



## *Holland Park Pre-Prep & Nursery*

### **Equal Opportunities, Inclusion and Equalities Policy**

#### **Policy Statement**

Holland Park Pre-Prep & Day Nursery takes 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. We are committed to providing equality of opportunity and anti-discriminatory practice for all staff, children and families according to their individual needs. Discrimination has no place within the setting.

The legal framework for this policy is based on:  
Equal Opportunities and Discrimination (Equality Act 2010)  
Children Act 2004  
Special Needs and Disability Act 2001

The above list is not exhaustive and will be reviewed regularly.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Manager at the earliest opportunity.

#### **Holland Park Pre-Prep & Nursery is committed to:**

- recruiting, selecting, training and promoting individuals on the basis of occupational skills and requirements. In this respect, we 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.
- providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and our ability to provide the necessary standard of care.
- striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- providing a secure environment in which all our children can flourish, and all contributions are valued.
- including and valuing the contribution of all families to our understanding of equality, inclusion and diversity.
- providing positive non-stereotypical information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people.
- continually improving our knowledge and understanding of issues of equality, inclusion and diversity.
- regularly reviewing our practice to ensure the policy is effective and practices are non-discriminatory.



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- making inclusion a thread, which runs through the entirety of Holland Park Pre-Prep & Nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour.

Inappropriate attitudes and practices will be challenged.

We do not discriminate against a child or their family, or prevent entry to our setting, based on a protected characteristic as defined by the Equalities Act (2010). These are:

- Disability
- Race
- Gender reassignment
- Religion or belief
- Sex
- Sexual orientation
- Age
- Pregnancy and maternity; and
- Marriage and civil partnership

We do not discriminate against a child with a disability or refuse entry to our setting for reasons of a disability.

We may develop an action plan if needed to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.

### Employment

Please refer to our Staff Recruitment and Training Policy for details of Equal Opportunities during our recruitment and training processes.

### Curriculum

The curriculum in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure that each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;



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- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

### 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 to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible system of payment for families of differing means and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

### Food

- We work in partnership with parents to ensure that the dietary requirements of children that arise from their medical, religious or cultural needs 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.

### Meetings

- Meetings are arranged to ensure that all families who wish to, may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways, written and verbal in translation where possible, to ensure that all mothers and fathers have information about, and access to meetings.

### Monitoring and reviewing

- So that our policies are effective, we monitor and review them annually to ensure that our strategies meet the overall aims to promote equality, inclusion and to value diversity.
- We provide a Complaints Procedure and a Complaints Summary Record for parents to see.

**Date:** September 2021

**Reviewed by** Danny Webb



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**Next review due:** September 2022