**Inclusion Policy**

**Purpose of Policy**

Rainbow Nursery places high importance in valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children’s varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that this nursery promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. This policy represents the agreed principles for inclusion throughout the nursery. All nursery practitioners, representing Rainbow Nursery must familiarise themselves with this policy.

**Implementation**

Rainbow Nursery aims to be an inclusive nursery. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our nursery:

* girls and boys;
* minority ethnic and faith groups;
* children who need support to learn English as an Additional Language;
* children with Special Educational Needs;
* gifted and talented children;
* children who are at risk of disaffection or exclusion;
* travellers and asylum seekers.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the wellbeing of children within these families and may adversely impact on children’s learning, attainment and life outcomes.

Rainbow Nursery believes that all children are individuals and have an equal right to be listened to and be valued. Nursery practitioners ensure all children have the opportunity to reach their full potential and ensure children and their families are treated fairly regardless of race, sex, disability, age, religion or sexual orientation. Rainbow Nursery is committed to providing an inclusive environment that celebrates diversity and works with parents/carers to ensure that every child is able to access nursery care and education that stretches their learning and development.

Rainbow Nursery are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

* Promote equality and value diversity within our service and foster good relations with the local community;
* Actively include all families and value the positive contribution they make to our service;
* Promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
* Provide a secure and accessible environment in which every child feels safe and equally included;
* Improve our knowledge and understanding of issues relating to anti-discriminatory practice,
* Challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
	+ age;
	+ gender;
	+ gender reassignment;
	+ marital status;
	+ pregnancy and maternity;
	+ race;
	+ disability;
	+ sexual orientation; and
	+ religion or belief.

Where possible, staff should take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

**Curriculum**

Rainbow Nursery aims to deliver a curriculum that meets the specific needs of individuals and groups of children. Our nursery encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking and reflection. We meet these needs through:

* Setting suitable learning challenges;
* Responding to children’s diverse learning needs and interests;
* Overcoming potential barriers to learning and assessment for individuals and groups of children;

All children will be respected and their individuality and potential recognised, valued and nurtured. Planning will ensure that learning experiences offered are age/stage appropriate and accessible to all children within group. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

The nursery ensures that our practice is fully inclusive by:

* Creating an environment of mutual respect and tolerance;
* Modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
* Positively reflecting the widest possible range of communities within resources;
* Avoiding use of stereotypes or derogatory images within our books or any other visual materials;
* Celebrating locally observed festivals and holy days;
* Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
* Ensuring that disabled children with and without special educational needs are fully supported;
* Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

**Environment**

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

* Undertaking an environmental audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we will make reasonable adjustments to accommodate the needs of disabled children and adults.
* Fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

**Resources**

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

**Language**

Information, written and spoken, will be clearly communicated in as many languages as possible. It will be acknowledged that not all carers will have good reading or writing skills and verbal explanations may be more appropriate than written communication. Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the nursery.

**Children with Disabilities**

Some children in our nursery may have disabilities and consequently may need additional resources. The nursery is committed to providing an environment that allows these children full access to all areas of learning. All our entrances are wide enough for wheelchair access, and the designated points of entry for our nursery also allow wheelchair access. All practitioners change learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning practitioners ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. All practitioners ensure that the work for these children:

* Takes account of their pace of learning and the equipment they use;
* Takes account of the effort and concentration needed in oral work, or when using, for example, visual aids;
* Is adapted or offers alternative activities in those areas of learning where children are unable to manipulate tools or equipment, or use certain types of materials;
* Allows opportunities for them to take part in educational visits and other activities linked to their learning
* Includes approaches that allow hearing-impaired children to learn about sound and music, and visually-impaired children to learn about light using visual resources and images.
* Uses assessment techniques that reflect their individual needs and abilities.

**Food and Festivals**

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the nursery, and in our society as a whole, and to welcome the diversity of backgrounds from which they come. We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible. We will help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them. In order to achieve this, we aim to acknowledge all the festivals, which are celebrated by the families involved in the nursery:

* Children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.
* Before introducing a festival with which the adults in the nursery are not themselves familiar, appropriate advice will be sought from people to whom that festival is a familiar one.
* Children and families who celebrate at home festivals with which the rest of the nursery is not familiar will be invited to share their festival with the rest of the group, if they themselves wish to do so.
* Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

**Meetings**

Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting. We will positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child. Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

**Nursery Staff**

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery. We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery. It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

**Dealing with Discriminatory Behaviour**

At Rainbow Nursery we do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents any perceived or actual relating to discrimination on any grounds and report these where relevant to children’s parents and the registering authority.

**Date Completed: October 2023**

**Review Date: October 2024**

*This policy will be monitored in line with relevant legislation and good practice guidelines*