



Bloomsbury  
Nursery School



## Goodway Nursery School **Equalities Plan** 2024 - 25

At Goodway & Bloomsbury Nursery Schools, each child and their family are valued as unique. We believe that early education and the core purpose of the Nursery School is largely about hope and justice; promoting equality of opportunity, creating an equitable society and transforming lives.

### **Our Statement of School Values –**

Our values underpin our practice and we want them to run through every aspect of our curriculum. The best interests and welfare of children are at the forefront of all that we offer. Our provision is non-discriminatory, accessible and sensitive to race, gender, religion, culture, language, disability, sexuality and differing patterns of family life.

### **Our Values;**

**Respect** - Respecting children's rights, treating each other with dignity and valuing each person's individual identity

**Security** - Creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments

**Relationships** - Encouraging kindness and developing relationships where children and families are listened to and feel valued

**Inclusion** - Creating an enabling environment, where children and families feel a sense of belonging and ensuring equality of opportunity for everyone

**Learning** – Reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration

**Empowerment** – Encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflicts and make positive choices

In 2024/25, we will continue our aim to work together to ensure that everyone feels welcomed, safe, respected, included and valued by:		
1	Promoting the UN Convention on the Rights of the Child (UNCRC) which are at the heart of our core values, together with the British values of: <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of law</li> <li>• Individual liberty</li> <li>• Mutual respect</li> <li>• Tolerance of those of different faiths and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Staff reflection session to consider our Nursery Schools values and ethos and how we can work together to welcome everyone</li> <li>• Include this revision on our school development plan and Curriculum Intention document</li> <li>• Share with families through our newsletter and website</li> <li>• Revisit our nursery school Code of Conduct</li> </ul>
2	Promote children's right to be strong, resilient and listened so they develop a positive self-image, which includes their heritage arising from their ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.	<ul style="list-style-type: none"> <li>• Creating a listening environment in our nursery school that encourages everyone to listen to children</li> <li>• Ensuring high quality interactions that really focus on capturing the voice of the child, through verbal and non-verbal interactions</li> <li>• Ensure that images and resources reflect the rich diversity of our School community.</li> </ul>
3	Continuing to promote and celebrate our rich diversity, learning with and from our school community	<ul style="list-style-type: none"> <li>• All children, and all families, will feel welcome, represented and included.</li> <li>• Meaningful celebrations will be included in our calendar of celebrations, whereby we can learn together with our school community</li> </ul>
4	Continue to raise children's achievement, particularly those with SEND and additional needs and vulnerabilities, in the Prime Areas of Learning.	<ul style="list-style-type: none"> <li>• Children, for whom English is an Additional language to be recognised, assessed and supported appropriately</li> <li>• All staff to be trained to use Makaton sign language to enhance communication and language development.</li> <li>• Use WellComm to assess all children's starting points</li> <li>• Ensure all keyworkers know which children are eligible for EYPP, FSM, DAF and ensure appropriate monitoring and support</li> </ul>
5	Protect children from harm, through raising staff, parental and community awareness of FGM, Domestic Abuse, Prevent, Fabricated & Induced Illness, Modern Slavery & child Abuse linked to Faith or Belief	<ul style="list-style-type: none"> <li>• Annual subscription to The national College</li> <li>• Training for staff to increase understanding</li> <li>• Annual Safeguarding training</li> <li>• Half termly twilight sessions delivered to all staff to ensure an up to date knowledge of Safeguarding</li> <li>• Information sessions for families to raise awareness of Early Help &amp; Support available</li> <li>• DSL networks</li> <li>• Additional trained DSLs</li> </ul>
6	Fostering good relations between people who share a protected characteristic and people who do not share it.	<ul style="list-style-type: none"> <li>• Continue to ensure that positive relations are at the heart of all we do.</li> <li>• Continue to raise awareness of the Equality Act 2010 which established nine 'protected characteristics': <b>age, disability, ethnicity, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief and sexual identity.</b></li> <li>• Develop staff and community awareness of protected characteristics.</li> </ul>

## Helpful information

The Equality Act 2010 established nine '**protected characteristics**' which are: age, disability, ethnicity, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief and sexual identity.

For further information about these please see:

The Equality Act 2010 and Schools document and additional information:

[www.GOV.UK](http://www.GOV.UK) UN Convention on the Rights of the Child: [www.unicef.org.uk](http://www.unicef.org.uk)

