



## Boundstone Nursery School

### Inclusion, Equality & Diversity Policy



#### Introduction

At Boundstone Nursery School we are committed to ensuring that every child, family and member of staff is included as part of our community. We believe that every child and adult is unique and that it is our responsibility to support and encourage an individual's positive self-image. We recognise that everyone is different and it is our collective responsibility to make any necessary adaptations to our processes, practice or environment to ensure that everyone is welcomed and able to participate in the life of the School. The underlying principles of this policy complement and support those contained within other School policies and, therefore, Inclusive practice should not be seen in isolation but more as a fundamental way of working across the School.

We will actively take steps to challenge discrimination in any form and will ensure equality of opportunity both as an employer and as a provider.

In all our sessions provided by the School, we aim to provide a broad and balanced range of equipment, activities and experiences for all children and their families. We will take reasonable and anticipatory steps to ensure all children and families can have full access to the School and to all the opportunities provided. We acknowledge that 'equal' opportunity does not necessarily mean 'the same' and that differentiation and adaptations may be required in order to ensure equality.

The Legal Framework for this policy are outlined below and its contents and principles comply with all statutory definitions and requirements contained within them:

- Equalities Act 2010
- UN Convention on the Rights of the Child 1989
- The Childcare Act 2006
- Special Needs Code of Practice 2015
- Statutory Framework for the EYFS 2014

We commit to:

- Providing a secure and welcoming environment in which all children and adults can flourish and where all contributions are valued
- Sharing the School's ethos with all visitors, children and families
- Providing positive non-stereotypical information about different cultures, religions, races, genders, family structures and people with disabilities.
- Continually improving and enhancing our knowledge and understanding of issues surrounding inclusion, equality and diversity.
- Making inclusion a thread which runs through all experiences that the School has to offer.

- Enabling every child and adult to develop a positive, confident self-image, allowing them to access and contribute to all of the experiences on offer.
- Liaising and drawing upon the expertise of other professional agencies where appropriate/necessary to support the inclusion of children or adults.
- Actively seeking out opportunities to contribute our professional expertise and experience to the work of other professionals/agencies, both locally and nationally, in the development of inclusive practice, processes and guidance.
- Taking anticipatory steps to ensure any child or family arriving at the School can have equal access to provision by ensuring that the environment, experiences and resources are designed to meet the needs of all children

## **Environment and resources**

We ensure that the experiences offered throughout the School encourage all children and their families to have positive attitudes about themselves and those who are different to themselves. Our work with children supports them to develop an awareness of similarities and differences in others and the importance of valuing and respecting everyone's contribution.

We will make any reasonable adjustments to the environment and/or our practice, where appropriate, to suit the needs and requirements of individuals to accommodate a range of learning, physical or sensory impairments.

We will avoid stereotyping and derogatory images in the resources provided and the language and communication used.

For children and families who have a first language other than English, we recognise the contributions their culture and language offer and we will provide any support needed, including but not limited to translation services, to ensure that they are fully included in all aspects of School life.

## **Monitoring of equality and reporting**

Boundstone Nursery School will ensure that every support and assistance is provided to those who consider they have been a victim of discrimination or victimisation.

If a complaint or an incident of discrimination occurs, the School will act immediately to address misconceptions and deal with persons involved following the relevant procedures. The Head Teacher makes termly reports to the Local Authority and governors who monitor any incidents of racism.

## **The role of the Inclusion Co-ordinator within the School**

The responsibility for ensuring that the needs of individual children and adults are met is held by everybody in the School; however, it is the Inclusion Co-ordinators role to ensure that this support and any necessary adaptations are effectively co-ordinated and implemented.

The Inclusion Co-ordinator is also responsible for supporting the identification and provision for children with additional needs and disabilities across the School.

The Inclusion Co-ordinator will: have oversight of inclusive practice across the School; keep up to date with new strategies both locally and nationally and disseminate this to staff across the School; make any recommendations on how the School can further improve its inclusive practice or provision; and ensure appropriate provision for Children Looked After.

Governing body ratified: Autumn 2019

Review date: Autumn 2022