

# Equality, British Values and Children's Rights Policy

## Policy Statement

At Goldilocks Nursery, we are committed to creating a nurturing, inclusive, and respectful environment where all children and families feel valued, safe, and supported. We actively promote equality of opportunity, celebrate diversity, uphold the rights of the child, and embed the Fundamental British Values across all areas of practice.

Our policy and procedures are guided by the latest legal frameworks, including the **Equality Act 2010**, **EYFS Statutory Framework (2025)**, and **UN Convention on the Rights of the Child**. We have a duty to eliminate discrimination, promote equality, and foster positive relationships between individuals and groups within our setting and the wider community.

We acknowledge that children and families come from diverse backgrounds, experiences, and identities. We ensure that no child or family is disadvantaged or excluded on the basis of protected characteristics or any other circumstance. We also uphold our **Prevent Duty** by taking proactive steps to safeguard children from radicalisation and extremism.

## Our Aims

We aim to:

- Provide an inclusive, welcoming, and discrimination-free early years environment.
- Reflect and celebrate the diversity of our local community and wider society.
- Actively challenge prejudice, harassment, or discriminatory behaviour, language, and attitudes.
- Ensure equal access to learning and opportunities for every child.
- Encourage empathy, understanding, and mutual respect from an early age.
- Uphold children's rights to be safe, heard, valued, and respected.
- Foster positive relationships within our setting and the wider community.
- Create a secure and supportive environment where all children feel confident and included.
- Support children's personal development in self-esteem, resilience, independence, and respect for others.
- Embed British Values and children's rights throughout daily practice and the curriculum.
- Work in partnership with families, recognising and valuing the unique contribution they make.

## Key Principles and Practices

### 1. Equality and Inclusion

We are committed to:

- Ensuring no child or family is treated less favourably on the basis of protected characteristics or personal circumstances.
- Making reasonable adjustments to support children with disabilities, SEND, or additional needs.
- Recognising and supporting children from all family structures, including single parent, blended, LGBTQ+, and kinship or care arrangements.

- Providing a respectful, non-stereotypical environment where differences are valued and celebrated.
- Actively rejecting stereotyping, prejudice, segregation, or exclusion in any form.

## 2. British Values

We embed the four Fundamental British Values:

- **Democracy** – children are encouraged to make choices, express views, take turns, vote, and share responsibility.
- **Rule of Law** – children learn why rules matter, co-create fair rules, and understand rights and responsibilities.
- **Individual Liberty** – children develop confidence, independence, and freedom of expression in a safe environment.
- **Mutual Respect & Tolerance** – children learn to value differences in culture, belief, family and lifestyle through stories, activities, and celebrations.

In line with the **Prevent Duty**, we safeguard children from radicalisation and extremism by promoting inclusive values, training staff to recognise concerns, and working with safeguarding professionals when necessary.

**We do not tolerate:**

- Intolerance or hate speech.
- Gender-based segregation or stereotyping.
- Isolation of children from the wider community.
- Prejudice or hostility towards individuals based on perceived foreign origin or cultural background.

## 3. Children's Rights and Participation

We support children to be:

**Strong** – Secure in their identity, heritage, abilities and relationships; safe, valued, and equally included in our setting and the wider community.

**Resilient** – Confident, emotionally literate and aware of their self-worth; able to navigate change, express needs effectively, overcome challenges, and contribute responsibly to decisions affecting their lives.

**Listened to** – Encouraged and supported to share their views, feelings and preferences in their own way (verbally, through sign or body language); with adults who respond respectfully and act on what children communicate.

Through this, children are empowered to:

- Build secure attachments and positive peer relationships.
- Participate in decisions about their learning and environment.
- Make progress across all areas of development.
- Develop friendships, social skills, and respect for diversity.

## Procedures and Implementation

### **Admissions and Accessibility**

- Our nursery is open to all children and families, with admissions that are fair, transparent, and free from bias or discrimination.
- No child or family is excluded on the basis of protected characteristics or personal circumstances.
- Information is provided in clear and accessible formats, and, where possible, in community languages or alternative formats.
- Families are made aware of our policies on inclusion, diversity, and equality.
- We aim to maintain a balanced intake of children across gender and needs where possible.
- Regular audits ensure that our environment, curriculum, and communication remain fully accessible and inclusive.

### **Curriculum and Resources**

- Our curriculum includes books, activities, and materials that reflect a wide range of people, cultures, identities, and communities.
- Children with SEND and/or EAL are supported through personalised planning, differentiated learning, and encouragement of home language use where appropriate.
- Festivals, traditions, and experiences from diverse backgrounds are explored and celebrated.
- Learning activities are designed to promote empathy, fairness, self-awareness, critical thinking, and respect.
- Resources, imagery, language, and experiences are carefully chosen to avoid stereotypes and reinforce positive representation.

### **Employment and Staff Conduct**

- Recruitment is inclusive, transparent, and based on fair, objective criteria.
- All job descriptions include clear responsibilities for promoting equality, diversity, and inclusion.
- Staff are expected to uphold this policy at all times and act as role models of inclusive behaviour.
- Robust background checks are carried out for all staff.
- Ongoing training equips staff to recognise, prevent, and challenge discriminatory practice effectively.

### **Training and Development**

- All staff receive regular training on:
  - Equality and inclusion
  - Safeguarding and child protection
  - Prevent Duty
  - British Values
- Additional training is provided to meet the needs of individual children (e.g. medical needs, communication systems, SEND).

### **Preventing Discrimination**

We take robust action against:

- **Direct discrimination** – treating someone unfairly based on a protected characteristic.
- **Indirect discrimination** – applying a rule or policy that disadvantages certain groups.

- **Discrimination by association** – targeting someone because of their relationship to a person with a protected characteristic.
- **Discrimination by perception** – assuming someone belongs to a particular group and treating them less favourably.

#### **We will not tolerate:**

- Hostility or bias towards individuals perceived to be from other countries or cultures.
- Stereotyping based on race, religion, gender, language, or family background.
- Verbal, visual, or behavioural expressions of prejudice, such as name-calling, exclusion, or mocking.

#### **Adults who behave in discriminatory or offensive ways will be:**

- Spoken to respectfully but firmly by senior staff.
- Asked to review our policies and adjust their behaviour accordingly.
- Removed from the premises if the behaviour continues.

#### **Prevent Duty**

##### **We meet our legal duty under the Counter terrorism and Security Act 2015 by:**

- Promoting inclusive values that oppose extremist ideologies.
- Monitoring children's wellbeing and behaviour for concerning changes.
- Training staff to identify and report potential radicalisation concerns.
- Working in partnership with safeguarding professionals where needed.

#### **Food and Mealtimes**

- We accommodate dietary needs linked to health, culture or religion.
- Mealtimes are social, respectful and inclusive experiences.
- We use food activities to explore different cultures and promote understanding.

#### **Family Engagement**

- We value the role of all carers, including non-resident parents.
- Meetings and information are offered in accessible formats and, where possible, languages spoken by our families.
- We offer flexible payment systems and provide support for families in financial difficulty.
- We work collaboratively with families to ensure all children feel included, understood, and celebrated.

#### **Monitoring and Review**

- This policy is reviewed annually and in line with changes to legislation or statutory guidance.
- We monitor all areas of practice to ensure we are meeting our legal duties and inclusion objectives.
- Feedback from children, staff and families is used to shape our ongoing development.
- A clear complaints procedure is in place, and concerns are addressed promptly and fairly.

## **Public Sector Equality Duty**

**As a publicly funded early years provider, we are legally required to:**

- Eliminate unlawful discrimination and harassment.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between all groups.
- Publish information demonstrating compliance and equality objectives where applicable.

## **Legal Framework**

This policy is informed by the following:

- Equality Act 2010
- Children Acts 1989 & 2004
- Children and Families Act 2014
- SEND Code of Practice 2015
- Statutory Framework for the Early Years Foundation Stage (EYFS) 2025
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- UN Convention on the Rights of the Child (UNCRC)
- Fundamental British Values in the Early Years (Foundation Years 2023)