



## Equal Opportunities Policy and Procedure

Last Review: 21/08/2025

Next Review: 21/08/2026

### 1.0 Policy Statement

At Shooting Stars we treat every child, family and colleague with dignity and respect. We provide an environment free from discrimination, harassment and victimisation and we make reasonable adjustments so all children can access the full EYFS curriculum. Stereotypes are actively challenged; inclusion is everyone's responsibility.

### 2.0 Our Legal Obligations

**Equality Act 2010:** no less favourable treatment because of protected characteristics (age, disability, gender reassignment, marriage/civil partnership—employment only, pregnancy/maternity, race, religion or belief, sex, sexual orientation); duty to make reasonable adjustments for disability.

**EYFS Statutory Framework (2025):** inclusive practice; meeting individual needs; working in partnership with parents; safeguarding and welfare.

**UK GDPR & Data Protection Act 2018:** fair, lawful and secure handling of personal data (e.g., health, language, religion) in support of inclusion.

**Working Together to Safeguard Children (2023):** information sharing and early help where inequality or exclusion raises welfare concerns.

### 3.0 Procedures

**3.1 Inclusive Practice in Rooms.** We plan a curriculum that reflects children's diverse backgrounds and avoids stereotypes. Resources, displays and stories offer positive, non-stereotyped images of people of different genders, families, cultures, languages, ethnicities, disabilities and ages. All children are invited to take part in all activities; no activity is "for boys" or "for girls".

**3.2 Individual Needs and Reasonable Adjustments.** We adapt environments, routines and teaching so every child can participate (e.g., sensory adjustments, visual supports, adapted equipment, alternative communication, quiet spaces). Health or SEND needs are

supported through Individual Health Care Plans or SEND plans, agreed with parents and relevant professionals.

**3.3 Language, Culture and Faith.** We work respectfully with families' cultural and religious practices (e.g., diet, celebrations, clothing) where safe and in the child's best interests. We pronounce names correctly, use preferred pronouns/titles, and provide translated/accessible information where reasonable.

**3.4 Admissions and Access.** Places are offered fairly and transparently in line with our Admissions Policy. A child will not be refused or treated less favourably because of a protected characteristic or disability. We discuss adjustments with parents before start and review them regularly.

**3.5 Behaviour, Prejudice and Bullying.** Discriminatory language, behaviour or bullying is not accepted. Incidents are addressed immediately with restorative, age-appropriate responses; recorded; shared with parents; and reviewed for learning. Where an incident indicates a safeguarding concern or a hate incident, the DSL follows local procedures and seeks advice from the Local Authority as needed.

**3.6 Communication and Confidentiality.** We talk about concerns professionally and respectfully. Information about a child's identity, health or family is shared on a need-to-know basis only (see Confidentiality and Data Protection policies).

**3.7 Recruitment and Employment.** We recruit, select, train and promote based on skills and role requirements. Adverts and role descriptions focus on essential criteria; reasonable adjustments are offered through the process; interviews use consistent, job-related questions; decisions are recorded. We challenge barriers to progression and provide ongoing training in inclusive practice. Safer recruitment requirements still apply.

**3.8 Training and Monitoring.** Inclusion and Equality Act awareness are covered at induction and refreshed regularly. Leaders review rooms, displays, planning and incidents termly to check for bias and impact of adjustments, and update practice accordingly.

#### 4.0 Roles and Responsible

**Nursery Manager:** ensures inclusive systems (admissions, recruitment, training), approves reasonable adjustments, monitors incidents and outcomes, and ensures policies are implemented.

**DSL:** links equality issues to safeguarding where appropriate, advises on information sharing, and follows Local Authority procedures for hate incidents or welfare concerns.

**Staff:** model inclusive language and practice, challenge stereotypes, make and document reasonable adjustments, record and report discriminatory incidents, and work in partnership with parents.