



# Little LODGE

0 - 4 YEARS CO-EDUCATIONAL DAY NURSERY

## LLN Equality of Opportunity Policy

**Approved by:** Natalie Snyders, Manager

**Date:** Autumn Term 25

**Last Reviewed:** Autumn Term 25

**Review Period:** Annually

**Next Review Due:** Autumn Term 2026

## Introduction

This policy is Nursery-wide in its application stemming from the Nursery's legal obligation under The Equality Act 2010 and The EYFS Statutory Framework 2024; specifically and respectively we are obligated to:

- to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff)
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions **and to**
- provide a level of access to the Nursery which allows all pupils, including those with special educational needs and disabilities, to enter and leave the Nursery in safety

## Principles

To fulfil our legal obligations, we are guided by a number of principles, namely:

- **All pupils, families and staff are of equal value.** We see all pupils, potential pupils, their parents and carers, and staff as of equal value:
  - Whether or not they are disabled
  - Whatever their ethnicity, culture, national origin or national status
  - Whatever their gender and gender identity
  - Whatever their religious and non-religious affiliation or faith background
  - Whatever their sexual orientation
  - Whatever their marital status
  - Whether they are currently pregnant or have recently given birth
  - Whatever their age
- **We recognise and respect difference.** We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:
  - Disability– we note that reasonable adjustments may need to be made
  - Gender (including transgender) – we recognise that girls and boys, men and women have different needs
  - Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
  - Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
  - Age – we value the diversity in age of staff, parents and carers

- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff and parents / carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth
- **We foster positive attitudes and relationships**, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:
  - positive attitudes and interaction between groups and communities different from each other
  - an absence of harassment, victimisation and discrimination in relation to any protected characteristics
- **We observe good equalities practice in relation to staff**, we ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).
- **We aim to reduce and remove inequalities and barriers that already exist** we intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.
- **We consult and involve ensuring views are heard.** In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account.
- **We aim to foster greater community cohesion.** We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

### **Application of the Principles**

The principles set out in this policy will be applied and reflected in:

- the delivery of the Nursery curriculum
- the teaching and learning within the Nursery
- our practice in relation to pupil progress, attainment and achievement
- our teaching styles and strategies
- our policies and practice in relation to admissions and attendance
- our policies and practice in relation to staff
- our care, guidance and support to pupils, their families and staff
- our policies and practice in relation to pupil behaviour, discipline and exclusions
- our partnership working with parents and carers
- our contact with the wider Nursery community

We promote British values through age-appropriate activities such as:

- Democracy: giving children choices, voting on activities, listening to children's voices
- Rule of law: understanding rules keep us safe, fair boundaries
- Individual liberty: making choices, expressing preferences safely
- Mutual respect and tolerance: celebrating diversity, respecting differences

### **Addressing Prejudice and Prejudice-related Bullying**

Little Lodge is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately. We encourage all pupils and staff to feel safe in reporting any such incidents. This could be to the Headteacher, David Preston; the Operations Manager, Sanj Dhadda, a DSL or other trusted adult.

### **Roles and Responsibilities**

The Nursery directors are responsible for ensuring that the Nursery complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Nursery Manager is responsible for implementation of the policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- support pupils in their class who have additional needs

### **Nursery Position**

The Nursery supports the principle of equal opportunities and opposes discrimination on the grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation. Being a committed equal opportunities employer, the Nursery believes all decisions about people in work should be based on the individual's abilities, skills, performance and behaviour. Issues of disability should only be considered against the requirement of the job and the needs of the Nursery. The Nursery will take every possible step to ensure that employees are treated equally and fairly in respect of these matters. All policies and practices will conform to the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline, redundancy and dismissal.

### **Unwanted Behaviour**

If you feel that you have been discriminated against, harassed or victimised in breach of the principle of equal opportunities set out above, you are entitled to complain using the procedures set out in Resolving Problems Procedure. Our Grievance Procedures ensure sympathetic handling and, hopefully, satisfactory resolution for all aspects of employees' concerns or dissatisfaction.

### **Babies, Children and Young People**

We welcome all children and their families to the setting and they all have equal access to the setting. Upon initial contact with children and their families all are provided with an application form for the setting as well as a daily routine sheet where the parents/carers are encouraged to share with us the child's current daily routine particularly for babies. This ensures we can meet the individual needs of each child.

The rooms of our setting are currently laid out to meet the needs of all children accessing the resources.

We support children to value and respect themselves and others through regular activities that represent different cultural festivals and celebrations.

The application forms we send out ask parents/carers their religion and ethnicity. This is then recorded and added to our First Steps system. We reflect the children's home lives throughout the setting by inviting their parents in to share an experience or cultural event on a regular basis. We also make sure we have toys and resources that reflect different cultures as well as music. We also have multi - cultural storybooks and puppets to use with the children throughout their sessions with us.

### **Early learning framework**

Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- > Making children feel valued and good about themselves
- > Ensuring that all children have equal access to early learning and play opportunities
- > Reflecting the widest possible range of communities in the choice of resources
- > Avoiding stereotypical or derogatory images in the selection of materials
- > Acknowledging and celebrating a wide range of religions, beliefs and festivals
- > Creating an environment of mutual respect and empathy
- > Helping children to understand that discriminatory behaviour and remarks are unacceptable
- > Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- > Ensuring that children whose first language is not English have full access to early learning opportunities and are supported in their learning
- > Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- > Ensuring the medical, cultural and dietary needs of children are met
- > Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

We reflect the children's home lives throughout the nursery by inviting their parents in to share experiences or cultural events on a regular basis. We have multi – cultural storybooks, puppets, toys, resources and music that reflect different cultures.

### **Promoting and valuing diversity**

As a team we are aware of giving the children visual stimulus on diversity. This is reflected through the displays in the setting as well as the activities and books we use with the children. We encourage the children to taste foods from different parts of the world at snack times. This is an example of how we continue to introduce the children to different cultures and languages in a fun way. Spanish is usually offered throughout the setting and we encourage children who speak another language to bring in resources i.e. nursery rhymes for us to share.

### **Documentation, information sharing and meetings**

We will record parents, carers and children's ethnicity and language. Once we have received this information from the registrations documents. It is here where requirements relating to ethnicity and language (English as an

additional language) i.e. documentation and resources will be established and put into place. We have links with the local authority and use of the internet to support children and families speaking in other languages.

Our policies are only available in English and we would endeavour to accommodate any language barriers or difficulties by accessing information externally.

Information about the nursery, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need. Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the nursery.

### **Challenging inappropriate attitudes**

We are committed to challenging and eradicating any discrimination including racism. If there is any concern regarding discrimination to anybody in the nursery then staff, parents and children will be made aware to speak to our inclusion and equality officer. From this, actions will be put in place to challenge the inappropriate behaviour, and these would be recorded and monitored.

### **Prevent Duty and Safeguarding**

Little Lodge Nursery is committed to safeguarding children from all forms of harm, including exposure to extreme views or radicalisation. As part of Arnold Lodge School, we have due regard to the Prevent Duty and ensure that all staff are trained to recognise potential concerns and respond appropriately. We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs through our curriculum and daily practice. Staff are vigilant in identifying children who may be vulnerable to radicalisation or extreme views, and follow our Safeguarding Policy in reporting any concerns to the Designated Safeguarding Lead. We work in partnership with parents and relevant agencies to protect children and promote their understanding of respect, tolerance, and acceptance of diversity.