



DEAN CLOSE
LITTLE TREES
NURSERIES

DEAN CLOSE NURSERIES LIMITED

Independent Day Nursery

**Equal Opportunities Policy
(NL007)**

Little Trees, Dean Close Nurseries Ltd is wholly owned by The Dean Close Foundation, registered Charity No: 1086829

Date of Issue: March 2025
Review Date: March 2026
Owner: Group Operations Manager

LITTLE TREES DAY NURSERY

EQUAL OPPORTUNITIES POLICY

This policy has been authorised by the Directors of Dean Close Nurseries Ltd, on behalf of The Dean Close Foundation (the “Charity”) for all of its nurseries, (the “Nursery” or the “Setting”).

This policy will be reviewed periodically by the Group Operations Manager and the Dean Close Nurseries Board of Directors for approval.

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.

The legal framework for this policy include:

- The Equality Act 2010
- United Nations Convention on the Rights of the Child 1992
- Children and Families Act 2014
- Early Years Foundation Stage Statutory Framework 2024 (England only)
- Curriculum for Wales 2022 (Wales only)
- Special Educational Needs Code of Practice 0 to 25 years 2015 (England only)
- Special Educational Needs Code of Practice for Wales 2013 (Wales only)

This policy should be read in conjunction with the following policies:

- NL008A Supporting Children with Additional Learning Needs Wales
- NL008B Supporting Children with Special Education Needs England
- NL011 Rights of the Child and Participation
- NL044 Child Admission and Settling in Policy
- NL014 Food Hygiene and Diet
- NL001 Safeguarding and Prevent Policy

We aim to:

- 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;

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- 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.
- Develop children's positive self-esteem and the self-esteem of others and will set a good example by treating one another and the children with respect.

Procedures

Our setting is open to all members of the community. We aim to provide a happy stimulation and secure environment for all children regardless of culture, background or disability, where individual abilities are recognised and children learn through first hand experiences, exploration, practice and discovery.

- We advertise our service widely and reflect the diversity of people in our society in our publicity and promotional materials.
- 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. Displays of openly discriminatory and possibly offensive material, name calling, or threatening behaviour are unacceptable on or around the premises, inclusive of online forums, will be dealt with.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion

Our environments are as accessible as possible for all visitors and service users. If access to the nurseries found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults.

Curriculum – please refer to NL018 Curriculum policies for England and Wales

The curriculum offered in the nurseries encourage 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 learning environments are fully accessible for all children to explore, investigate and play,

We aim to:

- make children feel valued and good about themselves;

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- ensure that children have equality of access to learning;
- make adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- make 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; if they use schemas to identify their interests.
- positively reflect the widest possible range of communities in the choice of resources;
- We will incorporate a variety of multicultural festivals into our planning and encourage all children and parents to join in the celebrations
- create an environment of mutual respect and tolerance;
- help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensure that the curriculum offered is inclusive of children with special educational needs/additional learning needs and children with disabilities;
- ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Avoid stereotypes or derogatory images in the selection of materials and resources used within the nurseries

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 setting
- We encourage parents/carers to take part in the life of the setting and to contribute fully

English as an Additional Language

We value linguistic diversity and value parent's home language. We understand that bilingual children need time to observe, tune into English language and try out new things that are unfamiliar to them. The English language will not replace the child's home language, instead it will be learned in addition to language skills already learnt. We will use additional visual aids and ask parents for some key words in the child's home language in order to aid communication in the early weeks at nursery.

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

Staff training

As part of the staff induction process, staff complete Equality and Diversity training to support their awareness and understanding in order to support children's development and enhance their early childhood experiences.