



01	At First Steps Childcare we take care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our nursery.
02	First Steps is committed to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of Ruth Garland-Davies/ or Claire Jessop at the earliest opportunity. Appropriate steps will be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the nursery's disciplinary policy.
03	The nursery and staff are committed to: • Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity/paternity which cannot be justified as being necessary for the safe and effective performance of their work or training. • Providing a childcare place, whenever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care. • Making reasonable adjustments for children with special educational needs and disabilities. • Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families. • Providing a secure environment in which all our children can flourish, and all contributions are valued. • Including and valuing and contribution of all families to our understanding of equality, inclusion and diversity. • Providing positive non-stereotypical information. • Continually improving our knowledge and understanding of issues of equality, inclusion and diversity. • Regular reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote, and value diversity and difference and that the policy is effective and practices are non-discriminatory. • Making inclusion a thread, which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of resources, imaginary play

	activities and by promoting non-stereotypical images and language and challenging all discriminatory behaviour.
04	Staff: It is the policy of First Steps not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of the settings policies and procedures. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.
05	Training: First Steps recognise the importance of training as a key factor in the implementation of an effective inclusion and equality. All new staff receive induction training including specific reference to the inclusion and equality. The nursery will strive towards the provision of inclusion, equality and diversity training for all staff.
06	How does First Steps embed this into their practice? • 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 and choice of resources outings & materials • 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. • Identifying a key person/ buddy to each child who will continuously observe, assessed and planned for children's learning and developmental needs. • Helping children to learn about a range of food and cultural approaches to mealtimes and to respect the differences among them
07	Ethnic and Cultural Jewellery: The wearing of ethnic jewellery will be dealt with on an individual basis, through discussion with the parent and Key Person, and a solution arrived at that is acceptable to both. Staff will be vigilant in ensuring that these do not present a risk as the child engages in other Nursery activities and insist that items are removed before climbing or going outside.

Prepared by	First Steps Childcare
Date	September 2024
Review date	September 2025