



# **CHILD EQUAL OPPORTUNITIES POLICY**

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This policy is applicable to all children within the Early Years Foundation Stage (EYFS). It is linked to the nursery's Safeguarding and Child Protection Policy and adheres to the Equality Act 2010. This document is available in written format upon request and a copy can also be located on the nursery's website.

All members of the nursery community are expected to comply with this policy and treat others with dignity at all times.

The nursery is committed to equal treatment for all, regardless of an individual's age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, learning difficulty, body image or social background. The nursery's aim is to create an environment that is both nurturing and stimulating to all children and encourages, promotes and champions children's differences. The nursery actively promotes principles that develop tolerance and harmony between different cultural traditions, enabling children to gain knowledge and respect firstly for their own culture which is an essential foundation to getting to know other cultures and customs (traditions, dress, food, and so on). Through the content of curriculum, teaching aims to prepare children to interact positively with people of different cultures and faiths.

The nursery welcomes applications from candidates of all backgrounds. The nursery will not unlawfully discriminate in any way regarding entry. The nursery also welcomes applications from children with special educational needs and disabilities, provided we can offer the support they require, cater for any additional needs and that our site can accommodate them.

Parents must inform the nursery when submitting the Registration Form of any disabilities and/or special education needs which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the nursery so that we can consider what reasonable adjustments may be necessary to ensure that the child is not placed at a substantial disadvantage compared to other children.

## **PROTECTED CHARACTERISTICS**

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

## **ETHNICITY AND DIVERSITY**



## CHILD EQUAL OPPORTUNITIES POLICY

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The nursery endeavours to make its environment welcoming to all ethnic groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the nursery. Our curriculum reflects the attitudes, values and respect that we have for all ethnic groups. We do not tolerate any forms of racism or racist behaviour. We seek to educate children in a manner which promotes community cohesion in a multi-cultural society.

The nursery aims to remove gender bias from recourses and curriculum making sure that our nursery environment promotes positive male and female role models, in relation to learning and achievement, this way minimising male and female stereotyping. Our curriculum is built in a way which ensures that mathematical and scientific subject matter is relevant to real life situations and problems with clear learning intentions in the context of the 'big picture'.

Social class, ethnic origin and local context are all strongly linked to the relative achievement of boys and girls. Therefore, we seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

- *Please refer to separate document: Curriculum Policy*

### RELIGIOUS BELIEF

The Nursery's ethos is based on Christian values and tradition, the Nursery is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the Nursery community.

The Proprietorial Body, through the senior leadership team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### EQUALITY IN SPORT

The nursery offers a variety of sporting activities. Sporting activities are variously offered to children regardless of their gender or ability. All children have equal access to sport in the nursery.

### CODE OF CONDUCT FOR STAFF

The Head of EYFS and managers play an active role in monitoring the implementation of the nursery's policy on equal opportunities. Through Assemblies, PSHE, RE, Drama, English and other lessons the nursery:

- Promotes tolerance of each other and respect for each other's position within the nursery community.
- Promotes positive images and role models to avoid prejudice and raise awareness of related issues.
- Fosters an open-minded approach and encourage children to recognise the contributions made by different cultures.
- Promotes understanding of why and how the nursery deals with offensive language and behaviour.
- Promotes understanding of why and how the nursery deals with any incidents in a prompt and sensitive manner.



## CHILD EQUAL OPPORTUNITIES POLICY

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Harassment in any form is unlawful and unacceptable. The nursery's Behaviour, Sanctions and Reward Policy and Anti-Bullying Policy contain clear procedures for dealing with unlawful discrimination.

- *Please refer to the separate document: Behaviour, Sanctions and Rewards Policy.*
- *Please refer to the separate document: Anti-Bullying Policy.*

A strong and effective Equal Opportunities Policy requires the support of parents and acceptance of the nursery's ethos of tolerance and respect.

### REQUESTS FOR VARIATION IN THE NURSERY UNIFORM

Parents should be aware that children over 2½ years are required to wear nursery uniform. Variations to nursery uniform are not acceptable. Requests for variation on religious grounds may be discussed with the Head of EYFS, who may also take expert advice. Any agreed variations must be consistent with the nursery's Health and Safety Policy.

- *Please refer to separate document: Nursery Uniform Policy*

### ENGLISH AS AN ADDITIONAL LANGUAGE

- *Please refer to the separate document: Policy for English as an Additional language.*

### DISABILITY AND ACCESSIBILITY

'Disabled children' for the purpose of the disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'.

- *Please refer to the separate document: Three-Year Accessibility Plan.*

### BEHAVIOUR, SANCTIONS AND REWARDS POLICY

Responsibilities for the behaviour management of children is as follows:

- The Head of EYFS is responsible for babies to children up to end of Class 4.

Staff will endeavour to encourage small children (below the age of 5) to understand acceptable behaviour as they grow. Staff promote trust and mutual respect for everyone. We understand that good relations and good manners, in a secure learning environment, play a crucial part in the development of intellectually curious small children.

With small children we discuss inappropriate attitudes and practices. We talk about why such actions are unacceptable and why kindness and understanding the needs of others are paramount. Our system always gives verbal praise for a good attitude and for trying hard and children will be given stickers for special efforts as way to encourage them. Staff ensure that all children receive praise and stickers as a form of encouragement.



# CHILD EQUAL OPPORTUNITIES POLICY

---

- *Please refer to the separate document: Behaviour, Sanctions and Rewards Policy.*

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

All children are entitled to an education that enables them to achieve the best possible educational outcomes and other outcomes and become confident young children with growing ability to communicate their own views and to make the transition to education beyond EYFS.

The EYFS is required to have regard to the SEND Code 2015 and must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. It is recognised that identifying the need at the earliest point and then making effective provision, improves the long-term outcomes for children.

Staff will be alert to any emerging difficulties and respond early. In particular, parents know their child best and it is important that all staff listen and understand when parents express concerns about their child's development. Staff should also listen to and address any concerns raised by children themselves.

- *Please refer to the separate document: SEN and Disabilities Policy.*

## **PARENT COMPLAINTS**

The nursery trusts that parents will not have complaints about the operation of its Equal Opportunities Policy. Parents may request a written copy of the nursery's Parent Complaints Policy and a copy can also be located on the nursery's website.

- *Please refer to the separate document: Parent Complaints Policy.*

## **RESOURCES**

The nursery will prepare and select resources which are free from cultural or gender bias wherever possible. Where their use is unavoidable, the nursery will deliver biased resources as a means of provoking discussion of equal opportunities.

## **MONITORING**

The Senior Management Team monitors its Child Equal Opportunities Policy in order to ensure it is effective.

**The Child Equal Opportunities Policy has been reviewed in September 2025 and will be reviewed in or before September 2026.**