Inclusion and Equality Policy

Introduction

Inclusion and Equality of opportunity is a key and integral part of Alamiyah Montessori vision. At Alamiyah we ensure that our service is fully inclusive in meeting the needs of all pupils particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity. We are committed to the process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children.

A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals (Birth to five matters).

Our aim is to be a truly open, accessible and diverse organisation which is committed to the principle of equal opportunities in employment and education regardless of a person's gender, race, sexual orientation, age[1], disability, religious belief, gender reassignment, pregnancy, maternity, civil partnership, marriage or any other specific factors[2] that results in discrimination. All of our pupils, staff and parents have a right not to experience offensive behaviour for any of the reasons listed above. We aim to foster a positive atmosphere of mutual respect and trust among children and staff.

We encourage children to develop self-esteem, confidence and motivation in all areas of their lives including their own learning, development and progress. Staff at Alamiyah take every opportunity to encourage children to behave appropriately and to deal with incidents positively according to the Positive Discipline approach employed at the setting. All parents and carers, regardless of ethnic background, disability, gender or socio-economic

[1] Age as a protected characteristic does not apply to pupils in schools but does apply to adults, parents and prospective and current staff members.
[2] protected characteristics as outlined in the Equality Act 2010

background or any of the protected characteristics listed above, are welcome and will be encouraged to participate in the life of the setting. We ensure that we are sensitive to and provide for cultural and religious requirements at events.

We provide training on equal opportunities and diversity for staff. All our staff and students have a personal responsibility for the implementation of this policy. We ensure that staff are equipped to implement an inclusive and non discriminatory approach at the setting. The Inclusion and Equality Coordinator performs an annual audit of the equality and diversity practices within the organisation to ensure that as an organisation we are up to date with our approach and implementing it across the whole setting.

Aims

Alamiyah Montessori is committed to providing equality of opportunity and anti-discriminatory practice for all children, staff and families. We aim to:

- provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive information about different groups of people who display any of the protected characteristics;
- make inclusion a thread, which runs through all of the activities and lessons at the setting
- promote equality and valuing diversity across the whole setting.

Our Approach

In order to meet our legal duties, promote equality and inclusion in the setting and value diversity the following areas of implementation have been highlighted below.

Admissions

The setting is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy. The setting will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within the targeted age groups. Alamiyah Montessori is open to all members of the community and promotes equality and diversity by;

- Reflecting the diversity of members of our society in our publicity and promotional materials.
- Providing information in clear, concise language, whether in spoken or written form,
- Basing our admissions policy on a fair system,
- Not discriminating against a child with a disability or refusing a child entry to our setting because of any disability.
- Ensuring that all parents are made aware of our equal opportunities policy.
- Developing an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting.

Equality of Opportunity in Employment:

- Ensuring that our recruitment and HR practices are non-discriminatory and in line with the current legislation (refer to the legislation in the legal framework).
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- Recruiting implementation of the Inclusion and Diversity Policy into job descriptions and work objectives for all staff.
- We monitor our application process to ensure that it is fair and accessible.
- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the setting will ensure that no job applicant or employee will receive less favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Are committed to incorporating specific and appropriate duties in respect to the checks. This ensures fairness in the selection process.

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Providing support to successful candidates by making any reasonable adjustments if needed.
- to not discriminate against people with disabilities or chronic illness when they have the capacity to teach and care for children.
- Selecting the applicant who best meets the criteria is offered the post, subject to references and DBS.
- We monitor our application process to ensure that it is fair and accessible.
- Alamiyah is committed to incorporating specific and appropriate duties in respect to the checks. This ensures fairness in the selection process.
- Providing positive non-stereotypical information
- Providing a secure environment in which all our families are listened to, children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity.
- Providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities or are deemed disadvantaged according to their individual circumstance.
- Making reasonable adjustments for children with special educational needs and disabilities to remove barriers and improve access for all.
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families.
- Providing Inclusion and diversity training and guidance to all staff.
- improving our knowledge and understanding of issues of equality, inclusion and diversity and training all staff about their rights and responsibilities under the inclusion and equality policy.
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory

- Making inclusion a thread which runs through the entirety of the setting, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see Dealing with discriminatory behaviour policy).
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity and training all staff about their rights and responsibilities under the inclusion and equality policy.
- Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued
- Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoids discrimination.
- Redundancy selection will take account of the legal protections from redundancy, as described below.[1]
- Shortlisting will be done by more than one person, where possible.

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[1] ***Protection from redundancy***

We recognise that employees on maternity leave, adoption leave and shared parental leave must be given priority over other employees in being offered any suitable alternative employment should their existing role be made redundant. While these do not prevent the employee being selected for redundancy, it ensures that they have priority under these circumstances.

Under maternity leave regulations, the protection against redundancy is from the point the employer is made aware of the pregnancy and up to 18 months after the birth of the child.

For those on adoption leave, the redundancy protection is extended to 18 months from the date of the placement of the adopted child(ren).

For employees taking less than 6 weeks shared parental leave, they are protected during their period of leave. Employees taking more than 6 continuous weeks of shared parental leave are protected for 18 months from the birth of the child or placement of the adopted child/ren.

If the pregnancy ends and the employee is not entitled to statutory maternity leave then the protected period will end two weeks after the pregnancy.

- All members of the selection group are committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.
- Application forms are sent out along with a copy of the equal opportunities monitoring form. Application forms do not include questions that potentially discriminate on the grounds specified in the statement of intent.
- Vacancies are generally advertised to a diverse section of the labour market. Advertisements avoid stereotyping or using wording that may discourage particular groups from applying.
- At the interview, no questions are posed which potentially discriminate on the grounds specified in the statement of intent. All candidates are asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection successful.process. Candidates are given the opportunity to receive feedback on the reasons why they were not

We may ask questions (under the Equality Act 2010) prior to offering someone employment in the following circumstances:

- To establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- To establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- To monitor diversity in the range of people applying for work

Monitoring and Reviewing Policy and Practice

- We ensure that our knowledge and understanding of issues of equality and diversity, and anti-discriminatory practice are up to date and in line with the Equality Act;
- We ensure our policy and procedures remain effective and we will monitor and review them annually as part of our audit to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We carry out Inclusion and Equality Review annually

- We provide a complaints procedure.

Staff

It is our policy not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. They are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

We foster a safe, inclusive, and positive work environment, with our leadership team ensuring policies are kept up-to-date, conducting risk assessments, providing regular training and monitoring to ensure effective implementation. These demonstrate taking ‘reasonable steps’ to ensure compliance with the duty to prevent harassment of our employees, including harassment from third parties

Our zero-tolerance approach includes having anonymous reporting procedures and dealing with any instances which arise via our disciplinary procedures.

Training

The setting recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the Inclusion and equality policy. The setting strives towards the provision of inclusion, equality and diversity training for all staff.

Training includes ensuring staff understand that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel. We encourage all staff members to create a culture of zero tolerance towards discrimination and sexual harassment in our setting.

Early learning framework

We follow the EYFS requirements and ensure that all learning opportunities encourage children to develop positive attitudes to people who are different to them. Alamiyah encourages children to empathise with others and to develop the skills of critical thinking.

We do this by:

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development
- Listening to children's verbal and non-verbal communication and making children feel included, valued and good about themselves
- Ensuring that we know what each child knows and "can do" and has equal access to tailored early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Knowing children well, being able to meet their needs and know when they require further support
- Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of all children are met and help children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

Parent information and meetings

Information about the setting, its activities, experiences and resources are shared with parents as well as information about their child's development. This is given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings are arranged to give all families opportunities to attend and share information about their child.

We also consult with parents regularly about the running of the setting and ask them to contribute their ideas.

Review of Policy

This policy will be reviewed every 2 years or sooner or if there is any change in statutory guidance or legislation. See 'Policy Review Schedule'.

Adopted in a meeting at Alamiyah Montessori on 08/09/2025

Last Reviewed: 10/09/2026

Signed: N Bobat (Manager) and S Motara (Nominated Person)

On behalf of Alamiyah Montessori

The legal framework and documents referenced in this policy are:

Equality Act 2010

Children Act 2004

Childcare Act 2006

Care Standards Act 2002

Children and Families Act 2014

Special Education Needs and Disabilities Code of Practice 2015

Special Educational Needs and Disability Act 2001

The Equality Act 2010 and Schools, May 2014