

Bloom Childcare

Equality & Diversity Policy

Inclusion, fairness and respect for every child, family and staff member

Document Register Detail			
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1. Policy Statement

Bloom Children's Day Nurseries and Out of School Clubs are committed to providing an inclusive environment where all children, families and staff are treated with dignity, fairness and respect. Bloom values diversity and actively promotes equality of opportunity. We believe every child is unique, diversity enriches learning, and discrimination in any form is unacceptable.

We are committed to identifying and removing barriers to participation and to meeting our Public Sector Equality Duty obligations as a provider of services to the public.

2. Scope

This policy applies to children, parents and carers, staff, volunteers, students, contractors and visitors at every Bloom setting.

3. Relevant Legislation and Guidance

Legislation / Guidance	Reference	Relevance
Statutory Framework for the Early Years Foundation Stage (EYFS) 2026	Sections 1–3	Sets the statutory standards for learning, development and welfare in all Ofsted-registered early years settings.
Childcare Act 2006	Sections 39–48	Provides the statutory basis for the EYFS and Ofsted registration of early years providers.
Equality Act 2010	Sections 4–29	Prohibits discrimination on the grounds of protected characteristics

Legislation / Guidance	Reference	Relevance
		for staff and service users.
Health and Safety at Work etc. Act 1974	Sections 2 & 3	General duty of care to employees and any other persons affected by the undertaking.
Data Protection Act 2018 / UK GDPR	Articles 5, 6 & 9	Lawful processing of personal data, including special category data relating to children, families and staff.
Equality Act 2010 — Protected Characteristics	Section 4	Defines protected characteristics; prohibits direct, indirect and dual discrimination.
Public Sector Equality Duty	Section 149 Equality Act 2010	Applied as best practice for childcare providers; eliminate discrimination, advance equality, foster good relations.
Human Rights Act 1998	Articles 8 & 14	Right to private and family life; prohibition of discrimination.

4. Definitions

Term	Definition
Protected Characteristics	The nine characteristics set out in the Equality Act 2010.
Direct Discrimination	Treating someone less favourably because of a protected characteristic.
Indirect Discrimination	Applying a provision, criterion or practice that puts a group with a protected characteristic at a particular disadvantage.
Reasonable Adjustment	A change to remove or reduce a disadvantage for a disabled person.
Inclusion	Active participation of every child in the life and learning of the setting.

5. Protected Characteristics

Bloom recognises the nine protected characteristics under the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

6. Roles and Responsibilities

All Senior Leadership (MD/Area Managers)

- Ensure that policies, procedures and practice meet Equality Act 2010 obligations.
- Provide training and resources to support inclusive practice where required.

Setting Manager / SENCo

- Identify barriers to inclusion and arrange reasonable adjustments.
- Investigate and respond to any complaint relating to discrimination.
- Report incidents to senior management.

All Staff

- Use inclusive language and challenge stereotypes.
- Reflect on personal practice in supervision.
- Report any concerns relating to discrimination to management.

7. Inclusive Practice in the Setting

Staff promote inclusion by:

- Using inclusive language.
- Challenging stereotypes.
- Adapting activities to meet individual needs.
- Valuing children's home languages and cultures.

Resources reflect diverse families; disabilities and differing abilities; and a range of cultures, faiths and traditions.

8. Supporting Children with Additional Needs

- Reasonable adjustments are made to support access.
- SEND support is coordinated with the SENCo.
- External professionals are involved where appropriate, with parental consent.
- Inclusion funding is accessed via the relevant Local Authority.

9. Anti-Discriminatory Practice

Discriminatory behaviour, language or attitudes are:

- Challenged immediately.
- Recorded and reported to management.
- Addressed through education and support.

Persistent concerns are managed through formal disciplinary or complaints procedures.

10. Partnership with Families

Bloom works with families to:

- Understand cultural and religious needs.
- Respect family structures and beliefs.
- Ensure open and respectful communication.

Interpreters or translated materials are arranged where required.

11. Staff Responsibilities and Training

Staff:

- Receive equality, diversity and inclusion training at induction and refreshed regularly.
- Reflect on personal practice during supervision.
- Model inclusive behaviour for children.

12. Monitoring and Review

- Practice is monitored through observations, supervisions and feedback from families.
- Resources are reviewed regularly to ensure they reflect the diversity of the community.
- Any incidents of discrimination are recorded and analysed for trends.

This policy is reviewed annually or following any change in equality law.

13. Linked Policies and Documents

- SEND Policy
- Admissions Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Behaviour Management Policy

14. Policy Approval and Sign-Off

Role	Name	Signature / Date
H+S Responsible Person	Mark Johnson	