



# Equal Opportunities Policy

Setting Name: Golden Acorns

Date: April 2026

## 1. Statement of Intent

We are committed to providing an inclusive, welcoming and respectful environment where all children and families are valued and supported. We recognise that every child is unique and has the right to access high-quality early years provision free from discrimination or prejudice.

We aim to promote equality of opportunity, celebrate diversity and ensure that all children can participate fully in the life of the setting regardless of background, culture, gender, ability, religion, language or family circumstances. We actively challenge discrimination and promote positive attitudes towards difference.

## 2. Legal Framework

This policy is based on statutory guidance and legislation including:

- Early Years Foundation Stage (EYFS) Statutory Framework
- Equality Act 2010
- Children Act 1989
- Special Educational Needs and Disability (SEND) Code of Practice

The setting complies with equality legislation and EYFS requirements regarding inclusive practice.

## 3. Principles of Equality and Inclusion



We believe that equality means recognising and meeting the individual needs of every child and family. Inclusion means ensuring that all children can access learning, play and participation regardless of ability or background.

We aim to:

- value each child as an individual
- remove barriers to participation
- provide inclusive resources and experiences
- respect cultural and family diversity
- promote positive self-identity and belonging

#### **4. Promoting Inclusive Practice**

Staff ensure that activities, resources and experiences reflect and respect diversity. Books, materials and displays represent different cultures, families, abilities and communities.

Children are supported to understand and respect differences and develop positive attitudes towards others. Stereotypes and discriminatory language or behaviour are challenged sensitively and appropriately.

The environment is adapted where needed to ensure all children can participate safely and meaningfully.

#### **5. Supporting Children with Additional Needs**

Children with special educational needs or disabilities (SEND) are supported through inclusive practice and reasonable adjustments. Individual needs are identified early and support is planned in partnership with parents and, where appropriate, external professionals.

Staff work to ensure all children can access the curriculum and participate fully in activities and routines.



## **6. Working in Partnership with Families**

We respect and value the diverse backgrounds, beliefs and circumstances of families. Information is shared in ways that are accessible and inclusive. Families are supported to participate in their child's learning and in the life of the setting.

We aim to build respectful relationships and ensure all families feel welcomed and represented.

## **7. Challenging Discrimination**

The setting does not tolerate discrimination, prejudice or harassment. Any discriminatory behaviour, language or attitudes by staff, children or adults will be addressed appropriately and sensitively.

Staff act as positive role models and promote fairness, respect and inclusion at all times.

## **8. Staff Responsibilities**

All staff are responsible for promoting equality and inclusive practice in their daily work. Staff must:

- treat all children and families fairly and respectfully
- provide inclusive experiences
- challenge discrimination
- recognise individual needs
- support children's identity and belonging

Management ensures staff receive guidance and training to support inclusive practice.

## **13. Monitoring and Review**

Inclusive practice is monitored through observation of provision, review of resources and reflection on children's participation and experiences. Management evaluates whether equality principles are embedded across practice. This policy is reviewed annually or sooner if legislation, guidance or setting practice changes.