

GENDER EQUALITY POLICY

Rationale

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.

At Forfar ELCC, 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.

This guidance will help providers and staff to take into account the relevant **Health and Social Care Standards:**

- 1.1 I am accepted and valued whatever my needs, ability, gender, age, faith, mental health status, race, background or sexual orientation.
- 1.2 My human rights are protected and promoted and I experience no discrimination.
- 1.10 I am supported to participate fully as a citizen in my local community in the way that I want.
- 1.29 I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect.
- 2.2 I am empowered and enabled to be as independent and as in control of my life as I want and can be.
- 3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me.
- 4.1 My human rights are central to the organisations that support and care for me.
- 4.3 I experience care and support where all people are respected and valued.

This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and Childcare: [How Good Is Our Early Learning and Childcare](#)

- 3.1 Ensuring wellbeing, equality and inclusion

This guidance will help providers and staff to take into account the relevant articles from the UN Convention on the Rights of the Child: [A Summary of the UN Convention on the Rights of the Child](#)

- Article 12 – respect for the views of the child
- Article 13 – freedom of expression
- Article 14 – freedom of thought, belief and religion

This policy will be monitored by / through: annual review of policy

This policy will be reviewed in:	12 months
Review Date:	August 2025
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> To promote gender equality and tackle discrimination To ensure children's rights are upheld in accordance with the UNCRC 	<ul style="list-style-type: none"> All children, parents, carers, staff and service users are treated equally irrespective of their gender. Experiences children receive 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. 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. Within and beyond our setting there is a shared understanding of wellbeing and children's rights 	<ul style="list-style-type: none"> Follow guidance in Health & Social Care Standards 1.1, 1.2, 1.10, 1.29, 2.2, 3.13, 4.1 and 4.3: Health and Social Care Standards (2017) How Good is Our Early Learning and Childcare Quality Indicators – 3.1 We will ensure that all resources within the nursery environment are provided as gender neutral. 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... Staff will use language that does not promote gender bias, girls being complimented on how they look and boys on what they are doing. The playroom will be regularly monitored to ensure that all areas and associated resources are being used by boys and girls. Staff use gender-neutral language and do not use gender stereotypical language.

		<ul style="list-style-type: none">• We have purchased a variety of gender friendly books, some of which show people in non-traditional roles.• Full account is taken of children's rights and is considered in respect of their stage of development including when planning learning across the curriculum• All staff understand their responsibilities as duty bearers to respect, promote and realise children's rights
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