**Trinity Tots Nursery**

**Gender Equality Policy**

At Trinity Tots Nursery, we are committed to promoting gender equality and tackling discrimination. In promoting equality in all areas, we hope to tackle stereotyping and discrimination, and raise children who can participate fully in the world. It is vital that, for children to reach their full potential, they are happy, healthy and safe. However, sometimes society limits what children can do, be and become. Some limits are obvious and for good reason. Others are subtle and unjust, and may even mean children growing up less happy, confident and self-assured than they should be. Children learn from the world around them. Gender stereotypes perpetuate inequality and reinforce difference between men and women, rather than individuals being people first and equals. Gender stereotypes encourage ideas of what it means to be a boy or a girl; man or woman, which limit men and women alike. Our aim is to to promote gender equality and tackle discrimination.

**Procedures**

* Gender equality is reflected in our Visions Values and Aims.
* In line with the centre’s equal opportunities policy, all children, parents, carers, staff and service users are treated equally irrespective of their gender.
* Management understand and encourage a Gender Friendly environment
* We use and update the Gender Friendly Nursery Audit Tool from The Gender Friendly Nursery Support Pack at least annually
* We carry out a self-evaluation using adapted questions from Dr Nancy Lombard’s ‘Reflective Questions to Support Self-Evaluation in the Area of Gender Equality’ at least annually.
* Staff use gender-neutral language and do not use gender stereotypical language.
* The staff have very good communication with parents and are able to provide information and support relating to gender issue.
* Parents and carers will receive regular information through newsletters and the nursery Facebook page on gender friendly activities.
* There is a gender friendly information board for children, parents, carers, staff and visitors.
* The planning is non-stereotypical in that the experiences are planned for all children, and are not gender specific
* All children have equal opportunity to take part in all experiences and are encouraged to access all areas of the curriculum.
* Cohort Tracking is undertaken each month to identify any patterns or differences in the achievement of boys and girls.
* The staff offer extra encouragement for girls and boys to take part in non-stereotypical roles, for example, girls taking part in football and boys dancing.
* In the role play area, there are a wide variety of costumes and the children can wear what they want irrespective of gender.
* Children have opportunities, and are encouraged, to talk about different roles and experience them during role play.
* The children are encouraged to talk about their emotions and know that it is ok for girls and boys to cry when upset.
* All resources reflect a gender balance and are gender neutral.
* We have a variety of gender friendly books, some of which show people in non-traditional roles.
* We invite non-stereotypical visitors to the centre, for example, female firefighters and male nurses.
* New nursery staff and students will be informed of our gender friendly status during induction.
* Staff use non-stereotypical language, for example do not call girls princesses and boys soldiers.
* Staff do not group boys together and girls together, rather they encourage a mixture of children.
* We take care to ensure that our displays include boys, girls, women and men.
* Staff will be supportive during imaginative play to support children and challenge their thinking through discussion on traditional roles, for example police officers, builders, hairdressers, professional sports people
* Children can choose new names in traditional songs and games with specific gender names e.g. ‘Peter Hammers....’, ‘Mary Mary Quite Contrary’, ‘Polly put the Kettle On.
* All children’s toilets are unisex