The Sue Hedley Nursery School

Equality Action Plan

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| **Equality Strand** | **Actions that need to be taken** | **Who by** | **How** | **Impact will be** |
| All | Publish and promote our Equality Policy through the school website, staff meetings and parent meetings | HTChair of Gov | Ask parents how aware they are of Equality and Diversity policyInclude in surveysDiscuss during parent meetings and workshops | Staff, Parents and all other stakeholders are aware of our Equality plan |
| All | Analyse checkpoints for all children by race, gender and SEND and act upon any trends or patterns that require additional support or staff training | HTTeachersSENCOKeyworkers | Analyse checkpoints and feedback to staff and Governors. Act upon any support and through additional training, adapting the environment etc.  | Analyse will show gaps narrowing throughout the year |
| All | Ensure that our progressive curriculum promotes role models that young children can identify with, reflects on the diversity of our school in terms of race, gender and disability. Focus on celebrations, visitors and uniqueness days (including sharing week). | HTTeachersSENCOKeyworkers | Continue develop the curriculum to ensure participation in activities to promote diversity e.g. sharing week, gender fluid roles and sports. | Increase in children’s knowledge and aspirations.  |
| All | Ensure displays in the nursery promote diversity in terms of gender, race and ethnicity.  | HTSENCOTeachersKeyworkers | Continue to ensure that our environments celebrates diversity. | Wider diversity displayed throughout the nursery |
| All | Ensure books and reading materials promote diversity in terms of gender, race and ethnicity. | HTSENCOTeachersKey workers | Continue to ensure there is a rich breadth of reading materials for children to explore that develop children’s understanding of diversity. | Wider range of books which are progressive throughout the year and understood by the children |
| All | Ensure resources promote diversity e.g. small world equipment, dolls, role play and dressing up clothes | HTSENCOTeachersKey workers | Continue to ensure there is a rich breadth of equipment and resources for children to explore that develop children’s understanding of diversity. | Children will naturally play and explore a wide range of diverse resources. |
| All | Ensure all children are given the opportunity to make a positive contribution to life in school e.g. fund raising, making choices that impact the school and their daily lives | HTSENCOTeachersKey workers | Ensuring children are given choices to plan, where to play, choice of books etc. Voting to ensure the children understand democracy. Children voice questionnaires which then bring changes depending on their answers. | Children have a greater understanding of British values and how they can have an impact on day to day life in modern Britain. They understand that what they do and say can affect change. |
| Race Equality | Race equality is referred to in our Equality and Diversity policy. | HTChair of Govs | Policies are up to date, relevant and ratified by the Governors. All staff are made aware of the policies and show a sound understanding of them. | All stakeholders show commitment to ensuring equality. |
| Race Equality | All staff trained to meet the needs of children and families from diverse backgrounds, including those with EAL and those from Asylum seeking backgrounds. | HT | Training to be given to support children and families. | The gap will be narrowed and children will be empowered to access all areas of the curriculum. |
| Race Equality | Families from diverse backgrounds are aware of the importance of attending nursery. | HTTeachersKey workers | Attendance monitored and feedback to staff and Governors. Eyes on the Child policy will be followed and low attendance acted upon. | Attendance will increase for all children |
| Race Equality | All communities feel valued in our Nursery. | HTSENCOTeachersKey workers | Nursery events involve all communities. Visitors from communities are invited into nursery.  | All communities have the opportunity to be involved in children’s education. |
| Gender Equality | Monitor relationships between boys and girls and develop strategies to challenge where appropriate. | HTSENCOTeachersKey workers | Discussions in reflection times and staff meetings | Relationships develop in a positive manner between boys and girls. |
| Gender Equality | Reflect positive gender role models in the nursery | HTSENCOTeachersKey workers | Ensure positive role models are included in small and large group times, the books we use, the visitors we have and the celebrations that take place. | Children are aware of positive role models for all. |
| Disability Equality | Follow the Local Authorities equal opportunities policy when recruiting | HTChair of Gov | Monitoring of applications to see if it is effective | More applications from disabled candidates |
| Disability Equality | Promote nursery activities in a formats that can be used by allEnsure inclusion of all children and families in events, meetings etc | HTChair of GovSENCO | Ensure that all families and children have access to celebrations, meetings and yearly calendar events e.g. interpreters in parents meetings and celebrations (Hearing impaired) | All families and children will feel included |
| Community Cohesion | Celebrate cultural events throughout the year to increase children’s awareness and understanding of different communities e.g. Diwali, Eid and Christmas | HTTeachersKey workers | Visits, visitors, celebrations, stories, role play equipment etc | There will be an increased awareness of different communities throughout our nursery. |