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## 19. Inclusion Policy

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### 19.1 Inclusion Policy Aims and Intent

We believe that the group's activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with our nursery school should have an equal chance to do so.

- Disability Discrimination Act 2005
- Race Relations Act updated 2000
- Equality Act 2010
- Children's and Families Act 2014

We strive to provide an environment in which all Children are supported to reach their full potential. We have regard for the DfES Code of Practice for all children.

We include all children in our provision.

We provide practitioners to help support parents and all children in our setting.

We identify the specific needs of children and meet those needs through a range of strategies. We work in partnership with parents and other agencies in meeting individual children's needs. We monitor and review our practice and provision and, if necessary, make adjustments.

### 19.2 Inclusion Policy: Gender Policy

In accordance with our Nursery's Equal Opportunity Policy we welcome the statutory *Public Sector Equality Duty* and will carry out our functions with due regard.

At Milland Valley Nursery School we understand that in some circumstances it may be appropriate to treat girls and boys, or female & male staff differently, if that action is aimed at overcoming disadvantage and advancing gender equality.



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All members of the nursery need to develop an appropriate understanding of, and act in accordance with, the objective of promoting gender equality. To this end, staff work together to ensure that:

- Staff recruitment, training opportunities, pay and working conditions reflect and promote gender equality
- The curriculum, teaching & learning, classroom organisation, assessment, behavior management, trips and extracurricular activities are free from gender stereotyping and promote gender equality
- Sex and relationships education plays a key role in challenging prejudice, gender stereotyping, discrimination and violence against women and girls
- Our policies are assessed for any impact on gender equality
- The devastating and often long-term impact of any domestic violence on staff or children is understood and dealt with sensitively, confidentially and sympathetically
- Incidents or sexual or sexist bullying or sexual harassment will not be tolerated and are dealt with promptly and in accordance with the relevant policies
- All staff will have the opportunity to receive relevant training on understanding and advancing gender equality.

Our action plan has led us to make the following changes in our nursery to promote gender equality:

- During the time the children spend with us gender stereotypes/prejudices are challenged through a range of initiatives. Specific example include statements made by the children such as: pink is a girl's colour, babies are for girls, cars are for boys etc.
- When the children select their own activities, boys are specifically encouraged into the writing corner while the girls are encouraged to use building blocks & construction toys.
- Jobs are always referred to as non-gender specific; policemen/women, male/female nurses and opportunities are used to challenge gender stereotypes.



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- The characters in school plays are open to both genders; and a recent play, for example, featured girls as the three kings visiting baby Jesus

### **19.3 Inclusion Policy: Families**

The Nursery School recognises that many different types of family successfully love and care for children.

The Nursery School offers a flexible payment system for families with differing means.

### **19.4 Inclusion Policy: Methods**

We designate a member of staff, known as the keyperson, to identify all children's needs on an individual basis and give his/her name to parents.

We provide a full curriculum showing how we provide for all children's needs.

We ensure that the provision is suitable for all children and is the responsibility of all members of the setting.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We ensure that our physical environment is as far as possible suitable for children with SEND needs.

We work closely with parents of children to create and maintain a positive partnership.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We provide parents with information on sources of independent advice and support.

We liaise with other professionals involved with children, including transfer arrangements to other settings and schools.

We will, in certain situations, seek advice and direction from external support services



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We use the graduated response system for identifying, assessing and responding to children's needs.

We provide a broad and balanced curriculum for all children.

We provide a differentiated curriculum to meet individual needs and abilities.

We use a system of planning, implementing, monitoring, evaluating and reviewing using an Education, Health and Care plan (EHCP) for children where needed.

We ensure that the children are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We use a system for keeping records of the assessment, planning, provision and review for all children.

## **19.5 Inclusion Policy: Festivals**

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the Nursery School, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this, we aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the Nursery School:

- Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.
- Before introducing a festival with which the adults in the Nursery School are not themselves familiar, appropriate advice will be sought from people to whom that festival is a familiar one.
- Children and families who celebrate at home, festivals with which the rest of the Nursery School is not familiar, will be invited to share their festival with the rest of the group, if they themselves wish to do so.
- Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.



## 19.6 Inclusion Policy: The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

## 19.7 Inclusion Policy: Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

## 19.8 Inclusion Policy: Discriminatory Behaviour and Remarks

These are unacceptable in the Nursery School.

The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

## 19.9 Inclusion Policy: Language

Information, written and spoken will be clearly communicated in as many languages as necessary. Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the Nursery School.

## 19.10 Inclusion Policy: Food

See Policy 18 – Food and Drink