



## Promoting Inclusion, Equality and Valuing Diversity

### Introduction

Houghton and Wyton Pre-school is committed to creating an inclusive, respectful, and welcoming environment where all children, families, and staff feel valued. We believe that promoting equality, celebrating diversity, and challenging discrimination are fundamental to children's well-being, learning, and sense of belonging.

This policy outlines how we embed inclusive practices across all aspects of our provision and ensure compliance with the **Equality Act 2010**, the **Statutory Framework for the EYFS (2023)**, and our duties under the **Prevent Duty**.

### Aim

To provide a safe, inclusive, and stimulating environment where all children, families, and staff are respected, celebrated, and given equal opportunities to thrive.

### Objectives

We will:

- Promote equality of opportunity for children and families regardless of background, belief, or identity
- Reflect the diverse world children live in through our environment, resources, and curriculum
- Tackle discrimination and challenge prejudice at every level
- Support children to develop empathy, self-respect, and respect for others
- Work with families and outside agencies to break down barriers to inclusion

### Roles and Responsibilities

- **Manager:** Oversees implementation and monitoring of this policy, and supports staff development in inclusive practice
- **All Staff:** Are responsible for upholding and modelling inclusive values in their everyday interactions, planning, and practice
- **SENCO and DSL:** Ensure that additional needs, safeguarding, and equality matters are responded to appropriately
- **Trustees:** Monitor compliance with the Equality Act and ensure a fair and inclusive workplace. Inclusion and equality are regularly explored through supervision, team discussions, and ongoing training

### Implementation Procedures

#### 1. Inclusive Practice

- We value each child as an individual and adapt our provision to meet their interests, needs, and strengths
- All children are supported to fully participate in activities, regardless of background or ability
- Our curriculum promotes British Values, empathy, and inclusion through stories, discussions, and play
- Resources positively reflect a wide range of people, cultures, families, and abilities
- Key persons support children's emotional well-being, recognising and celebrating their unique identity

#### 2. Working with Families

- We build strong, respectful partnerships with families to better understand children's lived experiences



- Families are encouraged to share their culture, language, festivals, and traditions
- Interpretation or translated materials are provided where possible
- We work closely with families of children with SEND, including making reasonable adjustments and applying for additional support

### **3. Tackling Discrimination and Promoting Respect**

- Discriminatory language, behaviour, or attitudes from any child, adult, or visitor are challenged immediately and appropriately
- Children are supported to explore difference in age-appropriate ways and to develop confidence in speaking up for fairness
- Staff receive regular training to reflect on their own practice, biases, and responsibilities under the Equality Act

### **4. Admissions, Participation, and Access**

- Our admissions process is open, fair, and inclusive
- We monitor participation and outcomes to ensure no child or family is disadvantaged by practice or policy
- We make reasonable adjustments to promote accessibility and inclusion, including for those with disabilities, language needs, or financial hardship We are mindful of barriers linked to income, work patterns, or digital access, and adapt our communication and support accordingly

### **5. Responding to Discriminatory Incidents**

- All discriminatory incidents or complaints are taken seriously and handled sensitively by the Manager or Chair of Trustees
- Staff or visitors who do not adhere to the values of this policy may be subject to disciplinary or exclusion procedures
- We support children and families affected by discrimination and work to rebuild trust and inclusion

### **Monitoring and Review**

This policy is reviewed annually by the Manager and Board of Trustees, or earlier if changes occur in legislation, guidance, or the setting's provision.

We monitor:

- Complaints and concerns related to inclusion or discrimination
- Children's access to learning, participation, and achievement
- Feedback from families and staff Children's experiences and feedback are valued, and their views are considered when shaping provision and routines

### **Legislation and Guidance**

- Equality Act 2010
- Statutory Framework for the EYFS (2023)
- Prevent Duty (2015)
- Children Act 1989 & 2004
- Special Educational Needs and Disability Code of Practice (2015)
- Working Together to Safeguard Children (2018)

### **Acknowledgment**

All staff, trustees, and families are expected to read and support this policy. By doing so, they help create an inclusive and respectful community where all children can thrive.