



Inclusion and Diversity Policy

Last Review: 27/10/2025

Next Review: 21/08/2026

1.0 Policy Statement

Shooting Stars Pre-School Nursery is for every child and family. We actively remove barriers so all children can participate, belong and thrive, whatever their background, language, faith, family structure, disability, sex or culture. Inclusion runs through our curriculum, environment, staffing, communication and decision-making. We challenge discrimination, bias and stereotyping and promote fundamental British values (democracy, rule of law, individual liberty, mutual respect and tolerance).

2.0 Our Legal Obligations

EYFS Statutory Framework (2025): inclusive practice; partnership with parents; safeguarding and welfare; required records.

Equality Act 2010: protected characteristics; **reasonable adjustments** and auxiliary aids; no discrimination, harassment or victimisation.

SEND Code of Practice (0–25) & Children and Families Act 2014: early identification; graduated approach; SEN Support and EHC plans.

UK GDPR & Data Protection Act 2018: fair, lawful and secure handling of personal and sensitive information.

Working Together to Safeguard Children (2023): early help; information sharing; keeping children safe.

3.0 Procedures

3.1 An inclusive curriculum and environment

We design learning so every child can access and succeed: open-ended play, visual supports, communication-friendly spaces, sensory regulation opportunities and flexible grouping. Resources, stories and displays reflect diverse families, cultures, languages and abilities without stereotypes. We celebrate differences respectfully and teach empathy, turn-taking and respectful disagreement through daily routines.

3.2 Anti-bias practice

Staff notice and challenge biased or discriminatory comments/behaviours calmly and

teach alternatives. We review books, songs, role play and celebrations to avoid tokenism. Incidents are recorded and, where appropriate, discussed with parents and reviewed by the Manager/DSL under Managing Behaviour and Safeguarding policies.

3.3 Language and communication (EAL and multilingual families)

Home languages are valued. We learn key words from families, use visuals, gestures and dual-language prompts, and model clear, simple English. We never view EAL as a difficulty in itself; we track progress in communication and plan support accordingly.

3.4 Additional needs and reasonable adjustments

We identify needs early and follow the graduated approach (Assess–Plan–Do–Review) led by the SENCO, with parents and (where needed) external professionals. Adjustments may include adapted resources, seating, staffing at key routines, sensory breaks, alternative communication approaches, risk assessment tweaks and staff training.

3.5 Partnership with parents and carers

We work with families: flexible settling, clear information, interpreters where feasible, sensitivity to faith/culture, and consistent strategies between home and nursery. We seek parental consent appropriately and share information on a need-to-know basis.

3.6 Admissions, fees and access

We welcome applications from all families and consider reasonable adjustments before decisions are made. Information about funding, entitlements and support is shared openly. Decisions are transparent and non-discriminatory; any appeal or concern follows the Complaints Procedure.

3.7 Staffing, supervision and development

We recruit fairly and value diverse lived experience and languages. Induction, supervision and CPD include inclusion, anti-bias, SEND, communication-friendly practice and reasonable adjustments for staff as well as children (e.g., pregnancy, disability, religious observance). We expect professional conduct on and offline (see Codes of Conduct and Social Media policies).

3.8 Food, festivals and participation

Menus and room activities respect dietary, medical and religious requirements (see Healthy Eating and No Sharing Food policies). Festivals are explored educationally and inclusively; participation is always optional, with alternatives offered.

3.9 Information, confidentiality and data protection

Sensitive information (health, SEND, religion, language) is collected only as needed to support inclusion, stored securely and shared lawfully (see Data Protection and Confidentiality policies). Staff discuss children respectfully and privately.

3.10 Addressing concerns and learning from them

Concerns about discrimination or exclusion are taken seriously. Staff report to the Manager/DSL; families can use the Complaints Procedure. We review practice after incidents and share learning with the team.

3.11 Monitoring and quality improvement

Leaders review inclusion each term using observations, planning samples, environment checks, CPD records, complaints/incident trends and parent feedback. Actions are built into room and setting improvement plans.

4.0 Roles and Responsibilities

Nursery Manager: ensures inclusive systems, training and monitoring; approves reasonable adjustments; leads improvement actions.

SENCO: coordinates the graduated approach and external advice; supports transitions; tracks impact of adjustments.

Designated Safeguarding Lead (DSL): addresses discriminatory incidents that raise safeguarding concerns; oversees safe information sharing.

All staff and regular volunteers: model respectful language and relationships; adapt provision; challenge bias; work in partnership with parents; keep accurate, secure records.

Parents/Carers: share information that helps us include their child; collaborate on plans; raise concerns promptly so we can resolve them.