



WETHERBY PEMBRIDGE
MINORS

Equal Opportunities & Inclusion Policy

Policy reviewed by Sam Edwards

Review date: July 2024

Submission: July 2024

Policy actioned from: September 2024

Next review date: June 2025

Reviewer's Signature: 

Headteacher's Signature: 

Circulation: This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby PembrIDGE Minors; 'parents' refers to parents, guardians and carers.

Equal Opportunities & Inclusion Statement and Policy

It is imperative that equality of opportunity is reflected in and runs throughout all that we do. The nursery school is committed to anti-discriminatory practice, equality of opportunity and valuing diversity in our children, families and staff.

Wetherby Pembridge Minors recognises, adheres to and welcomes The Children's Act 2004, The Equality Act 2010 and all other relevant legislation and existing codes of practice aimed at promoting equal opportunities for all. Every child has the right to equal opportunities in education regardless of race, gender or ability. The staff have a responsibility to teach children to value all members of the community and to begin to recognise, understand and value diversity. Stereotyping on the basis of any characteristic is unacceptable. Individuals are recruited, selected, trained and promoted on the basis of occupational skill. No job applicant or employee will receive less favourable treatment on the grounds of race, gender, marital status, religion, cultural or national origin, sexual orientation or age which cannot be justified as being necessary for the safe and effective performance of their work.

Wetherby Pembridge Minors Notting Hill and its staff are committed to:

- Making inclusion a thread that runs through all activities in our nursery school
- Ensuring that our school resources reflect diversity, represent all members of the school and broader community and ensuring that they do not perpetuate stereotypes. Regularly reviewing resources to ensure that this remains the case, and checking any resources donated to the school to ensure that they are appropriate and in line with the principles outlined in this policy.
- Being aware of any language or actions which perpetuate inequality or prejudice, even if unintentional, and appropriately challenging such language or actions. Though all staff members should feel empowered to do so, if they do not feel comfortable then they should speak to a member of SLT to make them aware of what they noticed so that it can be addressed.
- Treating children equally and sharing in their achievements, however small or large.
- Respecting differences within the staff team and understanding that everyone has a valuable contribution to make in creating a happy and successful environment.
- Giving all children equal access to all areas of the curriculum and encouraging all children to join in all activities across the seven areas
- Welcoming children with Special Educational Needs & Disabilities and working with all families to ensure that the needs of all children are fully met.
- Regularly reviewing our practice and to ensure that it does not discriminate based upon gender, race, religion or belief, disability, age, sexual orientation, maternity or marital status.

- Carefully considering the need for equal opportunities when planning activities and experiences and when necessary modifying or providing to ensure children are not excluded.
- Giving the children opportunities to appreciate and respect cultures other than their own
- Considering all children and adults as individuals with needs that are as individual as they are.
- Reflecting the diversity of our society in our publicity and promotional materials
- Monitoring and reviewing our policies and procedures to ensure that we remain up to date in order to continue to effectively promote equality of opportunity

Training

Continuing Professional Development is ongoing and this includes training pertaining to equal opportunities and inclusion. All staff attend training (internal inset & external) throughout the year and are encouraged to identify their personal areas for development as well as those identified by the Senior Leadership Team.

The Headteacher and SENDCO attend training to keep up to date with current legislation relating to inclusion and equal opportunities.

Curriculum, Resources and the Learning Environment

Curriculum

We aim to:

- Offer a carefully structured curriculum to meet with statutory requirements
- Ensure that the activities provide numerous opportunities for children to learn through play
- Provide stimulating and interesting activities
- Build on knowledge and skills already acquired and make sure that each child is encouraged to reach their own individual potential.
- Through observation and assessment, ensure that children can work at their own level and pace through a range of activities.
- Ensure that no child is excluded or disadvantaged for any reason

In line with the EYFS, the nursery school aims to provide a differentiated curriculum, tasks, activities, resources and learning to support individual needs to maximise achievements and progress.

Children with Additional Needs or SEND will have an Individual Learning Programme (ILP). We also maintain individual Health Plans (IHP) for those with diagnosed medical conditions which may affect their access to the curriculum on a day to day basis.

Resources

We provide are a wide range of high quality resources that reflect the immediate community and also give opportunities for the children to explore to the wider world

around them. Care has been taken to ensure that the resources in the school, including books, represent the diversity of the world around us, represent all of the children and families in our school community (and beyond) and avoid stereotypes.