



The **Daffodil** Project CIC

Equality, Diversity & Inclusion Policy

Contents

1. Policy Statement
 2. Scope
 3. Legal Framework
 4. Definitions
 5. Our Commitments
 6. Recruitment & Staffing
 7. Working with Children and Families
 8. Inclusive Environment and Practice
 9. Training and Awareness
 10. Monitoring & Review
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1. Policy Statement

The Daffodil Project CIC is a values-led, therapeutic inclusion centre that embraces and celebrates the diversity of the children, families, staff, and communities we serve. We are committed to promoting equality, celebrating difference, and creating an environment that is safe, inclusive, and accessible for all—regardless of background, identity, or ability. We recognise that many of the children we support face multiple barriers to inclusion, including neurodivergence, disability, language differences, trauma, and marginalisation. This policy ensures that our actions, language, environment, and systems actively uphold human rights, challenge discrimination, and reflect the highest standards of inclusive care and education.

- Equality, diversity and inclusion are embedded in all of our operational systems, policies, and everyday practices, and are not treated as standalone or optional issues.
 - Every child and adult has the right to feel physically, emotionally, socially, and culturally safe and respected within the setting.
 - Discriminatory behaviour, language, or assumptions by staff, visitors, or children will be challenged promptly and sensitively, with restorative follow-up and clear boundaries.
 - We strive to ensure that representation, resources, routines, and leadership reflect the identities and experiences of the communities we serve.
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2. Scope

This policy applies to:

- All children and young people receiving services or support at The Daffodil Project CIC, whether full-time, part-time, or through outreach programmes.
 - All adults engaged with the organisation in any capacity, including employed staff, sessional workers, volunteers, trustees, visitors, students on placement, and contractors.
 - Every setting in which our provision operates, including onsite, offsite visits, online communications, and partnership-based service delivery.
 - The design, implementation, and evaluation of all organisational decisions, including admissions, safeguarding, curriculum delivery, staffing, complaint handling, and training.
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3. Legal Framework

This policy aligns with the following UK legislation and statutory guidance:

- **Equality Act 2010** – Protects individuals from unfair treatment and promotes a fair and more equal society, covering nine protected characteristics.
- **Human Rights Act 1998** – Ensures the right to dignity, privacy, freedom from discrimination, and access to public services without bias.

- **Children Act 1989 & 2004** – Emphasises the child’s welfare as paramount and mandates inclusive safeguarding and service delivery.
 - **SEND Code of Practice (2015)** – Requires early years and education providers to identify, understand, and meet the needs of children with special educational needs or disabilities.
 - **Ofsted Education Inspection Framework (2022)** – Sets expectations that equality and inclusion underpin high-quality provision.
 - **Working Together to Safeguard Children (2018)** – Requires inclusive, anti-discriminatory safeguarding practices.
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4. Definitions

- **Equality** means providing each person with equal access to opportunity by removing barriers—not treating everyone identically regardless of need.
 - **Equity** refers to giving people what they need to succeed, recognising that some groups experience systemic disadvantage that must be actively addressed.
 - **Diversity** encompasses visible and invisible differences between individuals such as culture, beliefs, neurotype, disability, sexual orientation, and lived experience.
 - **Inclusion** is about creating conditions where everyone feels welcomed, accepted, valued, and empowered to participate fully and safely.
 - **Intersectionality** recognises that individuals experience overlapping systems of disadvantage or discrimination due to a combination of their identities.
 - **Discrimination** is treating someone unfairly based on a protected characteristic, whether intentionally or unconsciously.
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5. Our Commitments

- **We proactively design inclusive provision** by anticipating the needs of diverse children, staff, and families during planning—not just reacting when issues arise.
 - **We ensure that all visual, written, and verbal communication reflects a range of ethnicities, family structures, genders, languages, neurotypes, and bodies.**
 - **We do not tolerate any form of direct or indirect discrimination**, including microaggressions, stereotyping, or policy bias, and we have clear systems in place for addressing such incidents.
 - **We seek and act on feedback from families, children, and staff**, especially from marginalised communities, to ensure our services remain inclusive, representative, and fair.
 - **We ensure all children have access to the same high expectations and enriching experiences**, regardless of background, ability, or behaviour.
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6. Recruitment & Staffing

- **We use inclusive language and accessibility statements** in all job adverts, and actively encourage applications from underrepresented groups.

- **We anonymise personal details at shortlisting stage where possible**, to remove unconscious bias from selection.
 - **We make reasonable adjustments at every stage of recruitment**, including interview questions in advance, sensory-friendly environments, and alternative assessment methods.
 - **We ensure staff induction includes clear training in our Equality and Inclusion Policy**, anti-discriminatory practice, and expectations for inclusive language and behaviour.
 - **We regularly review our staff demographic data anonymously**, to identify underrepresentation and set inclusive recruitment targets where appropriate.
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7. Working with Children and Families

- **We use intake forms that allow families to self-identify in inclusive ways**, including preferred pronouns, languages spoken, family structure, cultural or religious needs, and neurodivergence.
 - **We make translated materials and interpreter services available upon request**, and offer visual communication options for families with literacy or sensory needs.
 - **We celebrate cultural, religious, and identity-based events thoughtfully**, ensuring this is meaningful and respectful—not tokenistic or superficial.
 - **We support all children to explore and express their identity safely**, including through clothing choices, names, preferred language, and self-advocacy.
 - **We involve parents/carers in developing behaviour, care, and learning plans**, especially where families have experienced systemic exclusion or service mistrust.
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8. Inclusive Environment and Practice

- **All indoor and outdoor environments are regularly audited for accessibility**, including ramps, sensory lighting, inclusive signage, quiet zones, and toilet facilities.
 - **Classroom and sensory materials include books, dolls, images, and games that reflect multiple cultures, disabilities, gender identities, and family models.**
 - **We provide sensory-friendly adaptations** such as noise-cancelling headphones, fidget tools, weighted items, and visual schedules, available for all children.
 - **We adjust activities and expectations according to communication profiles**, sensory processing needs, and emotional regulation capacity—never as a form of exclusion.
 - **Staff actively model inclusive, respectful language** and redirect exclusionary language or actions by peers in a restorative and supportive way.
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9. Training and Awareness

- **All staff complete annual Equality, Diversity & Inclusion training**, which includes real-life case studies, intersectional analysis, and unconscious bias reflection.
- **We provide in-depth neurodiversity training** that is co-produced with autistic and neurodivergent trainers wherever possible.

- **Anti-racist, LGBTQ+ inclusive, and disability-aware approaches** are embedded into CPD and reflective practice—not confined to one-off workshops.
 - **Supervisions and appraisals include discussion of inclusive practice, safeguarding concerns linked to discrimination, and areas for growth.**
 - **Volunteers and part-time staff receive role-specific briefings** and expectations before beginning work.
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10. Monitoring & Review

- **This policy is reviewed annually by the Director**, with staff and family consultation, and updates made following incidents, feedback, or legal change.
 - **We monitor any discriminatory incidents**, complaints, or exclusions, and use this data to inform our improvement planning and staff training needs.
 - **We assess staff confidence and competence in EDI via annual surveys and team reviews**, with targeted follow-up support for identified gaps.
 - **Anonymous data on ethnicity, gender, disability, and other characteristics is reviewed sensitively**, to assess representation in enrolment, staffing, and governance.
 - **We welcome feedback at any time from families or professionals**, and respond within five working days to any concerns raised under this policy.
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Signed:

Magdalena Van De Voort



Director, The Daffodil Project CIC

Date: January 2026