusion Policy

Beckside Pre-School & Nursery and all staff, volunteers and students are fully committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

The legal frameworks for this policy include:

- Education Act 1996
- Special Educational Needs and Disability Act 2001
- Children Act 1989
- Childcare Act 2006
- Equality Act 2010

The equal opportunities policy of Beckside Pre-School & Nursery applies to all people, whether using or working within the setting.

We will not discriminate, whether directly or indirectly, in the treatment of any persons on the grounds of gender, race, culture, disability, religion, sexual orientation, marital status or for financial reasons.

Acts of unlawful discrimination will be challenged, and the person concerned helped to understand why this is not acceptable. We will do this by means of training, supervision and support from management. Should the situation remain unresolved, the setting will seek legal advice from the Early Years & Childcare Support team, Lincolnshire County Council.

Beckside Pre-School & Nursery is open to all members of the community and everyone will be made welcome.

In order to promote equality and diversity we will:

- Ensure that all parents are made aware of our equality and inclusion policy.
- Offer equality and choice for all.
- Advertise Beckside Pre-School & Nursery widely.
- Reflect the diversity of members of our society in our publicity and promotional materials
- Ensure our admissions policy promotes equality for all children and families.
- Not discriminate against a family or prevent entry to our setting, on any grounds.
- Provide opportunities for parents/carers to contribute to their child's care and education.
- Offer information regarding sources of financial support for families with differing means.

Liaise with parents/carers and other professional bodies, where necessary.

We aim to encourage children to develop positive attitudes about themselves and other people. We will do this by:

- Listening to children to ensure each child feels included, safe, valued, and respected.
- Ensuring that all children have equal access to activities, resources and learning opportunities.
- Making appropriate provision to ensure each child receives the widest possible opportunity to develop their skills and abilities and recognise different learning styles.
- Providing play materials/resources and activities that demonstrates diversity of background and ability and help to develop positive attitudes to differences of race, culture, language, gender and ability.
- Promoting children's awareness of their own culture and beliefs and those of other people.
- Ensuring the differentiation of activities to include the needs of all children.
- Working in partnership with key professionals to ensure that individuals with learning difficulties and/or physical disabilities can participate fully in all aspects of the provision.
- Avoiding stereotypical images in equipment, resources and activities.
- Using positive, non-discriminatory language with all children.
- Valuing the home background of all children.
- Ensuring any discriminatory language or practice is challenged appropriately.

English as an Additional Language:

- Staff will value linguistic diversity and provide opportunities and support for children to develop and use their home language in their play and learning.
- The setting will provide information in languages which reflect the needs of the local community for families who speak English as an additional language. Our practices will ensure their full inclusion.
- Alongside support in the home language, staff will provide a range of meaning contexts in which children have opportunities to develop English. (As they move into the Key Stage 1 curriculum, English will be crucial as the language they use to access learning).

Inclusion:

- The staff will ensure that there are positive attitudes to diversity and difference so that every child in included and not disadvantaged.
- Children will be supported to learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- Staff will work with parents/carers and other professionals to make reasonable adjustment to the environment as required by the Equality Act 2010 to accommodate and meet the needs of a child with identified learning difficulties and/or physical disabilities.
- Staff will focus on each child's individual learning, development and care needs by;
    - Removing or helping to overcome barriers for children where these already exist
    - Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary
    - Stretching and challenging all children.

- All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulty or disability, gender or ability will have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Beckside Pre-School & Nursery is fully committed to providing equal opportunity in our setting by having regard to individual needs. We aim to do this with the support of parents, carers, professionals, staff training and the wider community.
- The setting has a designated person for Inclusion, this person is Helen Kendall

Beckside Pre-School & Nursery will review, monitor, seek and constantly assess its ability to provide an equal opportunities and inclusive setting by attending training courses, feedback and suggestions from parents. We will be pro active in our thinking and planning and designate funding to meet this aim.

Beckside Pre-School & Nursery aims to develop children's positive self-esteem and the esteem of others. Staff will set a good example by treating one another and the children with respect.

Staff Training:

- Staff, students and volunteers will be encouraged to attend training opportunities to support their awareness and understanding of equality and diversity.
- The setting SENCO will attend training around special educational needs and the code of practice.
- Staff, students and volunteers will have equal access to identified training to ensure professional development.

Employment Statement:

- All posts will be advertised, and applicants judged against specific and fair criteria
- Applicants will be welcomed from all backgrounds regardless of ethnicity, religion, culture, language, gender, sexual orientation or age.
- Successful applicants will be subject to references and checks by the Disclosure and Barring Service
- The recruitment process will be monitored to ensure that it meets the equal opportunities policy.

Race Equality Statement:

- Beckside Pre-School & Nursery is committed to eliminating unlawful racial discrimination
- We promote equality of opportunity and good relations between people of different racial groups
- We provide good opportunities for children from ethnic minorities, and we wish individuals who access the setting to know that they will receive the same fair treatment and be cared for based on their individual needs
- All individuals are entitled to equal rights and the same opportunities, regardless of racial group
- We expect everyone involved in the setting to seek to eliminate racism where it is identified
- We strive to ensure equal access to the setting
- We encourage, support and help all children and staff to achieve their full potential
- Our resources will reflect cultural diversity.

We will regularly review and monitor this policy and the practice of Beckside Pre-School & Nursery to ensure that we are fully implementing the policy for equality, diversity and inclusion.

Adopted: September 2021
Last Reviewed: October 2026
Next Review Due: October 2027
Review Frequency: Annually or following changes to legislation, statutory guidance, safeguarding requirements or nursery procedures.