



ROMPERS PRIVATE NURSERY

INCLUSION, WELLBEING AND EQUALITY POLICY



Policy Statement:

Equality is the right of every child to be recognised as an individual and to be treated fairly. Equality should be promoted among all people in an inclusive society and steps should be actively taken to counter any discrimination based on these protected characteristics. Age, disability, sex, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation (The Equality Act, 2010).

Equal opportunities are not about treating all people the same. It is about recognising and valuing that we are all different with different things to offer and we have different needs to be met. The Curriculum for Excellence states “It is important that children from the earliest stages are helped to recognise that there are many ways of seeing and understanding the world. These different ways depend on a range of cultural, social, and religious viewpoints”. In summary, our duty requires us to eliminate prejudice, discrimination, and victimisation; to advance equality of opportunity and to foster positive relations and inclusion between all service users including, children, families, staff and the community. Inclusion means taking positive action and intervening in order to enable achievement for all by building and fulfilling the potential of every child, young person and adult.

Rompers is a Bronze accredited Rights Respecting School Award and follows the principles of the UNCRC within practice. The policy aligns with our Visions and Values.

UNCRC Articles: 1, 2, 3, 4, 5, 6, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31.

Aims, Procedure and Monitoring of this Policy:

1. Promote an Inclusive Environment:

Ensure that all children, regardless of their background, abilities, or needs, feel valued and included in all aspects of early years provision. This includes fostering an environment where diversity is celebrated, and all children have equal opportunities to thrive.

Procedure: Conduct regular audits of physical spaces and resources to ensure they are accessible and reflective of the diverse backgrounds and needs of all children. Follow guidance in Gender Equal Play from Care Inspectorate.

Action: Adapt spaces, learning materials, and experiences/resources/furniture to accommodate children with disabilities or other specific needs (e.g., sensory-friendly spaces, wheelchair access). Celebrate achievements within the setting and from home.

Monitoring: Use child observation and feedback from children, parents, and staff to assess how inclusive the environment is, adjusting where necessary. Display and use achievement information as appropriate to plan for future learning.

2. Support Holistic Wellbeing:

Prioritise the emotional, social, physical, and mental wellbeing of every child, ensuring that their individual needs are met in a safe, supportive, and nurturing environment. This will involve strategies to promote self-esteem, resilience, and emotional regulation.

Procedure: Implement individual wellbeing plans for children showing signs of emotional or social distress, ensuring that support is tailored to each child's needs, using SHANARRI language.

Action: Provide access to counselling, play therapy, or other specialist services for children experiencing mental health challenges, and ensure all staff are trained in supporting emotional wellbeing. Promote emotional literacy within the setting, Toddlers using 'Colour Monsters' and Pre-school using 'Emotion Works'.

Monitoring: Regularly check in with parents and caregivers about children's wellbeing, through MyWorld reviews with periodic reviews to assess the success of interventions and adjust.

3. Encourage Equal Opportunities for Learning and Development:

Provide all children, irrespective of their gender, ethnicity, or socio-economic background, with equal access to high-quality learning opportunities. Promote an approach to teaching and learning that respects and values different cultural and personal perspectives.

Procedure: Develop individualised learning plans (ILPs) for children with specific learning needs or challenges, ensuring that curriculum and resources are accessible for all. Success folders are used to document success and evidence.

Action: Provide differentiated support as required in ILPs and Success Folders.

Monitoring: Track the progress of all children, including those with ASN, to ensure they are meeting developmental milestones and adjusting learning strategies as needed.

4. Foster Respect for Diversity:

Encourage children to develop respect for differences, including those related to race, culture, language, gender, ability, and family structure. This can be done through diverse curriculum materials, positive role models, and inclusive practices that celebrate diversity.

Procedure: Ensure that the curriculum includes diverse perspectives, materials, and role models, reflecting a variety of cultures, languages, and experiences.

Action: Celebrate cultural events, festivals, and traditions from a range of backgrounds to promote inclusivity and global awareness.

Monitoring: Gather feedback from children and families about their experiences with the curriculum and activities, making changes as necessary to ensure representation and respect for all cultures.

5. Ensure Accessible Resources and Support:

Make sure that all children have access to appropriate resources and support, including those with additional support needs. This aim involves providing differentiated support to ensure that no child is disadvantaged in their learning or personal development.

Procedure: Conduct assessments of individual children's needs (e.g., sensory check lists, Boxall profiles etc) to determine required resources and support.

Action: Work with external specialists (e.g., speech therapists, occupational therapists) to provide targeted support for children who need it, and ensure these professionals collaborate with staff to integrate recommendations into daily practice.

Monitoring: Regularly review the effectiveness of additional support and resources through ongoing evaluations, including child progress tracking and feedback from specialists.

6. Engage Families and Communities:

Actively involve families and communities in the development and implementation of the policy, ensuring that parents and caregivers are fully supported and informed about our inclusion and wellbeing practices. Collaboration with families will help ensure the consistent support of children's needs at home and at Rompers.

Procedure: Establish regular communication channels between the setting and families, including MyWorld meetings, daily verbal feedback, newsletters, and other communication as appropriate.

Action: Create and communicate opportunities for families to share their cultural backgrounds and values.

Monitoring: Collect feedback from families about their involvement and satisfaction with communication and inclusion practices, adjusting approaches where needed.

7. Develop Staff Awareness and Competence:

Support staff in developing their understanding of inclusion, wellbeing, and equality through continuous professional development. Equip educators with the skills to identify and address potential barriers to inclusion, promote positive mental health, and respond effectively to diverse needs.

Procedure: Provide training on inclusion, equality, and wellbeing for all staff, with additional professional development opportunities focusing on anti-bias education, trauma-informed practices, and supporting children with ASN.

Action: Regularly review and refresh training programs through appraisal and PDP process, ensuring they address current needs of children, policies, and best practices.

Monitoring: Conduct regular performance reviews for staff, with particular attention to how well they are applying inclusive practices, and provide additional support or training where needed.

8. Monitor and Evaluate Progress:

Regularly monitor and assess the implementation of the policy to ensure that all children's needs are being met, and that inclusivity and equality are maintained. Use feedback from children, families, and staff to make necessary improvements and adjustments.

Procedure: Use systems for collecting data on the progress of all children, including assessments of their academic, social, and emotional development.

Action: Hold regular review meetings 6 monthly to evaluate the effectiveness of inclusion and wellbeing initiatives, using data from observations, assessments, and feedback with families through MyWorld reviews. When children first begin, MyWorld is reviewed following 28 days – Personal Planning Guidance from Care Inspectorate is followed.

Monitoring: Use an ongoing feedback loop from children, staff, and families to inform future planning, ensuring continuous improvement and adaptation to emerging needs.

9. Promote Social and Emotional Development:

Create an environment that supports the social and emotional development of children, helping them to build positive relationships, navigate challenges, and develop empathy and respect for others.

Procedure: Implement structured activities that focus on social and emotional learning such as group discussions, role-playing, cosy corner or social groups.

Action: Ensure that children have regular opportunities to practice communication, empathy, and conflict resolution skills through guided interactions and free play.

Monitoring: Track children's social-emotional growth through observation and annual tracking. Intervene early if children are showing signs of social or emotional distress.

10. Address Discrimination and Bias:

Take a proactive approach to prevent and challenge any forms of discrimination, bias, or prejudice. Ensure that all children are treated with fairness and respect, and address any incidents promptly to maintain a positive, inclusive environment.

Procedure: Establish clear reporting protocols for incidents of discrimination, bullying, or bias, ensuring that these are taken seriously and acted upon promptly.

Action: Develop a whole-setting approach to anti-bullying and anti-discrimination.

Monitoring: Regularly evaluate the effectiveness of anti-discrimination procedures through incident reports, staff feedback, and surveys to ensure a safe and inclusive environment for all children.

Review:

Date	Management	Track of Changes
August 2021	P. Guthrie	none
November 2021	TL - K	COVID-19 Updates
February 2022	TL - Z	Updates: Changes to Blossom app instead of First steps Covid-19 information taken out Meet stay and plays introduced
February 2023	Room Champions	UNCRC articles added
November 2024	P. Guthrie	Revised layout to make aim, procedure and monitoring clearer. Change of title from Equal Opportunities to Inclusion, Wellbeing and Equality.
December 2025	Management	Annual Review