



Angels on The Park

Equality, Diversity and Inclusion Policy

1. Our Approach

At Angels on The Park, we want every child and family to feel welcome, respected and that they belong.

Every child is unique. Children come to our Nursery with different families, cultures, languages, religions, beliefs, abilities, experiences, interests and ways of learning. We see these differences as a positive element of our Nursery family.

Equality doesn't always mean treating everyone in exactly the same way. Some children may need additional support, a different approach or reasonable adjustments, so that they can participate fully and have the same opportunities as other children.

We want every child to:

- Feel safe, valued and included
- See themselves, their family and their community positively represented within our Nursery environment
- Have equitable access to learning, play and learning experiences
- Be supported to participate as fully as possible
- Learn to respect people who may be different from them
- Be protected from discrimination, prejudice, harassment and exclusion.

Equality, diversity and inclusion are part of our everyday practice. They should be visible in our environment, resources, planning, relationships and the way in which we communicate with children and families.

2. Legislation and Guidance

This Policy has regard to relevant legislation and guidance, including:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Statutory Framework for the Early Years Foundation Stage (EYFS)
- Development Matters
- Human Rights Act 1998
- Relevant safeguarding legislation and guidance, and
- The Prevent Duty, where applicable

We will not unlawfully discriminate against children, families, employees, applicants or anyone else working within our Nursery.



The protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender Reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex, and
- Sexual Orientation

We recognise that the way these protections apply can differ depending on whether the person is a child, employee, application or client.

Our approach to inclusion isn't limited to protected characteristics. Children and families can experience barriers or disadvantages for many different reasons and we will also consider individual circumstances sensitively.

3. Inclusive Practice

Inclusive practice is everyone's responsibility.

Staff should know the children in their care well and consider their individual development, interests, strengths, communication, culture, experiences and support needs when planning activities and experiences.

Where a child experiences a barrier to participating, we will consider what we can reasonably change rather than expecting a child to fit around our usual practice.

This may include:

- Adapting an activity or routine
- Changing the environment
- Providing different resources or equipment
- Adapting the way we communicate
- Allowing additional time
- Providing additional adult support
- Offering another way for the child to participate
- Seeking specialist advice where appropriate
- Making reasonable adjustments

Our expectations for children should remain ambitious. Providing additional support or making an adjustment should help a child participate and progress rather than unnecessarily limiting what they are able to experience.

4. Children with SEND



Children with special education needs and/or disabilities should be fully included our Nursery day wherever possible.

We will work with families to identify emerging needs as early as possible and involve other professionals where appropriate.

Reasonable adjustments may be made to:

- The Nursery environment
- Routines and transitions
- Teaching approaches
- Communication
- Resources and equipment
- Activities and experiences
- The amount or type of adult support

A child should not be unnecessarily excluded from an activity because they have a disability, medical condition or additional need.

Where there is a genuine safety concern, we will consider the individual child, assess the risk and look at whether reasonable adjustments or a suitable alternative can enable them to participate safely.

Further information can be found in our SEND Policy.

5. Culture, Race, Ethnicity and Heritage

We want children to feel positive about their own identify while learning to respect people whose appearance, race, culture, ethnicity or heritage may be different from their own.

Staff should:

- Speak positively and respectfully about different cultures and communities
- Make reasonable efforts to pronounce children's and family members' names correctly
- Provide books, dolls, images, role play resources and other materials which positively reflect racial and cultural diversity.
- Avoid stereotypes and tokenistic representations
- Challenge racist language
- Allow children to talk appropriately about similarities and differences
- Answer children questions about skin colour, hair, appearance, language and culture honestly and in an age – appropriate way.

We do not expect children to pretend that differences don't exist. Young children naturally notice differences between people.



Our role is to help them understand those differences positively and respectfully and to understand that being different does not make one person better or less important than another.

6. Religion and Belief

We welcome families of all religions and beliefs, as well as families who do not hold a religious belief.

Children will have age-appropriate opportunities to learn about different cultures, traditions, celebrations and beliefs represented within our Nursery family and wider community and society.

Religious and cultural celebrations should be presented respectfully and accurately rather than as a novelty or stereotype.

We will be sensitive to individual family beliefs and, where reasonably practicable, accommodate religious and cultural requirements relating to matters such as food, clothing and significant observances, while continuing to meet our safeguarding, health and safety and other statutory responsibilities.

7. Families

Families come in many different forms, and all children should be able to recognise their own family positively within our Nursery.

Children may live with one or two parents, adoptive parents, foster carers, grandparents, extended family members or other carers. They may have separated parents, blended families, same-sex parents or other family arrangements.

Staff should use inclusive language and be sensitive to each child's individual circumstances.

No child should be made to feel that their family is less important or less valued because it's different from another child's family.

8. Sex, Gender and Stereotypes

All children will have equal access to resources, activities, experience and areas of learning.

We will not limit children's opportunities because of assumptions about what girls or boys should enjoy, wear or play.



Staff should challenge limiting stereotypes and encourage children to explore their own interests and strengths.

Children's questions and comments about sex and gender should be answered calmly, factually and in a way which is appropriate to their age and development.

9. English As an Additional Language

We recognise speaking more than one language as a positive skill.

Having English as an additional language is not, by itself, a special education need.

We will work with families to understand children's home language and communication experiences and support children to access the Nursery's learning opportunities while developing their English.

Support may include visual prompts, gestures, familiar words, translated information or other appropriate communication strategies.

Families will be encouraged to continue speaking and valuing their home language with their child.

Staff should also remain alert to developmental, or communication needs which may exist separately from a child's acquisition of English.

10. Financial And Other Disadvantage

We recognise that children and families may experience disadvantage for reasons which are not protected characteristics under the Equality Act.

This may include financial hardship, housing insecurity, being a child in care or previously in care, refugee or asylum -seeking experiences, family disruption or other difficult circumstances.

Information about a family's circumstances will be treated sensitively and confidentially.

Where reasonably possible, we will try to ensure that financial or social circumstances do not prevent a child from participating in Nursery experiences.



11. Our Curriculum, Resources and Environment

Diversity and inclusion should be visible throughout everyday Nursery life and should not only appear during particular celebrations, festivals or months.

Our books, displays, toys, role playing resources, music, stories and learning experiences should positively reflect the Nursery family and the wider community.

This should include

This should include representation of:

- different races, ethnicities and cultures;
- disabled people;
- different family structures;
- different religions and beliefs;
- different ages and generations; and
- people taking part in roles which challenge stereotypes.

Staff should think not only about whether people are represented, but how they are represented.

Resources which are discriminatory, demeaning or unnecessarily stereotypical should not be used unless there is a clear educational reason for doing so and their use is appropriate for the children's age and development.

12. Children's Questions About Difference

Young children notice differences and will sometimes ask very direct questions about what they see.

A child should not be shamed, silenced or embarrassed simply for noticing a difference or asking an innocent question.

Staff should:

- listen carefully to what the child is actually asking;
- answer simply and honestly;
- use positive and respectful language;
- correct misconceptions where necessary;
- encourage empathy and curiosity; and
- consider the child's age, development and understanding.

There is an important difference between normal childhood curiosity and deliberately discriminatory behaviour. Staff should use their professional judgement and the context of the situation when responding.

These conversations can be valuable opportunities to help children understand themselves and other people.



13. Discriminatory Language and Behaviour

We do not tolerate racism, discrimination, harassment, bullying or language or behaviour which deliberately demeans another person.

When an incident involves a child, however, we will always consider their age, development, understanding and the circumstances.

An inappropriate comment made by a young child does not automatically mean that the child holds a discriminatory belief.

Where discriminatory or inappropriate language or behaviour occurs, staff should:

1. respond to it;
2. make sure that any child affected is supported;
3. explain in age-appropriate language why the words or behaviour were not acceptable;
4. establish what happened and the context;
5. help the child understand how their words or actions affected somebody else;
6. inform parents or carers where appropriate;
7. record significant or repeated incidents;
8. consider whether there is an emerging pattern or wider safeguarding concern; and
9. take further action where necessary.

Repeated incidents should be monitored and may require an individual support plan or further work with the child, family or relevant professionals.

14. Behaviour By Adults

All staff, agency workers, students, volunteers, contractors, parents, carers and visitors are expected to treat other people with dignity and respect.

Discriminatory language, harassment, victimisation or other inappropriate behaviour by an adult will be taken seriously.

Where a concern involves an employee, this may be addressed through supervision, training, management action or our disciplinary procedures depending on the circumstances and seriousness of the behaviour. Serious misconduct may amount to gross misconduct.

Inappropriate behaviour by a parent, carer, visitor or contractor may result in action under our policies, contractual arrangements or Parental Agreement.

Nothing in this policy prevents us from taking immediate action where someone's behaviour presents a safeguarding concern or risk to children, staff or others.



15. Admissions

Our admissions arrangements will be administered fairly and consistently, and we will not unlawfully discriminate when considering applications for Nursery places.

Where a child has SEND, a disability, medical condition or other additional need, we will work with their family to understand their individual needs.

We will consider any reasonable adjustments, additional resources, professional involvement or funding which may be required.

Decisions will be based on the individual circumstances of the child and our legal and regulatory responsibilities.

16. Recruitment and Employment

Angels on The Park is an equal opportunities employer.

Recruitment, selection, training, development, promotion and other employment decisions will be based on relevant skills, qualifications, experience, conduct, performance and the requirements of the role.

We will not unlawfully discriminate against applicants or employees.

Reasonable adjustments will be considered for disabled applicants and employees in accordance with the Equality Act 2010.

All staff have a responsibility to help maintain an inclusive workplace and should appropriately challenge or report discriminatory behaviour.

17. Food and Dietary Requirements

We will work with families to understand children's medical, allergy-related, religious, cultural and other dietary requirements.

These requirements will be recorded and shared with relevant staff in accordance with our food safety, allergy and health procedures.

Food and mealtimes can also provide positive opportunities for children to experience and learn about different cultures and traditions.

No child should be made to feel different or embarrassed because of their dietary requirements.

18. Working with Families

Parents and carers are important partners in helping us create an inclusive Nursery.



We encourage families to tell us about anything that will help us understand and support their child, including their:

- family and home life;
- culture and heritage;
- home language;
- religion or beliefs;
- additional needs or disabilities;
- dietary requirements;
- interests and experiences; and
- any other circumstances which may affect the support they need.

We will listen to families respectfully and try to resolve concerns through open communication.

Where reasonably practicable, information will be made available in an accessible format or appropriate communication support will be considered.

19. Staff Responsibilities

All staff are responsible for putting this policy into practice.

Staff are expected to:

- model respectful and inclusive behaviour;
- reflect on their own practice, assumptions and possible bias;
- challenge discriminatory language and behaviour appropriately;
- avoid making assumptions or using stereotypes about children and families;
- provide equitable opportunities;
- identify and remove barriers to participation;
- raise concerns with management;
- take part in relevant training; and
- help create an environment in which children and adults feel that they belong.

Equality and inclusion will be considered as part of induction, supervision, training and reflective practice where appropriate.

20. Monitoring Our Practice

The Management Team will monitor how effectively we are promoting equality, diversity and inclusion through observations, supervision, reflective practice, curriculum reviews, feedback from families and consideration of incidents and concerns.

We should regularly consider:

- Do all children appear to feel safe, valued and included?
- Can children see themselves and their families positively represented?
- Are some children participating less than others? If so, why?
- Are there barriers within our environment, routines or practice?
- Are our expectations ambitious for every child?



- Are reasonable adjustments being identified and made?
- Do our resources avoid stereotypes and tokenism?
- Are children's questions about differences being handled confidently and positively?
- Are discriminatory incidents recognised, challenged and recorded appropriately?
- Can families participate and communicate with us effectively?
- What could we do better?

Where we identify something that could be improved, appropriate action will be taken.

21. Raising Concerns

Parents, carers, employees and others are encouraged to raise any concern about equality, discrimination or inclusion with the Nursery Manager.

Concerns will be taken seriously and handled sensitively.

Depending on the circumstances, a concern may also be dealt with under our Complaints, Grievance, Safeguarding or Disciplinary procedures.

Nobody should be treated unfavourably because they have raised a genuine concern about discrimination or equality.

22. Related policies

This policy should be read alongside our:

- SEND Policy;
- Admissions Policy;
- Safeguarding Children Policy;
- Behaviour Management Policy;
- Safer Recruitment Policy;
- English as an Additional Language Policy;
- Parents as Partners Policy;
- Complaints Policy;
- Staff Disciplinary and Grievance procedures;
- Food and Allergy policies; and
- Curriculum, Assessment and Observation policies.

23. Monitoring and review

This policy will be reviewed at least annually and sooner if there is a significant change to legislation, statutory guidance, the EYFS or our Nursery practice.



Policy written: October 1019

Policy reviewed: September 2020

Policy reviewed: September 2021

Policy reviewed: August 2022

Policy reviewed: September 2023

Policy reviewed: September 2024

Policy reviewed: August 2025

Policy reviewed: September 2026

Written by: Michele Davison