



1.5 EQUALITY OF OPPORTUNITY POLICY

The nursery recognises and welcomes all children and their families regardless of their gender, sexuality, class, family status, means, disability, ethnic origin, culture, religion or belief. We believe that no child, individual or family should be excluded from the group's activities.

Brockham Green Nursery understands that all children are individuals and are therefore treated as such.

- We aim to provide a secure and safe environment in which all our children can flourish and which all contributions are valued and considered.
- We include and value the contributions of all families to their understanding of equality and diversity.
- We provide non-stereotyping information, showing regard for gender roles, ethnic and cultural groups and people with disabilities.
- We improve our knowledge and understanding of issues of equality and diversity through training and reading relevant information.
- Inclusion is incorporated into our day-to-day planning of activities and within the general operation of the setting.
- Our setting is open to all members of the community.
- We regularly review, monitor and evaluate the effectiveness of our inclusion practises through observation and staff meetings.
- We will provide, where possible information in the languages necessary for parents to access our service.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of a disability.
- We make all parents aware of our Equality of Opportunities Policy.
- We make sure that people with disabilities can participate successfully in the services offered by the setting and the activities/curriculum offered.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds.
- The Applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service (DBS). This ensures a fair selection process.

- All jobs include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to make sure that it is fair and accessible.
- The Supervisor is responsible for ensuring that the equality of opportunity policy is implemented and that its effectiveness is regularly monitored.
- All staff act as a positive role model to the children by displaying and promoting tolerant and respectful behaviour, language and attitudes.

Training

- We access training opportunities for staff to allow them to develop practises that allow all children to flourish.
- We regularly review our practises to make sure that we are fully implementing our equality or opportunity policy.

Curriculum/activities

- We make sure that the curriculum/activities offered in the setting encourage children to develop positive attitudes to people who are different from them.
- We encourage children to appreciate and value each other's similarities and differences and teach them about the diversity in the immediate and wider society.
- We make our setting as accessible as possible for all children who are disabled or have special needs.
- We make sure that children feel valued and good about themselves.
- We make sure that children have equality of access to learning and play.
- We reflect the diversity of communities by providing resources that allow children to celebrate and express their cultural and religious identity.
- We celebrate a wide range of festivals.
- We create an environment of mutual respect and tolerance, helping children to understand that discriminatory behaviour and remarks are unacceptable.
- We endeavour to challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability.
- We make sure that the curriculum and activities offered allow the inclusion of children with special educational needs and children with disabilities.
- We make sure that those children, whose first language is not English, have full access to the curriculum and are supported in their learning.

Valuing diversity in families

- We welcome diversity of family life and work with all families by encouraging parents/carers to take part in the setting.
- We encourage children to contribute stories of their everyday life in the setting.
- We encourage parents to take part in the setting.
- For families whose first language is not English, we will develop means to ensure their full inclusion.
- We offer a flexible payment for families of differing means.
- We work in partnership with parents to make sure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to mealtimes and eating, and to respect the differences among them.
- We arrange meetings to make sure that all families need are met.

We ensure that are policies and procedures remain effective and monitor and review them annually.

We provide a complaints policy and procedure for parents to see.

This policy is linked to the Special Educational Needs and Disability policy and Safeguarding Children policies.

Useful resources and websites

Advisory, Conciliation and Arbitration Service (ACAS): www.acas.org.uk

Telephone no: 03001231100

Mencap: www.mencap.org.uk telephone no: 0207 4540454

Promoting Race Equality in the Early Years – available to download from www.dcsf.gov.uk

The legal frameworks for this policy are:

- The Children's Act 1989 and 2004
- The Equality Act 2010
- Human Rights Act 1998
- Education Act 1993
- Special Education Needs Code of Practise
- Race Equality Act 2000
- The Human Rights Act 2000
- General Data Protection Regulation 2018

Date reviewed – November 2025