



Fledgelings Day Nursery

Inclusion Policy

Policy Name:	Inclusion Policy
Adopted By:	Louise Farrow-Brookes
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1. Policy Overview

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents / carers and other professionals (Birth to 5 Matters).

At Fledgelings Day Nurseries we take great 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 staff, children and families according to their individual needs. Discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation has no place within our nursery.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001
- Worker Protection Act 2023.

All "Manager" responsibilities and actions referred to throughout the policy, would usually be undertaken by the most senior person in charge, in the absence of the Nursery Manager.

The nursery and staff are committed and responsible for:

- 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, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Completing the mandatory online Inclusion and Diversity course and retake every three years, via Noddle online.
- While also completing the Noodle online training headed Sexual harassment in the workplace, updating every 3 years.

- The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the Inclusion and equality policy. The nursery strives towards the provision of inclusion, equality and diversity training for all staff.
- Training includes ensuring staff understand that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel. We encourage all staff members to create a culture of zero tolerance towards discrimination and sexual harassment in our setting.
- We take positive action to challenge discrimination and to promote equality of opportunity.
- Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued.
- Making reasonable adjustments for children with special educational needs and disabilities to remove barriers and improve access for all.
- Providing a secure environment in which all our families are listened to, children can flourish and all contributions are valued.
- Getting to know and valuing families' individual backgrounds.
- Acknowledging and celebrating children and their family backgrounds.
- Including and valuing the 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 and training all staff about their rights and responsibilities under the inclusion and equality policy.
- Regularly 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 toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour.
- Practitioners to be aware and confident in their understanding of Cultural capital - it is about celebrating and building on children's early experiences and providing new opportunities for them to be curious, explore, try new things, and experience awe and wonder. In an early year setting, cultural capital means that each child arrives with different experiences. It is our duty to broaden their knowledge and experiences.
- Staff must be aware of Fundamental British Values-
- Democracy: The belief in the power of the people to influence decisions.
- Rule of Law: The principle that all individuals and institutions are accountable to the law.
- Individual Liberty: The freedom of individuals to make choices and express themselves.

- Mutual Respect: Acknowledging and valuing the diverse beliefs and practices of others.
- Tolerance of Others: Acceptance of different faiths and beliefs, promoting harmony in society.
- Encouraging children to value and respect other by creating an environment of mutual respect and tolerance.
- Build professional and respectful relationships with families, understanding and having regard for the cultural capital of each child.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Reflecting a wide range of communities in resources, activities, displays etc.
- Embedding positive non-stereotypical information, images, and resources in all areas of the nursery and in everyday practice.
- Ensuring that the curriculum offered is inclusive of children with special educational need and children with disabilities, including making reasonable adjustment to accommodate their individual needs.
- Ensuring that children whose first language is not English are supported in their learning.
- It is our policy not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. They 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.
- We foster a safe, inclusive, and positive work environment, with our leadership team ensuring policies are kept up-to-date, conducting risk assessments, providing regular training and monitoring to ensure effective implementation. These demonstrate taking "reasonable steps" to ensure compliance with the duty to prevent harassment of our employees, including harassment from third parties.
- Our zero-tolerance approach includes having anonymous reporting procedures "whistle blowing" and dealing with any instances which arise via our disciplinary procedures.
- Staff must challenge and report any incidents of discriminatory remarks or behaviour.

Parent information and meetings

Information about the nursery, its activities, experiences and resources are shared with parents via Family as well as information about their child's development. This is given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings are arranged to give all families opportunities to attend and share information about their child.

We also consult with parents regularly about the running of the nursery and ask them to contribute their ideas.

2. Roles and Responsibilities

2.1 Inclusion Coordinator

Each nursery has an Inclusion Coordinator that will support staff, staff as nursery practitioners, families and their children, to equally feel included in the workplace / nursery provision.

2.1.1 The nursery must have a named Inclusion Coordinator within the setting and is identifying on their staff picture. It is anticipated that this would not usually be a member of the management team.

2.1.2 The Inclusion Coordinator must take a supportive lead role for ensuring an inclusive environment by overseeing, monitoring, reflecting and supporting practitioners to implement:

- Ensuring Cultural Capital is celebrated for each child building on their already existing experiences and providing new opportunities for them to be curious, explore, try new things, and experience awe and wonder.
- Values and respects all children and families within the nursery.
- Reflects the diversity of the local community and the wider world.
- Improves staff's knowledge and understanding of inclusion, equality, and diversity within the nursery, embedding British Values on a daily basis.
- Provides a secure environment in which our children can flourish, and all contributions are valued.
- Promote an inclusive approach to individually meet the needs of children.

2.1.3 Regularly inform and refresh the team at staff/team meetings on inclusive practice and expectations.

2.1.4 Regularly review the whole nursery environment, resources, displays and activities to ensure inclusivity and non-stereotypes, reflect and action necessary steps.

2.1.5 Challenge unacceptable behaviour, attitudes and/or practices and report to Management where necessary.

The nursery will have one Special Educational Needs and Disabilities Coordinator within the nursery, dependant on the needs of the children on roll. This person will work alongside the nursery Inclusion Coordinator and in some cases the company's Area SEND officer.

2.2 The Special Education Needs and Disabilities Coordinator (SENDCO) must:

2.2.1 Hold a Level 3 Early Years qualification and have sufficient understanding of the area of Special Educational Needs and Disabilities to fulfil their responsibilities to an appropriate standard. Due to the potential level of commitment and dedicated time required to fulfil this role, it is anticipated that this would not usually be a member of the management team.

2.2.2 Attend the mandatory training provided by the Local Authority at the earliest opportunity to effectively coordinate, monitor and review the inclusive provision for children with special educational needs and disabilities within their nurseries.

2.2.3 Sufficient non-contact time is allocated to the SENDCO and Inclusion Coordinator to effectively carry out their role.

2.3 Early learning framework

We follow the Early Years Foundation Stage statutory requirements and ensure that all learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. Our curriculum encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development.
- Listening to children's verbal and non-verbal communication and making children feel included, valued and good about themselves.
- Ensuring that we know what each child knows and "can do" and has equal access to tailored early learning and play opportunities.
- Reflecting the widest possible range of communities in the choice of resources.
- We encourage parents to share as much information about traditions and celebrations when joining us.
- Staff are encouraged to teach children about their own culture and learning too, we do this by having cultural dress up days, adapting menus and parents / carers are invited in to discuss their family background and experiences with the children.
- Going on outings, so that children can have experiences in the community.
- Having connections in the community so we can have frequent visits, e.g. Elderly care home centre.
- 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.
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy with the support of the Colour Monster.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Knowing children well, being able to meet their needs and know when they require further support.
- Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds.
- Ensuring that children whose first language is not English have full access to our 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 all children are met and help children to learn about a range of food and cultural approaches to mealtimes and to respect the differences among them.

3.0 Children with Special Educational Needs and Disability

3.1 Prior to registration, if it is identified that a child has a special educational need or disability, the Manager must make personal contact to ensure we can cater for the child's individual needs, while seeing if outside agencies need to be involved.

Early Intervention

3.1.1 The key person / inclusion coordinator must:

3.1.2 Bring evidence-based concerns to the SENDCO when they have concerns regarding a child's development that may need additional support. E.g. Inclusion coordinator identifying potential barriers to a child's learning and development.

Please see the Special Educational Needs and Disabilities Policy for further information

3.2 Supporting children speaking English as an additional language

3.2.1 Staff must:

3.2.2 Identify the language/s spoken at home and establish the child's starting point for their expressive language and comprehension of the English Language.

3.2.3 Support families if little to no spoken English, e.g. requesting a family or friend to support with translation and use Family as an effective way of communicating.

3.2.4 Identify how and what effective action are going to effectively communicate with the parents/carers.

3.2.5 Express how the family are still to continue with speaking their first language at home and reassure parents / carers that English speaking for their child should come in time.

3.2.6 Identify whether the child needs additional support to effectively communicate at the nursery.

3.2.7 Agree key words and correct pronunciation that will support the child's individual needs - e.g., their comforter, food, drink, tired etc.

3.2.8 Encourage parents/carers to provide the nursery with recording via Family of songs, books etc. in their home language.

Please also refer to the DCSF document "Supporting children learning English as an additional language".

3.3 General Procedures

- 3.3.1** ANY incidents of discrimination against or by a child, parent, staff member or visitors must be reported to the manager.
- 3.3.2** The Manager must contact HR for guidance and inform the Area Manager and adhere to the guidance given, where the incident has involved a staff member.
- 3.3.3** The Manager must complete a Serious Incident Report (Appendix 1) and send to the Area Manager.
- 3.3.4** If after raising an incident of discrimination, the staff member does not feel that appropriate action has been taken, they must refer to the Whistle Blowing Policy (Child Protection Procedures).

4. Definitions & Practice Guidance

Inclusion:

Is the beliefs and attitudes people hold and the way they think about others. These beliefs and thoughts lead people to behave in particular ways and could influence practice and provision for children. Staff must consider beliefs, thoughts, and practices to ensure the participation and belonging of all children and families.

Religious Beliefs:

Each religion is unique, and each family's religious belief are important to them. Staff are required to monitor the family beliefs of the children attending and reflect these beliefs through the curriculum planned and through resources. The individual families are likely to prove a valuable asset and staff will request their contributions and support where appropriate. Staff should ensure that the introduction and exploration of various beliefs is not restricted exclusively to those children on roll to ensure that children's ideas of the wider community are developed appropriately.

Ethnicity:

The ethnic origins of the children, families and staff will always be reflected through appropriate use of resources, displays and books which offer positive images of an ethnically diverse society. Children will be allowed everyday access to such learning materials, which will offer them the opportunity to view themselves and other positively in various and relevant situations.

Cultural and linguistic:

All the staff in the nursery will ensure that all children are given relevant opportunities to appreciate and respect cultures other than their own, with activities such as cookery and music used to extend their experiences. Children entering the nursery speaking English as an additional language will receive relevant support with resources appropriate to their needs, such as books and play equipment, acquired, and used. Such resources, which offer positive representations of different languages and cultures, will be made available to all children during their time at the nursery.

Social group:

Staff recognise that many different combinations of adults and children constitute a family and that parenting styles may vary between families. Staff will respect parents/carers' different approaches and will be non-judgemental in their attitudes. Resources chosen and used in the nursery will offer non-stereotypical images, reflective of the varied social backgrounds of the children attending.

Ability:

Children entering the nursery will have individual strengths and weaknesses which staff will identify and support. Where a place is requested at the nursery for a child with identified learning difficulties and/or disabilities, staff will review with the family the appropriateness of the service available to ensure that the nursery is able to provide fully for the child's needs.

Children with specific needs, for example, with physical or sensory impairment, or with a learning difficulty, will receive relevant support to ensure that they are able to access the full breadth of learning activities and experiences offered. Children who are exceptionally able in a particular area or area will be supported in developing their skills, whilst being encouraged to benefit from a balanced and full curriculum which will promote their learning in all aspects. Staff will actively support all children, regardless of ability, in developing a positive self-image and sense of self-worth, and will help them to cooperate in their work and play with others, reflective of their age and stage of learning.

Gender:

All children attending the nursery will be treated equally and fairly regardless of their gender. Activities and learning materials will be made equally accessible to boys and girls and will be planned and chose to ensure this. All adults in the nursery, including parents/carers, will be discouraged from favouring individual children on the grounds of gender and care will be taken to ensure that language used does not reinforce and therefore perpetuate gender stereotypes. Staff will recognise that for some children preferred learning styled differ between boys and girls, for example some boys respond better to being offered opportunities to learn outdoors and will ensure that routines and planning reflect a commitment to meeting all children's needs.

Age:

Assumptions about an individual's ability or likely attitude based on their age are unacceptable and will be challenged. This applies equally to staff and families and such assumption if expressed will be addressed sensitively by appropriate staff.

Direct discrimination:

Treating an individual unfairly because of their protected characteristic - such as sex, age, or race.

The Act uses the term "transsexual" which covers those who are "transgender" or "trans". When reviewing discrimination in the setting, seek specialist advice regarding recruitment and promotion processes, the use of toilet facilities,

managing absences for transitioning employees, recording employee gender identity and chosen pronouns and correct information sharing for personal details. It is also recommended to plan how to address any questions or concerns raised by other employees or parents so that they are handled in a respectful and sensitive way.

Indirect discrimination:

Could be in the form of rules, policies and procedures that apply to all but may unintentionally put a particular group of people at a disadvantage based on a protected characteristic. For an example asking employees to work on a Sunday may indirectly discriminate against a certain religion who cannot work on that day due to their beliefs.

In an inclusion policy, pronouns play a crucial role in ensuring respectful and affirming language. Here are some key points:

- Use Inclusive Language: Instead of using "he" or "she" consider using "they" or "the student" to refer to individuals, especially when you haven't met them.
- Ask for Pronouns: If unsure of someone's pronouns, politely ask them what they prefer to be referred to as.
- Respect Preferences: Always respect a person's chosen pronouns, even if you don't know them. If you make a mistake, apologize and continue the conversation.
- Implementing a Policy: Organizations can implement a pronouns policy, encouraging employees to include their pronouns in email signatures and profiles, fostering a supportive environment.
- Non-binary and Transgender: Be aware of the diverse range of pronouns and identities, including non-binary and transgender individuals, who may use different pronouns.

By following these guidelines, you can create a more inclusive and respectful environment for all individuals.

Reviewed:

Date Approved	Reviewed By:
03/01/2023	Louise Farrow-Brookes
23/05/2023	Anne Marie Bibby
12/12/2023	Salma Khodabaksh
11/01/2026	Louise Farrow-Brookes

5. Appendix

Appendix	Description
1.	Serious Incident Form