

Innsworth Preschool Equality, Diversity and Inclusion Policy

Last Updated: 1st January 2026

1. Purpose and Scope

1.1 Overview: Innsworth Preschool is committed to creating an inclusive, respectful, and equitable environment in which all children, families, staff, and visitors feel valued and supported.

1.2 Approach: This policy sets out our approach to promoting equality and embedding inclusive practices in line with all statutory requirements.

2. Statutory Framework

2.1 Compliance: This policy is underpinned by and ensures compliance with the following legislation:

- The Equality Act 2010: Protecting individuals from discrimination.
- The Statutory Framework for the EYFS: Promoting British Values and inclusive practice.
- The Counter-Terrorism and Security Act 2015 (Prevent Duty).
- The Human Rights Act 1998.
- The SEND Code of Practice (2015).

2.2 Prevent Duty: We have due regard to our responsibilities under the Prevent Duty and relevant guidance for childcare providers to prevent people from being drawn into terrorism.

3. Our Principles & British Values

3.1 Protected Characteristics: We actively work to eliminate discrimination based on the protected characteristics defined by the Equality Act 2010: age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, and sexual orientation.

- **Scope:** We recognise that some protected characteristics (e.g. marriage/civil partnership) apply to adults and staff rather than children in our setting.

3.2 Fundamental British Values: We actively promote the four Fundamental British Values through our daily practice:

- **Democracy:** We encourage children to make choices and share views.
- **The Rule of Law:** We teach children to understand consistent rules and the difference between right and wrong.
- **Individual Liberty:** We support children to develop a positive sense of self and confidence.
- **Mutual Respect & Tolerance:** We teach children to treat others with kindness and respect different faiths and beliefs.

4. Curriculum Participation (Inclusion)

4.1 Broad & Balanced Education: We include age-appropriate representation of different families and cultures. These themes form part of the EYFS and our wider duty to promote inclusion and prepare children for life in modern Britain.

4.2 Withdrawal: The EYFS curriculum is delivered to all children. We do not offer withdrawal from core curriculum content or normal setting activities. While we will discuss concerns with parents, we will not remove inclusive representation or alter the curriculum to exclude protected characteristics.

4.3 Representation: We celebrate a wide range of events (e.g. Christmas, Diwali, Eid, Pride, Hanukkah) in an age-appropriate way. We will not alter our curriculum, hide resources, or remove references to diverse families in response to complaints.

4.4 Legal Duty: We have legal duties to prevent discrimination and advance equality under the Equality Act 2010.

5. Implementation in Practice

5.1 Representation: Our books, toys, and displays reflect a wide range of families, cultures, and abilities to promote belonging.

5.2 Challenging Stereotypes: We actively encourage all children to explore all resources and roles, regardless of gender.

- **Play:** We support boys to play with dolls and girls to build with blocks if they choose.
- **Language:** We politely challenge any language that restricts a child's choices based on gender stereotypes.

5.3 Incident Recording: We record and respond to discriminatory incidents, including what occurred, actions taken, and any follow-up support provided.

6. Admissions & Recruitment

6.1 Admissions: We operate a fair and transparent admissions process, welcoming all families.

6.2 Staffing: We follow fair recruitment practices and provide regular training on inclusive practice and unconscious bias.

7. Supporting SEND

7.1 Adjustments: We make all reasonable adjustments for children with SEND.

7.2 Procedures: SEND-specific procedures are set out in the setting's SEND procedures (to be cross-referenced at final document-control stage).

8. Anti-Discrimination & Conduct

8.1 Children: Children are supported to be kind and inclusive. Any prejudiced language is addressed promptly and used as a teaching opportunity.

8.2 Staff Conduct: Discriminatory behaviour may constitute gross misconduct and will be investigated and managed under disciplinary procedures.

8.3 Parent & Visitor Conduct: We treat discriminatory conduct with the utmost seriousness.

- **Breach:** Any aggression, harassment, or derogatory language directed at staff or families based on protected characteristics, or any other abusive/derogatory conduct that undermines safety and dignity, is a breach of the Parent Code of Conduct.
- **Consequences:** Actions will be proportionate to risk. This may result in the individual being banned from the premises and the withdrawal of the child's place. Where access is restricted, safe handover arrangements for the child will be put in place.

