



Equality and Diversity

The information below shows how we are working to fulfil the public sector equality duty.

Eliminate discrimination:

- Promote equality of opportunity between people who share a protected characteristic* and people who do not.
- Foster good relations between groups of people.

The *protected characteristics – which relate to a nursery – are:

- Disability
- Gender reassignment
- Race
- Religion and belief
- Family set-up

Other groups of pupils we believe it is also important to consider are:

- Looked-after pupils and children who were previously looked-after
- Young carers
- Pupils eligible for free school meals or living in poverty

At The Wharf we treat each member of our community as an individual and ensure that each feels valued. Children start to learn what we all have in common, as well as valuing our many differences. We think that children will learn better in a school where everyone feels equally safe and welcome. We believe everyone has the same rights, but may have different needs, and so making school 'fair' is not about giving everyone the same things.

Gender Equality

What this means to us:

- Stereotyping means expecting girls and boys to behave or look a particular way. We recognise that there is still incredible pressure in society for us to conform to gender specific roles/looks and we teach children to value each other as individuals.
- If children do not want to act or dress in a way that is 'typically like a boy' or 'typically like a girl', it is their choice.
- We respect and support children's gender identities.

How do we promote gender equality?

- Staff use language carefully to reflect gender equality (for example, we wouldn't say 'ladies first'; we would teach the children about letting each other through a door as a polite thing to do; we would talk about fire-fighters not firemen; police officers not police men or women; nurse not male nurse which suggests a man as a nurse is unusual).
- Staff do not ask children to get into boy and girl groups or teams in for activities and sport. Activities are offered to all.
- We challenge stereotypes through the books we read to children, the choices of images we present and resources used.
- We analyse data by gender, to check if there is an issue, we need to address (e.g. improving the attainment of boys in writing).

What we avoid/do not tolerate:

- We do not tolerate any form of put-down
- We try to make sure books reflect our gender equality policy.

Family Equality**What this means to us:**

- We value all family types as equally special and recognise that children need to be proactively taught that other children's families can be different to their own family type.
- In order for all families to feel equally valued and help children from different family types get on well together, we will celebrate families in special events. Our hope and experience is that celebrating family diversity encourages children to share and educate other children about the variety of family types in our community.
- Staff know each family make-up and are careful to use the correct terminology, when referring to their main carer.
- We are proactive in engaging both parents to engage with school if they are separated.
- We realise that there are financial inequalities between our families and aim to ensure no family or child is excluded from a school event or activity for financial reasons and that we do not add stress or embarrassment to families.
- We recognise that children who are adopted into families or fostered, often have specific needs and may need additional care. We know that change and transition are sensitive times for children with attachment difficulties and work with parents and carers to support this.

What we avoid/do not tolerate:

- We do not tolerate put-downs about families and deal with them seriously. We take any put-down as an opportunity to educate children about diversity and equality.

Disability Equality**What this means to us:**

- We celebrate different abilities in many ways whilst also supporting the specific needs children may experience. We teach children that equality is not about everyone getting the same but about everyone getting what they need.
- If a child joining our school has a disability, we recognise that carers will need additional time to tell us about those needs and for us to explain how we will work towards meeting the child's needs.
- We support each child to have equal access to the curriculum.
- Disabilities can affect a child's achievement or social experience in very different ways. Although achievement is a major factor, we understand that a child's social experience is vital to a good education and will help each child achieve a positive social experience.

How do we promote disability equality and help all children get on well together?

- We teach children about disability equality through our positive language and attitude.
- All children have equal access to all of school life.
- Children may become diagnosed with a learning disability during their time at The Wharf. We have clear pathways to diagnosis of specific learning difficulties or disabilities. Parents and carers will be involved with this process and given information about support offered as a result.

What we avoid/do not tolerate:

- We talk to the children about different skills, achievements and abilities. They are specifically taught how to include every one and how to listen to each other's ideas respectfully.
- We treat put downs related to ability/disability seriously, but note that this is rare in our Nursery. Children are generally very accepting of others and we support them to value each individual.

How we would like to improve our Disability Equality work:

- To increase representation of disabled people in our school. This includes every day learning and teaching practice (e.g. resources; images; displays; small world etc.).

Race and Heritage Equality

What this means to us:

- We value all our children as individuals and value the diversity of racial and cultural heritage within our community. As a school we have a relatively small ethnic minority community, and feel it is especially important to value everyone and make visible not only the races and cultures represented within our community, but those that are not currently represented.

How do we value all the children's cultures and help children from different communities get on well together?

- We make sure toys, displays; books etc. reflect a range of people from different cultures and avoid stereotypes.
- We celebrate a variety of cultural celebrations such as Diwali

What this means to us:

- We value the diversity of religious belief and other philosophical beliefs within our local and wider community. We also respect the right to have no religion or belief.
- We believe that religious/belief education plays an important role in helping to keep our community a tolerant and inclusive place in which to live.

How do we value all the children's beliefs and help children with different beliefs get on well together?

- We respect the right of families to celebrate key religious festivals and authorise absences accordingly
- We respect the religious wishes of families regarding participation in school celebrations (e.g. Christmas activities) and activities (e.g. not eating with others from different faiths).

What we avoid/do not tolerate:

- Put-downs of any kind are never tolerated

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