



Equality, Equity, Inclusion, Anti-Racism & Accessibility Policy

Last reviewed: August 2026

At Connected Babies, we want everyone who learns with us to feel welcomed, respected and able to participate fully.

We recognise that equality does not always mean treating everyone in exactly the same way. People experience different barriers and may need different forms of support, flexibility or reasonable adjustment to access learning equitably.

We also recognise that inclusive and anti-racist practice is an ongoing process of learning, reflection and accountability. We do not consider this work complete simply because a policy exists.

This policy applies across our training courses, workshops, online learning, teaching materials, assessment processes and professional learning environments.

Equality and equity

Connected Babies is committed to providing an environment free from unlawful discrimination, harassment and victimisation.

We do not discriminate on the basis of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, nationality or ethnic origin, religion or belief, sex or sexual orientation.

We aim to go beyond non-discrimination by considering whether our usual ways of teaching, communicating or assessing may create unnecessary barriers for particular learners.

Where appropriate and reasonably possible, we will adapt how learning is accessed or demonstrated while maintaining the essential learning outcomes and professional standards of our courses.

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Accessibility, disability and neurodivergence

We welcome learners with disabilities, neurodivergence and additional learning needs.

We recognise that people describe their needs in different ways and that not everyone has, wants or is able to obtain a formal diagnosis. A formal diagnosis will not automatically be required before we are willing to discuss what may help someone access their learning.

We encourage learners to contact us before or during their training if there is anything we can reasonably do to make their learning experience more accessible.

Reasonable adjustments may include:

- accessible or alternative-format learning materials;
- additional processing or completion time;
- additional breaks;
- consideration of seating, lighting, noise and sensory needs;
- flexibility in how information and instructions are presented;
- use of assistive technology;
- alternative ways of demonstrating learning where this does not alter an essential learning outcome; and
- consideration of physical accessibility when selecting training venues.

Adjustments are considered individually and collaboratively. Where a particular adjustment cannot reasonably be made, we will explain this and, wherever possible, explore an alternative.

Learners are not expected to disclose more personal or medical information than is reasonably necessary for us to understand and respond to an access requirement.

Our commitment to anti-racism

Connected Babies is committed to anti-racist practice.

We recognise that racism can operate at individual, interpersonal, institutional and structural levels, and that simply intending to treat everyone equally does not remove the possibility of racial bias or inequality.

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Racism, racial harassment, stereotyping and discriminatory behaviour are not acceptable within our training spaces.

Our commitment includes continuing to:

- examine our own assumptions, biases and teaching practices;
- listen to and learn from Black people and people from racially and ethnically minoritised communities;
- consider whose voices, research and perspectives are represented within our teaching;
- seek meaningful and appropriate representation within our imagery and learning resources;
- avoid stereotypes and tokenistic representation;
- challenge racist language or behaviour within our learning environments;
- recognise racial disparities where they are relevant to the subjects we teach; and
- continue our own professional learning around racism, racial equity and anti-oppressive practice.

We recognise that anti-racism requires action as well as intention, and that our understanding and practice should continue to develop.

Cultural respect and infant massage

Infant massage is not a modern Western invention.

Touch and massage have formed part of infant and family care across many cultures for generations and, in some traditions, for thousands of years.

As a provider of professional infant massage education, we believe we have a responsibility to acknowledge and respect these cultural histories rather than presenting infant massage solely through a Western professional or scientific lens.

We aim to distinguish appropriately between longstanding cultural knowledge and traditions and contemporary scientific research. We recognise that scientific study of a practice does not confer ownership of that practice, nor does a lack of Western scientific research invalidate generations of cultural knowledge and experience.

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We will continue to reflect on how cultural traditions, evidence and perspectives are represented within our training and to learn from people and communities with relevant lived, cultural and professional expertise.

Inclusive teaching and learning

We aim to create learning environments in which people can ask questions, reflect, make mistakes and continue learning while maintaining respect for others.

Across our teaching, we aim to:

- use inclusive and respectful language;
- represent diverse families, babies and professionals within our resources;
- avoid assumptions about family structure, gender, sexuality, culture, religion, disability or socioeconomic circumstances;
- recognise different routes into parenthood and different experiences of pregnancy, birth and parenting;
- recognise that learners bring different cultural, personal and professional experiences to training;
- encourage respectful discussion, curiosity and reflection; and
- address discriminatory or demeaning language and behaviour when it occurs.

Inclusion does not mean that every viewpoint must be accepted without challenge. Language, ideas or behaviour that discriminate against or undermine the dignity of others may be challenged within our learning environments.

Parents, babies and families

The learning we provide to professionals ultimately affects the parents, babies and families they go on to support.

We therefore encourage our learners to consider inclusion beyond the training room and within their own practice.

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This means being curious rather than making assumptions, listening to parents and babies, respecting cultural and family differences, using inclusive resources and considering whether services are genuinely accessible to the communities they hope to support.

Our approach remains centred on respectful, responsive and cue-based relationships with babies and their caregivers.

Pregnancy, parenting and caring responsibilities

We recognise that many people undertaking our courses are parents, caregivers or professionals balancing learning with significant caring responsibilities.

Where reasonably possible, we will approach individual circumstances with flexibility and compassion while ensuring required learning and professional standards are maintained.

Breastfeeding and expressing milk are welcomed and supported within our training environments, with reasonable breaks and privacy facilitated where required.

Financial and other barriers

We recognise that access to professional learning can also be affected by financial circumstances and other barriers that may fall outside protected characteristics under equality legislation.

Where possible, Connected Babies will consider practical ways of widening access to learning, which may include community places, bursaries, payment arrangements or other initiatives.

Any such opportunities will be communicated transparently and offered according to appropriate criteria.

Our learning materials

We aim for our resources to reflect the diversity of the families and professionals our learners may encounter.

Representation is considered across photography, illustrations, examples, case studies and teaching content rather than being confined to material specifically discussing diversity.

We periodically review our learning materials and welcome constructive feedback where learners identify barriers, omissions, stereotypes or opportunities for us to do better.

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Raising a concern

If you experience or witness discrimination, racism, harassment or exclusion during Connected Babies training, or feel that an accessibility need has not been appropriately considered, we encourage you to tell us.

Concerns will be listened to respectfully and taken seriously.

No learner will be disadvantaged because they have requested a reasonable adjustment or raised a concern about equality, accessibility, discrimination or inclusion.

Where a concern cannot appropriately be resolved directly with Connected Babies, we will provide information about any relevant external complaints or professional route available in relation to that particular course.

Privacy and dignity

Information shared with us about disability, neurodivergence, health, religion, pregnancy, caring responsibilities or other personal circumstances will be treated respectfully and sensitively.

We will only ask for information that is reasonably necessary and will handle personal information in accordance with our data protection responsibilities.

An ongoing commitment

We recognise that good intentions do not guarantee inclusive practice.

We commit to continuing our own learning, reflecting on our practice, listening to feedback and being willing to make changes when we can do better.

This policy will be reviewed at least annually and sooner where changes to our training, legislation or recognised good practice make this appropriate.

Last reviewed: August 2026

Next review: August 2027

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