Equality And Diversity Policy

Academic year 2026/27 | Reviewed at least annually

Statement of Intent

At The Wendy House, we are committed to providing an inclusive, welcoming and respectful environment where every child and family is valued.

We celebrate the diversity of our children, families, staff and wider community and aim to ensure that everyone has equality of opportunity to participate fully in preschool life.

We will not tolerate discrimination, harassment, prejudice, victimisation or discriminatory behaviour.

We recognise and respect differences in backgrounds, cultures, languages, beliefs, family structures, abilities and individual circumstances.

Our Aims

We aim to:

- provide equality of opportunity for all children;
- ensure every child feels safe, welcomed, valued and that they belong;
- recognise and celebrate diversity;
- challenge discrimination, prejudice and stereotyping;
- provide an inclusive curriculum and environment;
- make reasonable adjustments for disabled children and adults where required;
- work in partnership with families;
- support children with SEND and other individual needs;
- promote respect for others; and
- ensure our recruitment and employment practices are fair and inclusive.

Equality Act 2010

We have regard to our responsibilities under the Equality Act 2010.

We will not unlawfully discriminate against a person because of a protected characteristic.

The protected characteristics under the Equality Act are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;

- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

We recognise that not every protected characteristic applies to every provision of the Equality Act in exactly the same way, particularly in relation to very young children, but our overall approach is one of equality, dignity and respect.

Admissions

The Wendy House welcomes children and families from our community in accordance with our Admissions Policy.

We will not unlawfully discriminate when offering places or providing our service.

A child will not be refused a place simply because they:

- have SEND or a disability;
- are not toilet trained;
- speak English as an additional language;
- come from a particular racial, cultural or religious background;
- have a particular family structure; or
- require reasonable adjustments.

Where a child has additional needs, we will work with their family to understand how we can appropriately support them.

SEND and Disability

We are committed to including children with SEND and disabilities in all aspects of preschool life wherever reasonably possible.

We will make reasonable adjustments to reduce or remove disadvantages experienced by disabled children.

This may include adapting:

- activities;
- resources;
- routines;
- communication;
- staff support;
- the environment; or

- how children access learning opportunities.

Further information is contained within our SEND Policy.

Curriculum and Learning

Our curriculum will provide children with opportunities to learn about themselves, other people and the world around them.

We will provide experiences that help children:

- develop positive attitudes about themselves and others;
- recognise similarities and differences;
- develop empathy and kindness;
- learn to respect other people;
- challenge stereotypes in an age-appropriate way; and
- understand that everyone deserves to be treated fairly.

Children will have equality of access to appropriate learning opportunities.

Resources and Representation

We aim to provide books, toys, displays, role-play resources and other materials that reflect a diverse range of:

- families;
- cultures;
- ethnicities;
- abilities and disabilities;
- occupations;
- experiences; and
- communities.

Resources will be selected carefully to avoid unnecessary stereotypes or derogatory representations.

Children should be able to see aspects of themselves and their families positively reflected within their preschool environment while also learning about people whose lives and experiences may be different from their own.

Families

We recognise that children grow up within many different family structures.

Families may include, for example, parents, step-parents, single parents, grandparents, adoptive parents, foster carers, special guardians and other carers.

We will talk about families positively and sensitively and will not suggest that one family structure is preferable to another.

Religion, Belief and Cultural Celebrations

We recognise and respect the different religions, beliefs and cultural backgrounds represented within our community.

Children may be introduced to a range of celebrations, traditions and experiences in an age-appropriate and educational way.

Our purpose is to help children understand and respect the world around them, rather than to promote a particular religion or belief.

We will also respect families who do not follow a religion.

English as an Additional Language

We recognise bilingualism and multilingualism as an asset.

Children whose first language is not English will be supported to participate fully in preschool life and access the curriculum.

A child's home language is an important part of their identity and will be respected.

Where appropriate, we will work with families to understand children's communication and language needs.

We recognise the importance of supporting children's development of English while valuing and encouraging their home language.

Challenging Discrimination

Discriminatory comments, language or behaviour will not be ignored.

Staff will respond in an appropriate way depending on the age and understanding of the child involved.

For young children, this will normally involve calmly explaining why particular words or actions may hurt another person and helping the child develop empathy and understanding.

Where discriminatory behaviour involves an adult, it will be addressed appropriately and may be managed under relevant staff, complaints or conduct procedures.

Serious or repeated discriminatory behaviour will be recorded and addressed appropriately.

Behaviour and Inclusion

We recognise that children's behaviour is a form of communication and will consider individual needs and circumstances when responding to behaviour.

Children will not be unfairly disadvantaged because of SEND, disability, communication needs or other individual circumstances.

Reasonable adjustments will be considered when applying behaviour expectations.

Further information is contained within our Behaviour Management Policy.

Food and Dietary Requirements

We will work with families to understand children's medical, cultural, religious and other dietary requirements.

Children will be included in snack, cooking and food-related activities wherever reasonably possible.

Further information is contained within our Nutrition Policy.

Fundamental British Values

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.

These values are embedded naturally within age-appropriate everyday practice.

For example, children may:

- make choices;
- take turns;
- share;
- learn simple rules and boundaries;
- express their views;
- develop independence;
- learn that their actions affect others; and
- develop respect for people who may be different from themselves.

We do not teach these concepts as formal political lessons to young children.

Prevent Duty

The Wendy House has regard to its responsibilities under the Prevent duty.

Staff will receive appropriate training and understand how to identify and report concerns relating to radicalisation or extremism.

Prevent concerns will be treated as safeguarding concerns and managed through our Safeguarding Policy and procedures.

Employment

We are committed to equality of opportunity in recruitment and employment.

Applicants will be considered fairly against the requirements of the role.

We will not unlawfully discriminate against applicants or employees because of a protected characteristic.

Reasonable adjustments will be considered for disabled applicants and employees where appropriate.

Safeguarding and safer-recruitment requirements will always be followed.

Staff Responsibilities

Staff are expected to:

- treat children, families and colleagues respectfully;
- model inclusive and respectful behaviour;
- challenge discrimination appropriately;
- consider their own practice and assumptions;
- avoid stereotypes;
- support children's individual needs; and
- raise concerns where they witness discriminatory or inappropriate behaviour.

Working With Parents and Carers

We value the knowledge, experiences and contributions of our families.

Parents/carers are encouraged to:

- share information about their child's culture, language, religion, family and individual needs;
- participate in preschool life where appropriate;
- discuss concerns with us; and
- contribute ideas and experiences that may enrich children's learning.

We will communicate respectfully with families and make reasonable efforts to ensure important information is accessible and understood.

Monitoring Our Practice

We will regularly reflect on whether our environment, resources, curriculum and procedures are genuinely inclusive.

Where we identify barriers to participation or equality, we will consider what reasonable and proportionate action can be taken.

We will listen to children and families and use feedback to improve our practice.

Legal and Statutory Framework

This policy has regard to relevant legislation and guidance including:

- Equality Act 2010

- Children Act 1989 and 2004
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Early Years Foundation Stage statutory framework
- Counter-Terrorism and Security Act 2015 and Prevent duty guidance

Review

This policy will be reviewed at least annually and sooner where legislation, statutory guidance or the needs of the setting change.

Policy Approval & Review

Policy year	2026/2027
Approval status	Awaiting Management Committee approval
Next scheduled review	March 2027