

## **EQUAL OPPORTUNITIES POLICY**

At Willow Nursery School we welcome and value each child as a unique individual who has a right to grow up and learn in an environment free from prejudice and without discrimination.

In essence, equal opportunities is about seeing and accepting the individual child/family regardless of their gender, skin colour, disability, SEN (including exceptional ability), race, religion, language, class or family background. We make sure that everything possible is done to give that child/family the chance to develop their full potential in an atmosphere of mutual respect. We aim to enjoy what we share in common, and to take pleasure in exploring the differences which make our society so richly diverse and exciting. Taking pride in ourselves and in our culture is not the same as believing it is superior to other people's. By enabling children to understand this, we aim to help them to work for a more just and peaceful world.

This policy should be read in conjunction with the school's SEND policy, PSE policy, Accessibility Plan, the DFE document 'Implementing the DDA in schools and early years settings', Inclusion policy and Race Equality policy.

The co-ordinator for Equal Opportunities is Miss Clair Howe

This policy is due for review Spring 2028

At Willow Nursery School we believe that equal opportunities are for everyone. Adults are able to accept a direct approach to these issues. With young children the knowledge, understanding, skills and attitudes are best learnt through age-appropriate subtle guidance and experience. Some incidents will call for an immediate response from staff, but this will be grounded in the planned curriculum which addresses equal opportunities at all stages.

**The successful implementation of this policy will be demonstrated by or in the following ways:-**

*A. Ensuring all children have access to the broad and balanced curriculum.*

Parents can give details of their child's individual needs on the 'New Starter' form. Planning for individual children can occur before children enrol in our setting, optimising their access to the curriculum. Reasonable adjustments can be made to the physical environment to support pupils with particular needs, if necessary.

Staff can receive specialist training from health staff, or specialist education staff in order to meet the needs of an individual child. This too can be carried out before a child attends our setting.

We observe individual children, to monitor their use of the planned environment. We discuss these observations at Staff Meeting time, and decide if any action needs to be taken to ensure each child's individual needs are met.

*B. A termly audit will be carried out to look at issues of gender, ethnicity and disability within the school population.*

Individual and group needs will be planned for as appropriate to the cohort. Leaders will monitor progress of children through discussion with those staff members responsible for delivering the planned interventions.

*C. Ensuring awareness of equal opportunities when replacing or expanding resources.*

Monitored through periodic checks by subject co-ordinators.

*D. The school's accessibility plan will be carried out and reviewed regularly.*

*E. Children's Performance data relating to gender, ethnicity, disability and SEN will be monitored by governors.*

## **Guidelines for Implementation**

All staff have a duty to follow guidelines.

1. Plan activities to take into account the differing needs of children.
2. Ensure that boys and girls are treated equally in terms of responsibilities and the use of equipment – indoors and out.
3. Foster a climate in which children are able to explore, e.g. non stereotypical play.
4. Plan activities, displays etc. to include artefacts that reflect the cultural diversity of the world in which we live.
5. Monitor resources to ensure they reflect multicultural and non stereotypical aspects of society.
6. Support children in learning to be tolerant, sympathetic and kind to all, including those with behavioural difficulties.
7. Challenge inappropriate attitudes and practices in a sensitive, age appropriate way.
8. Capitalise on opportunities arising out of spontaneous play to explore and discuss sensitive or complex issues.
9. Plan to introduce aspects of other cultures to children e.g. through stories and songs, celebrations, imaginative play equipment etc.
10. Staff will celebrate and respect each child's individuality, and share these ideas with the wider school community. Children will begin to learn to value and respect others, understanding we are all unique and all have something to offer the community.
11. Celebrate and record children's achievements in relation to their own, and other cultures.

### **Reviewing Monitoring and Evaluation of Inclusive Practices.**

The co-ordinator regularly audits resources to reflect on current provision and if this will meet the needs of the current cohort. Action can be taken if necessary.

The SenCo and other leadership roles concerned with equal opportunities work closely with all staff within the school on a day to day basis, discussing frequently the needs of individual children. 'Individual needs' is a standing item on the agenda of all Staff Meetings. Any child's needs can be raised by any member of staff and be discussed by all grades of staff present, including the leadership team.

Staff offer termly consultations for parents. Their child's needs can be discussed and parental views can be taken into account.

The data that is prepared by the headteacher, for discussion with the governors is comparative, summative data. This allows us to look at particular groupings or individuals within our school community to see how well we are meeting their educational needs.