



GENDER EQUALITY POLICY

Created: January 2026

To be reviewed: January 2027

1 Little Learner's Nursery Group are committed to nurturing and fostering positive experiences to ensure children grow and develop to their full potential

2 Aims

2.1 At Little Learner's Nursery Group we are committed to ensuring equality of care, education and opportunity for staff, children and all those receiving services from the nursery irrespective of gender.

2.2 Under the gender equality duty all nurseries need to take action to •
eliminate unlawful discrimination and harassment
• promote equality of opportunity between men and women.

2.3 Although the Little Learner's Nursery Group takes positive steps to address gender inequality, we understand that there are many barriers that prevent children and staff from achieving and making the most of the opportunities we make available.

2.4 To promote gender equality it is vital that the differences between boys' and girls', male and female experiences, attitudes and achievements in nurseries are understood so that our policies and practices can begin to break down these barriers.

2.5 However, we are aware of how factors such as ethnicity and social class also impact on the achievement of boys and girls. This policy supports our work as set out in our Inclusion Policy, Race Equality Policy and Disability Equality Scheme to tackle the many factors that affect child attainment.

2.6 This policy sets out the work we will undertake to promote the gender equality duty that will:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity between men and women; •
result in improved outcomes for girls, boys, male and female staff

and parents/carers in all aspects of nursery life, in the wider community and in employment.

3 Key gender issues for all those working with children and young people in Waltham Forest and Barking and Dagenham

3.1 The Children and Young People Plan sets out five areas of outcomes reflecting the *Every Child Matters* agenda to improve the life chances for all children and young people. These outcomes have significantly different dimensions for girls and for boys.

- **Be Healthy**

There are particular issues for girls and boys in their attitudes to sport, exercise and health.

- **Stay safe**

Differences in the ways boys and girls bully or are bullied need to be examined.

- **Enjoy and achieve**

Boys are behind girls in overall levels of attainment. Girls' educational achievements, although higher than boys', are not necessarily helping them to take up non-stereotypical employment opportunities. ● **Make a positive contribution**

Sexist stereotyping, bullying and sexual forms of harassment can result in behaviours which have a negative effect on pupils' developing positive relationships and on their skills and willingness to participate in nursery and community life.

- **Achieve economic well being**

Stereotyping contributes to the gender pay gap.

3.2 For us at Little Learner's Nursery Group, this means that we will build on our existing practice by:

- continuing to take a key role in shaping the values and attitudes of children and young people and take a lead in challenging gender based harassment, bullying and violence and stereotyping.
- taking action to challenge gender stereotyping in activity choice as a key part of our planning and provision.
- including the gender equality duty in the way we plan for nursery

improvement.

- investigating and addressing complaints of sexual and sexist bullying, harassment and violence from staff.

4 Objectives

- Continue to challenge gender issues in Literacy and Maths skills;
- Identify the key gender equality issues for our nursery;
- Publicise actively our procedures to eliminate harassment and discrimination on the grounds of gender in education and employment;
- Ensure that incidents of sexist bullying and harassment are recorded;
- Ensure that any gender issues arising from discretionary payments made to staff are immediately addressed.

We will do this by:

- Using our staff and curriculum to encourage boys' reading;
- Gathering relevant information and using it to inform gender equality actions;
- Analysing children's achievement data by gender;
- Consulting with relevant people and using that information to identify gender equality objectives/actions;
- Raising awareness through training, parents' meetings, our newsletter, staff meetings and curriculum;
- Nominating a senior member of staff to co-ordinate the monitoring of sexist bullying.