



Inclusion and Equity Policy

This policy represents the agreed principles for Inclusion and Equity throughout the Nursery. All Nursery staff, representing Jack in the Box Nursery have agreed this policy.

At Jack in the Box, we aim to provide the highest quality education and care for all our children. We provide a warm welcome to each individual child and family and offer a caring environment where all children can learn and develop to become curious independent learners within their play.

Please read this policy in conjunction with our Data Protection policy for the information collected by Jack in the Box, the professionals this information may be shared with and the retention periods this data is held for. Please read this policy in conjunction with our Special Educational needs policy, Local Offer, Positive Behaviour policy and Safe Touch policy.

Introduction

The mission statement of our nursery is valuing the individuality of all our children promoting anti-discriminatory practices, ensuring that every child is included and supported. Jack in the box provides an environment that promotes equality of opportunities, this does not mean that all children should be treated the same, they are recognised for the unique skills and the abilities they have. We actively seek to remove barriers to learning and participation that can hinder or exclude individual children, or groups of children. We make this a reality through giving more support to those who need it, which is proportionate to their own circumstances, this ensures that everyone has the same opportunities, this might be providing more support to a disadvantaged child so they can reach their full potential.

Equity is ensuring that we give a child what they need to become successful. Equality is treating everyone the same, this however only works if we have all started from the same learning experiences, homelife and starting points.

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences, needs and protected characteristics. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, well-being, and cultural capital of all our children matter. We pride ourselves in using inclusive language which is vital for fostering a sense of belonging and valuing every child where all children feel seen and heard. This policy helps to ensure that the nursery promotes individuality of all our children and staff, irrespective of ethnicity, race, attainment, religion or belief, age, disability, gender, sexual orientation, reassignment, marriage and civil partnership, pregnancy and maternity, or background.

It is our policy that all children are able to participate in educational visits. Where a child with an additional need is attending the trip, we will make every effort to ensure that s/he is included. We may seek guidance from parents to help us adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with Special Educational needs or disabilities. Any such adjustments will be included in the risk assessment.

At Jack in the Box, we follow equality act 2010 and the SEND code of practise where two core duties apply to our early years setting:

- Not to treat a child or an adult with a disability “less favourably”
- To make “reasonable adjustments” for children and adults with a disability where necessary.

Aims and objectives

Jack in the Box Nursery aims to be an inclusive nursery.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equity of opportunity must be a reality for our children. We make this a reality through giving more support to those who need it, which is proportionate to their own circumstances, this ensures that everyone has the same opportunities, this might be by providing more support to a disadvantaged child so they can reach their full potential involving specialist support where necessary. We pay attention to the different groups of children within our nursery:

girls and boys.

minority ethnic and faith groups

race

attainment

age

children who need support to learn English as an Additional Language (EAL)

children with Special Educational Needs or disabilities (SEND) and those with an Educational Health and Care plan (EHCP) (see SEND policy)

children working above age related expectations.

children who are at risk of disaffection or exclusion.

travellers and asylum seekers.

children looked after (CLA)/ Child in need (CIN) or children who have been previously known to social care

sexual orientation

vulnerable groups of children

children in receipt of Early Years Pupil Premium (EYPP) (see EYPP policy) and socioeconomic disadvantages children

children who may face other barriers to their learning and/or well-being, which may include children who share a protected characteristic.

The promotions of equality, diversity and British values is at the heart of our work, and demonstrated through all our practices including tackling any instances of discrimination and being alert to potential risks from radicalisation and extremism. (see safeguarding policy)

The Early Years Foundation Stage (EYFS) is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

setting suitable learning challenges.

responding to children's diverse learning needs.

overcoming potential barriers to learning and assessment for individuals and groups of children.

providing other curricular opportunities to meet the needs of individuals or groups of children.

providing an environment of mutual respect and tolerance – treating others how you want to be treated.

making decisions together and understanding values matter.

At Jack in the Box Nursery, we achieve educational inclusion and equity by continually reviewing what we do, through asking ourselves these key questions:

do all our children achieve their best?

are there differences in the achievement of different groups of children?

what are we doing for those children who we know are not achieving their best and helping them to 'catch up' and 'keep up'?

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are our actions effective?

are we successful in promoting racial harmony and preparing children to live in a diverse society?
do we know enough about your child's cultural capital?

Teaching and learning style

At Jack in the Box Nursery, we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement regardless of their starting points. We analyse the attainment of different groups of children to ensure that all children are achieving as much as they can. We also make ongoing assessments of each child's progress and act on our findings. Staff use this information when planning and our tailored curriculum promotes equality and diversity. It enables staff to consider the abilities of all the children in the setting and support individuals through tailored teaching and learning and make reasonable adjustments where needed.

For children whose home language is not English Jack in the Box will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We ensure children have sufficient opportunities to learn and reach a good standard in English. When accessing communication, language and literacy skills we do this in English. If a child does not have a strong grasp of English language, practitioners explore the child's skills in their home language with parents/carers to establish whether there is cause for concern about language delays.

When the attainment of a child falls significantly below the expected level, staff enable the child to succeed by planning work that is in line with that child's individual needs. (see Special Educational Needs policy). Working closely and effectively with children, parents/carers, other professionals and staff to ensure that children's parents/carers views and aspirations are included in decision making about supporting their child.

Where the attainment of a child significantly exceeds the expected level of attainment, staff use appropriate resources, learning styles and extend the breadth of work within the area or areas for which the child shows particular aptitude and depth.

All staff are familiar with the relevant equal opportunities' legislation covering race, gender, and disability.

Staff ensure children:

feel secure and know that their contributions are valued.

appreciate and value the differences they see in others.

participate safely, in clothing that is appropriate to their religious beliefs.

are taught in groupings that allow them all to experience success.

show pride in themselves and of others

use materials that reflect a range of social and cultural backgrounds, without stereotyping.

have a unique curriculum experience that allows for a range of different learning styles.

have challenging targets that enable them to succeed across all areas of learning.

regardless of disabilities, medical need or any emotional wellbeing or challenging behaviour needs they may have.

Children with additional needs and disabilities

Some children in our nursery may have additional needs and disabilities and consequently may need additional resources. Jack in the Box Nursery is committed to providing an environment that allows children full access to all areas of learning. All our entrances are wide enough for

wheelchair access, and the designated points of entry for our nursery also allow wheelchair access.

Practitioners modify learning as appropriate. For example, they may give additional time to children to complete certain activities. In their planning staff ensure that they give children with additional needs the opportunity to develop skills in practical aspects of the curriculum. The environment layout considers the heights and levels the activities are at to ensure easy access.

Practitioners ensure that the work:

takes account of their pace of learning and the equipment they use.

takes account of the effort and concentration needed in oral work, or when using, for example, visual aids.

is adapted or offers alternative activities in those areas of learning where children are unable to manipulate tools or equipment or use certain types of materials.

allows opportunities for them to take part in educational visits and other activities linked to their learning

includes approaches that allow hearing-impaired children to learn about sound and music, and visually impaired children to learn about light using visual resources and images.

uses assessment techniques that reflect their individual needs and abilities.

Promoting British Values / The Prevent Duty (see Safeguarding policy)

Prevent remains one of the key pillars of CONTEST (Counter-terrorism strategy), alongside the other four 'P' work strands:

- **Prevent:** to stop people becoming terrorists or stopping terrorism
- **Pursue:** to stop terrorist attacks
- **Protect:** to strengthen our protection against a terrorist attack
- **Prepare:** to mitigate the impact of a terrorist attack

The Prevent Duty incorporates reducing the threat to the UK from terrorism, tackle the causes of radicalisation and respond to ideological challenges, safeguard those most at risk and enable those who are already engaged in terrorism to disengage and rehabilitate.

Practitioners have completed the online awareness training and are aware of how to refer their concerns through the CHANNEL referral system regarding an individual who may be vulnerable to being drawn into terrorism. Managers/ Designated Safeguarding Leads (DSL's) have completed training on Prevent referrals and shared this information with staff.

Children are learning quickly, so it is the perfect time to teach them important values, these values will help them become good members of society in the future.

At Jack in the Box Nursery, we actively promote British Values through regular Personal Social and emotional sessions exploring age appropriate sensitive or controversial issues, equipping our children with knowledge and skills to understand and manage difficult situations.

During this time, we teach our children how to manage risks, make safe choices and recognise when pressure from others threatens their personal safety and wellbeing. Children develop effective ways of resisting pressures, including knowing when, where and how to get help.

We embrace each other's differences, religious and ethnic identities, making decision together and embedding mutual respect and understanding, preparing them to play a full and active part in society. We are aware and follow the guidance in the Race Relations Amendment Act and all staff are alert to any behaviours which may cause them to be concerned about a child. The nursery actively discourages bullying name calling, and child on child abuse the parents/carers of both children would be informed immediately, and we would discuss appropriate action.

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A member of staff would talk to the child and explain that the behaviour was unkind (See positive behaviour policy) we would take into account the maturity of the child, parents/carers of the child would be told of his/ her challenging behaviour, and we would work together to redeem the situation. Any incidents of discrimination will be logged in the safeguarding file (See Safeguarding children policy)

This policy was adopted by the managers and staff in September 2026

Signed on behalf of Jack in the Box Manger:

Staff signatures: