



**BALHAM NURSERY SCHOOL AND
CHILDREN'S CENTRE**

EQUALITY OBJECTIVE 2019-2020

Signed: Chair of Governors

Dated:

Signed: Executive Headteacher

Dated:

Review Date: Autumn Term 2020

Equality and Diversity 2019-20

At BNSCC we are committed to ensuring equality of opportunity in line with the Equality Act of 2010. We aim to ensure that everyone is treated fairly and respectfully and we want to make sure that our school is a safe and secure place for everyone. We recognise that people have different needs and we understand that treating people equally does not always involve treating them the same.

We aim to ensure our policy and practice for all our children optimises life chances for:

- All boys and all girls
- All children with English as an additional language
- All children receiving the Early Years Pupil Premium
- All children with a special educational need or disability

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We will do this through our provision and practice that will focus on;

- The promotion of a broadening view of gender roles in play and in playthings/toys and books.
- Provision in our environment for children who have English as an additional language including engaging parents to read stories in their home language and displays celebrating home languages.
- Our involvement with Persona Dolls and inclusive stories and books
- Encouraging children's language in their mother tongue and providing dual language stories
- Every child receiving the EYPP will have access to specialist music therapy and/or focused small group time with Nursery Nurses.
- Maximizing the use of inclusion and DAF funding and the deployment of resources including staff

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender
- Their gender identity (they have reassigned or plan to reassign their gender)
- Their marital or civil partnership status
- Their being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation.

We recognise that some children need extra support to help them to achieve and be successful.

Gender Action

Gender Action is an award programme which promotes and supports a whole-school approach to challenging stereotypes. We have begun the process and are a 'Gender Action Supporter'.

Why tackling gender stereotypes matters?

Children learn from the world around them. Gender stereotypes perpetuate inequality and reinforce difference between men and women, rather than individuals being people first and equals.

This can affect many aspects of life such as jobs, income, self-esteem and self-belief. Gender stereotypes encourage ideas of what it means to be a boy or a girl; man or woman, which limit men and women alike.

What we are doing?

As a staff we have been working together to develop 'non-gendered practice'.

For example:

- Thinking about how we speak to children and using inclusive language
- Talking about gender roles and providing a variety of role models for all children
- Using 'unisex' toys, games and activities
- Using pictures and stories which depict men and women in a variety of traditional and non-traditional roles
- Encouraging all children to use all toys and areas of the nursery
- Having books and other resources which are 'non-sexist' and which challenge some of the unwritten rules
- Using 'persona dolls' to discuss prejudices we observe that children hold
- Sharing stories that depict different family units including Grandparents, extended family members and same-sex relationships

Some books we use to support equality and diversity



Our School Development Plan details in 2019/2020 we will:

Challenge stereotypes within the nursery, in the community and beyond by:

- Ensuring we encourage a more diverse range of role models through visitors to the nursery and local trips
- Including and promoting more male role models – including current and past parent volunteers and Alex the librarian.
- Visitors - such as female doctors and male nurses
- Holding staff meeting on stereotypes and how we can help to challenge them - and why we should!