

Our Lady's Catholic Primary School



**We aspire that through the love of Jesus everyone should
"have life and have it to the full."
Jn. 10v10**

EQUAL OPPORTUNITIES POLICY

Approved by: School Governors	Date: October 2023
Last reviewed on:	Date: October 2025
Next review date:	Sept 2026

Equal Opportunities Policy

NRSRY_24_01

Legislation and Key Guidance:

- Equality Act (2010)
- Equal Pat Act (2010)
- Race Relations Act (2000)
- Children Act (2004)
- The Human Rights Act (1998)
- Data Protection Act (2018)
- Sex Discrimination Act (1986)
- Conventions of the Rights of the Child UNICEF (1989)
- Freedom of Information Act (2000)
- Employment Equality (Religion or belief) Regulations (2003)
- Employment Equality (Sexual Orientation) Regulations (2003)

1. Our Policy

- 1.1. The nursery aims to offer equal opportunities for every child and their family regardless of their race, religion, culture, sexual orientation, gender, disability or background.
- 1.2. Places are offered to children solely on the bases of availability of space of the days required.
- 1.3. Discrimination of any kind is not tolerated within the nursery or by any of the nursery staff, volunteers or students.
- 1.4. The nursery is committed to working with parents and other agencies to ensure equal opportunities are afforded to all children within our care.
- 1.5. The nursery nurtures a culture of reflective practise and as such, ways in which we can continue to be inclusive are monitored, reviewed and assessed regularly.

2. Children and the Environment

- 2.1. The safety and wellbeing of all of the children in our care is paramount and all necessary steps are taken to safeguard and promote the welfare of all children.
- 2.2. Children of both sexes are positively encouraged to participate in all activities and there will be no such discussion of activities/resources that may have historically been viewed as “boy’s” or “girl’s” toys.
- 2.3. Opportunities and activities are provided, in relation to the EYFS, which aim to promote a culture of inclusivity and teach the children about the world around us, including our differences and similarities.
- 2.4. Resources and materials in the nursery environment are carefully selected to provide a positive image and instil a positive outlook towards all people in our society whom they may see as different from themselves.
- 2.5. Books, toys and resources reflect positive images of the world and represent non-stereotypical images and aim to teach the children about different cultures, backgrounds, lifestyles and family set-ups.
- 2.6. The nursery environment has been designed to be as accessible as possible to all children (and adults) with low level shelving, display boards, toilets and sinks.
- 2.7. Opportunities and activities are reviewed regularly and when necessary and/or appropriate, adaptations will be made to ensure all children can participate.
- 2.8. It is recognised that children do not all learn in the same ways and at the same activity is undertaken to ensure the individual needs of each child are met.

3. Staffing and Recruitment

- 3.1. Recruitment and admission procedures provide genuine equality of opportunities. We positively value and respect all people regardless of their gender, ethnicity, sexual orientation, race, religion or culture.
- 3.2. Application forms are provided by the Local Authority; a Diversity Monitoring form is included in each application, the answers of which are treated in the strictest confidence and will not be seen by the selection panel or interviewers.

- 3.3. Positions are offered and staff are appointed on the grounds of suitability for any available position.
- 3.4. Staff are required to report any incident relating to discrimination to the Nursery Manager or next appropriate person who will investigate, deal with and record the incident in the nursery complaints file.
- 3.5. Any breaches of this policy are challenged and anyone being discriminated against, either directly or indirectly will receive full support from the nursery manager and the team.
- 3.6. Staff demonstrate through their work that they positively value and respect families regardless of ethnicity, religion, gender, sexual orientation, culture or disability.