

## S. Anselm's School




### Policy Title: EYFS Equal Opportunities and Inclusion Policy

Policy Category: EYFS

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Policy Owner / Author:	Katie Baldwin
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Little Puddings/S. Anselm's Foundation Stage is committed to valuing diversity by providing equal opportunities, inclusion and anti-discriminatory practice for all children and families.

## **Aims**

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued; include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

## **Babies and Young Children (0–2 years)**

We recognise that babies from 3 months are at an early stage of development and require sensitive, responsive care to support inclusion.

We ensure that:

- All babies are treated as unique individuals with their own needs, routines and preferences
- Staff respond to babies' cues and communication in a respectful and inclusive way
- Care routines (feeding, sleeping, nappy changing) reflect individual cultural and family practices
- Strong attachment relationships are supported through a consistent key person
- All babies are included fully in the life of the setting

## **EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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## **Procedures**

### **Admissions**

- We advertise our provision widely.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- 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.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.

- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

## **Intimate Care and Dignity**

We ensure that all children, particularly babies and young children, are treated with dignity and respect during intimate care routines.

We:

- Respect children's privacy at all times
- Follow individual care routines agreed with parents
- Ensure care is carried out by known and trusted adults
- Promote children's independence as they develop

## **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

## **Training**

- We seek out training opportunities for staff and volunteers to enable them to develop anti discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting quality, valuing diversity and inclusion.

## **Curriculum**

The curriculum offered at Little Puddings/S. Anselm's 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 provision is as accessible as possible for all visitors and service users. If access to the school 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;
- 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 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;
- 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; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.
- We actively challenge stereotypes and discrimination by providing diverse and representative resources, modelling inclusive language and behaviour, supporting children to recognise fairness and respect differences

## **Communication and Inclusion**

We recognise that babies and some children may be non-verbal or at early stages of communication.

We support inclusion by:

- Interpreting and responding to gestures, expressions and sounds
- Using visual cues, gestures and simple language
- Working closely with parents to understand each child's communication style

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

We recognise the importance of early identification of additional needs, particularly for babies and very young children.

We:

- Monitor children's development from the earliest stages
- Work in partnership with parents and external professionals
- Put support in place as early as possible
- Ensure all children, regardless of need, are fully included

## **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 Pre-School and Reception classes
- We encourage parents/carers to take part in the life of the school and to contribute fully.
- For babies and young children, we place particular importance on strong partnerships with parents/carers. Share daily information about care routines, respect family practices and preferences, work closely with parents to ensure consistency between home and setting

### **Food**

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children 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.

### **Monitoring and reviewing**

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

### **Safeguarding**

This policy works alongside the Safeguarding and Child Protection Policy.

We recognise that discrimination or exclusion may be a safeguarding concern, particularly for vulnerable children, including babies and those with additional needs.

The welfare of the child is always paramount.

### **Legal framework**

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2015
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Statutory Framework for the Early Years Foundation Stage