



## Inclusion Policy

### Policy Statement

Toddington Childcare and Forest School is committed to providing an inclusive environment where every child, family, staff member, student, volunteer and visitor is welcomed, respected and valued.

We recognise and celebrate the diversity of our community and acknowledge that children and families come from a wide range of backgrounds, cultures, beliefs, family structures and life experiences. We believe that diversity enriches our setting and supports children's understanding of the world around them.

We are committed to promoting equality of opportunity, preventing discrimination, advancing inclusion and fostering a strong sense of belonging for all. We aim to ensure that every child is able to participate fully in all aspects of Pre-school life, including indoor and outdoor play and learning experiences. This includes our regular programmes; Forest School activities, our Lift Off to Language programmes for 2's and 3-4's, Healthy Movers sessions, Phonics awareness, as well as targeted support programmes.

We recognise our responsibilities under the Equality Act 2010 and are committed to anti-discriminatory practice in all areas of our work.

We aim to:

- Provide a safe, welcoming and accessible environment in which all children can flourish.
- Ensure every child has equitable access to learning and development opportunities.
- Promote positive attitudes towards diversity, difference and inclusion.
- Challenge discrimination, prejudice, harassment, victimisation and stereotyping.
- Foster respectful and positive relationships between children, families, staff and the wider community.
- Support children with Special Educational Needs and Disabilities (SEND) through reasonable adjustments and inclusive practice.
- Value and respect all family structures and backgrounds.
- Reflect diversity positively throughout our curriculum, resources and environment.
- Ensure all children can participate meaningfully in Forest School and outdoor learning experiences.

- Continuously develop staff knowledge and understanding of equality, diversity, inclusion and belonging.

## **Legal Framework**

This policy is based on the requirements of:

- Equality Act 2010
- Children Act 1989
- Children Act 2004
- Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years (2015)
- Special Educational Needs and Disability Regulations 2014
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child (UNCRC)
- Statutory Framework for the Early Years Foundation Stage (EYFS) Sep 2025
- Working Together to Safeguard Children 2026

## **Protected Characteristics**

We do not tolerate discrimination on the basis of any protected characteristic defined within the Equality Act 2010, including:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (employment matters only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We are committed to ensuring that no child, parent, carer, employee, student, volunteer or visitor is treated less favourably because of any protected characteristic.

## **Admissions**

Our setting is open and accessible to all members of the community.

We will:

- Advertise our services widely and inclusively.
- Ensure promotional materials reflect the diversity of society.
- Provide information in clear and accessible formats.
- Make reasonable efforts to provide information in alternative languages and formats when required.
- Operate a fair and transparent admissions process.
- Ensure all families are informed about our commitment to equality, diversity and inclusion.
- Make reasonable adjustments to enable all children and families to access our provision.
- Work collaboratively with families and relevant professionals to support children's individual needs.

We will not discriminate directly or indirectly against any child or family.

## **Inclusive Practice and Curriculum**

We believe children develop positive attitudes towards themselves and others when diversity is valued and represented throughout the curriculum.

We will:

- Make every child feel valued, respected and included.
- Promote equality of access to learning and play opportunities.
- Ensure resources reflect diverse cultures, ethnicities, languages, family structures, genders and abilities.
- Avoid stereotypical or discriminatory images, language or materials.
- Celebrate a range of cultural, religious and community events in an inclusive and respectful manner.
- Support children to understand and respect similarities and differences.
- Challenge discriminatory language, behaviour and attitudes appropriately.
- Encourage children's critical thinking and empathy.
- Ensure children who speak English as an additional language (EAL) can fully access learning opportunities.
- Recognise and value children's home languages and support their use within our setting where appropriate.
- Differentiate learning opportunities according to individual needs and developmental stages.

## **Special Educational Needs and Disabilities (SEND)**

We are committed to providing an inclusive environment for children with SEND.

We will:

- Identify and respond to additional needs at the earliest opportunity.
- Follow the SEND Code of Practice and graduated approach of Assess, Plan, Do, Review.
- Work closely with parents, carers and relevant professionals.
- Make reasonable adjustments to ensure participation in all aspects of provision.
- Ensure children can access Forest School and outdoor learning experiences wherever possible.
- Maintain an accessible environment and review accessibility regularly.
- Ensure our Special Educational Needs Coordinator (SENDCo) fulfils their responsibilities in accordance with statutory guidance.
- Promote positive attitudes towards disability and difference.

## **Forest School and Outdoor Learning**

Toddington Childcare and Forest School believes that outdoor learning should be accessible to all children.

We will:

- Assess and remove barriers to participation wherever possible.
- Make reasonable adjustments to activities, resources and environments.
- Consider individual needs when planning Forest School sessions and trips within the local community.
- Promote inclusion, cooperation and mutual respect during outdoor experiences.
- Ensure risk assessments take account of children's individual needs and abilities.

## **Valuing Diversity in Families**

We recognise that families are diverse and may include:

- Single-parent families
- Two-parent families
- Blended families
- Same-sex parent families
- Foster families
- Kinship care arrangements
- Extended family households
- Families from a wide range of cultural, religious and linguistic backgrounds

We will:

- Respect and value all family structures.
- Encourage families to contribute to the culture of our setting.
- Build positive partnerships with parents and carers.
- Ensure communications are accessible and inclusive.
- Seek the views of all families when evaluating and developing our provision.

## **Food and Dietary Requirements**

We respect cultural, religious, ethical and medical dietary requirements.

We will:

- Work closely with families to ensure dietary needs are understood and met.
- Promote children's understanding of different foods, traditions and mealtime practices.
- Respect individual preferences and requirements.
- Ensure children are never excluded because of dietary needs.

## **Employment**

Toddington Childcare and Forest School is an equal opportunities employer.

We will:

- Recruit, select and promote staff fairly and transparently.
- Advertise vacancies openly.
- Assess applicants against clear and objective criteria.
- Welcome applications from suitably qualified candidates from all backgrounds.
- Ensure job descriptions and person specifications include a commitment to equality, diversity and inclusion.
- Conduct safer recruitment procedures, including enhanced Disclosure and Barring Service (DBS) checks where required.
- Provide equal access to training and professional development opportunities.
- Take appropriate action in response to discriminatory behaviour, harassment or victimisation.

## **Training**

We will ensure staff receive appropriate training and professional development in:

- Equality, Diversity and Inclusion
- Anti-discriminatory practice
- SEND and Inclusive practice
- Cultural awareness
- Safeguarding and Child Protection
- Supporting children with medical needs

Training needs will be reviewed regularly through supervision and appraisal processes.

## **Challenging Discrimination**

Discrimination, harassment, victimisation, prejudice, stereotyping, bullying or offensive language will not be tolerated.

Staff are expected to challenge discriminatory attitudes and behaviours appropriately and professionally.

Any incidents involving discriminatory behaviour will be:

- Taken seriously
- Recorded where appropriate
- Investigated promptly
- Addressed in accordance with relevant policies and procedures

Where necessary, support will be provided to children, families or staff affected by discriminatory behaviour.

## **Monitoring and Review**

The Setting Manager and Parent Management Committee are responsible for ensuring this policy is implemented effectively.

We will:

- Review this policy annually or sooner if Legislation changes.
- Monitor admissions, participation and Inclusion practices.
- Seek feedback from families, children and staff.
- Review incidents, complaints and concerns relating to Equality and Inclusion.
- Identify areas for continuous improvement.

## **Complaints**

Any concerns regarding Equality, Diversity, Inclusion or Discrimination should be raised with the Setting Manager.

Complaints will be dealt with in accordance with our setting's Complaints Policy

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Signed on behalf of Toddington Childcare and Forest School May 2026.

Sarah Malcolm

Chair of Toddington Childcare and Forest School Parent Management Committee