



Equality, Diversity and Inclusion Policy

Statement of intent

At Playhouse Pre-School, we are committed to providing an inclusive environment where every child and family is valued, respected and treated fairly.

We recognise and celebrate the individuality of every child and family, including differences in culture, ethnicity, language, religion or belief, family circumstances, gender, disability, additional needs and social or economic background.

We are committed to providing equality of opportunity and to preventing discrimination.

We recognise that treating everyone fairly does not always mean treating everyone in exactly the same way. We will make reasonable adjustments and provide appropriate support to enable children to participate fully in the life of the setting.

Our practice reflects the requirements of the Equality Act 2010, the SEND Code of Practice: 0 to 25 years and the Early Years Foundation Stage (EYFS) statutory framework.

Aims

We aim to:

- provide a safe, secure and welcoming environment where every child can flourish;
- value and respect every child and family as an individual;
- provide equality of access and opportunity for all children;
- recognise and celebrate children's different backgrounds, cultures, languages, beliefs and family circumstances;
- avoid stereotypes and discriminatory attitudes in our practice, resources and environment;
- support children to develop positive attitudes towards themselves and others;
- make reasonable adjustments to support children and adults with disabilities;
- identify and respond to children's individual needs as early as possible;
- work in partnership with parents/carers and relevant professionals;
- ensure that children with SEND are included in all aspects of the setting wherever reasonably possible;
- ensure that staff understand their responsibilities in promoting equality, diversity and inclusion; and
- challenge discrimination, prejudice, stereotyping and discriminatory behaviour.

Admissions

Playhouse Pre-School is open to all children who meet our admissions criteria. We will not discriminate against a child or family on the basis of a protected characteristic or because a child has a disability or special educational need.

Our admissions arrangements will be fair, transparent and consistent.

Where a child has additional needs or a disability, we will work with the child's parents/carers before and during admission to understand their needs and consider how we can provide appropriate support and reasonable adjustments.

We will consider the child's individual needs, the suitability of the environment, staffing and resources and any advice from relevant professionals when planning for a child's admission.

We will not make assumptions about what a child can or cannot achieve because of their disability or additional needs.

Working with families

We value parents/carers as partners and recognise that families have different backgrounds, beliefs, cultures, languages and circumstances.

We will:

- welcome and respect all families;
- listen to parents/carers and value their knowledge of their child;
- provide information in a clear and accessible way;
- consider communication needs wherever reasonably possible;
- work with families to understand children's individual needs, routines, cultures and backgrounds;
- respect children's home languages and encourage their continued development;
- encourage parents/carers to contribute to their child's learning and to the life of the setting; and
- signpost families to appropriate sources of advice and support where needed.

Curriculum and learning environment

Our curriculum and environment will promote inclusion and help children develop a positive sense of themselves and respect for others.

We will:

- provide resources, books, stories, images and activities that reflect a diverse range of people, cultures, families and communities;
- avoid resources that promote stereotypes or discriminatory attitudes;
- provide opportunities for children to learn about similarities and differences between people;
- support children to develop empathy, respect and positive relationships;
- provide appropriate opportunities for children to see themselves, their families and their experiences reflected in the setting;
- make reasonable adjustments to activities and resources where necessary;
- ensure children with SEND are included in activities and experiences alongside their peers wherever reasonably possible; and
- consider children's individual interests, abilities, communication styles and ways of learning when planning activities.

We recognise that babies and younger children may communicate through sounds, gestures, facial expressions, movements and behaviour before they have developed spoken language. Staff will respond sensitively to these individual forms of communication.

Culture, religion and beliefs

We respect the different cultures, religions and beliefs of children and families.

Staff will provide appropriate opportunities for children to develop an understanding and respect for different cultures, beliefs and traditions.

We will take children's and families' cultural and religious requirements into account when planning activities, routines and experiences wherever reasonably possible.

Food and dietary requirements

We will work with parents/carers to ensure that children's dietary, cultural, religious and medical needs are understood and appropriately supported.

Individual dietary requirements, allergies and medical needs will be managed in accordance with the setting's relevant policies and individual healthcare plans where appropriate.

Special educational needs and disabilities

Playhouse Pre-School recognises that children may have a wide range of additional needs and disabilities.

We follow the principles of the SEND Code of Practice: 0 to 25 years and recognise that early identification and appropriate support can help children achieve their potential.

We will:

- identify children's additional needs as early as possible;
- work closely with parents/carers to understand the child's strengths, needs and interests;
- adapt our environment, activities, resources and approaches where reasonably possible;
- provide appropriate support to enable children to participate in the life of the setting;
- work with relevant professionals and services where appropriate;
- use a graduated approach to identifying, assessing and responding to children's additional needs;
- monitor children's progress and review support regularly;
- consider reasonable adjustments for disabled children and adults;
- ensure that staff understand their responsibilities for inclusive practice; and
- ensure that children with SEND are included in the setting's activities and experiences wherever reasonably possible.

All staff share responsibility for supporting children with SEND. The setting's named SENCO is Claire Bransby.

Reasonable adjustments

We recognise our responsibility to make reasonable adjustments to reduce or remove disadvantage experienced by disabled children, families and staff.

Adjustments will be considered on an individual basis and may include:

- adapting the physical environment;

- changing the layout of rooms or outdoor areas;
- adapting activities or routines;
- providing additional resources or equipment;
- adapting communication methods;
- providing information in an alternative format;
- providing additional adult support where appropriate; and
- making appropriate adjustments to emergency and evacuation arrangements.

We will discuss reasonable adjustments with parents/carers and relevant professionals where appropriate.

The Equality Act 2010 places duties on service providers to make reasonable adjustments for disabled people, including taking reasonable steps to avoid substantial disadvantage.

Identifying and removing barriers

We recognise that barriers to inclusion may be physical, communication-related, social, emotional or related to the way activities or routines are organised.

Staff will consider whether changes are needed to enable an individual child to participate fully.

This may include reviewing:

- access to rooms and outdoor areas;
- furniture and equipment;
- communication methods;
- sensory needs;
- lighting and noise;
- activities and resources;
- routines and transitions;
- personal care arrangements; and
- emergency procedures.

Adjustments will be reviewed as children's needs develop or circumstances change.

Challenging discrimination

Discriminatory behaviour, language, harassment, bullying or prejudice is not acceptable at Playhouse Pre-School.

This applies to behaviour by:

- children;
- staff;
- students;
- volunteers;
- parents/carers; and
- visitors.

Staff will respond appropriately to discriminatory behaviour and will consider the age and developmental stage of the children involved.

Children will be supported to understand that hurtful or discriminatory behaviour is not acceptable and to develop respect and empathy for others.

Any concerns involving staff or other adults will be dealt with in accordance with the setting's relevant procedures.

Where discriminatory behaviour raises a safeguarding concern, the Safeguarding Policy will be followed.

Staff recruitment and employment

Playhouse Pre-School is committed to fair and inclusive recruitment and employment practices.

Recruitment decisions will be based on the requirements of the role, qualifications, skills, experience and suitability for working with children.

We will not discriminate unlawfully against applicants or staff.

Reasonable adjustments will be considered for disabled applicants and staff where appropriate.

All staff are expected to promote equality, diversity and inclusion in their work with children, families and colleagues.

Staff training

Staff will be provided with appropriate information and training to help them understand and promote equality, diversity and inclusion.

Staff will be expected to reflect on their own practice and challenge stereotypes and discriminatory attitudes.

The setting will review its practice regularly to ensure that it continues to provide an inclusive environment for all children.

This policy was agreed by the staff of Playhouse Pre-School Broadwater.

Adopted on 23rd April 2015 and will be reviewed annually.

Reviewed on 23rd September 2026 by Z. Munford