EQUALITY AND DIVERSITY PLAN
2026 – 2027

“Be kind. Have fun. Be you!”

Nursery School- OFSTED Outstanding, May 2024
Day care- OFSTED Good, June 2023

Headteacher: Katarina Bingham
Co-Chair of Governors: Jo Hilbourne and Daniel Hilbourne
School Effectiveness Officer: Nikki McVeigh.

EQUALITY AND DIVERSITY OBJECTIVES

INTENT Objectives/ Aims	IMPLEMENTATION Actions to be taken	Lead staff/ governor	Timescale	Monitoring/ Evaluation	IMPACT Success Criteria
ELIMINATE DESCRIMINATION To embed a whole-Centre culture of equality, diversity and inclusion by ensuring all staff, governors, and stakeholders understand and fulfil their responsibilities under the Equality Act 2010, actively address discrimination, and promote a safe, inclusive environment for all.	➢ Deliver staff and governor training on the Equality Act 2010 ensuring it covers all types of unlawful behaviour: direct discrimination, indirect discrimination, harassment, victimisation, and discrimination arising from disability, with early years-specific examples ➢ Update Equality, Diversity and Inclusion policy to include clear reporting procedures; publish on school website and share with all stakeholders ➢ Record and review all incidents of discriminatory language, behaviour, and harassment via reporting system. ➢ Use incidents as learning opportunities; monitor staff confidence in challenging and reporting discrimination through regular CPD and feedback ➢ Publish equality objectives and information demonstrating PSED compliance on school website ➢ Present equality reports to full governing body, including incident data, progress against objectives, and any emerging patterns or concerns ➢ Analyse staff data and trends in regard to race, disability, heritage ➢ Make and regularly review reasonable adjustment agreements for all staff with disabilities, in consultation with the individual, complete Risk Assessment	Head Teacher/ Chair of Governors	Annually Annually Ongoing Ongoing Termly Annually Termly Annually Ongoing	➢ Training records, staff feedback, scenarios in staff meetings. ➢ Policy document ➢ Website ➢ Incident log, review ➢ Staff feedback ➢ CPD logs ➢ Equality objectives ➢ Headteacher report to governors ➢ Incidents analyses ➢ Adjustment agreements ➢ Risk assessments	➢ 100% staff and governors can identify and explain different types of discrimination; staff demonstrate understanding through scenario responses ➢ Policy updated and communicated; staff and parents aware of procedures ➢ All incidents logged and reviewed termly; actions taken and learning shared in staff meetings ➢ Staff report increased confidence; decrease in incidents over time ➢ Equality objectives visible on website; annual report published showing progress against objectives and PSED compliance ➢ Governors receive anonymised report as part of the headteacher report; actions identified if needed. ➢ All staff with disabilities have up-to-date agreements; staff feedback indicates needs are met; Risk assessment is in place
ADVANCE EQUAL OPPORTUNITIES To monitor and compare the attainment of children with protective characteristics in line with the changing diversity of the Centre. To broaden opportunities through cultural capital.	➢ Monitor and track children's progress from baseline data using assessment data and staff observation. ➢ Increase participation and engagement of children with identified characteristics in all areas of provision. ➢ Provide targeted support for identified groups of children, monitoring impact. ➢ Broaden cultural capital through external providers based on the needs of the identified group of the children. ➢ Develop and promote the child's voice within Cultural capital delivery, using their feedback to inform planning ➢ Create, publish and implement an accessibility plan covering: physical environment improvements, curriculum accessibility for pupils with disabilities, and availability of accessible information ➢ Proactively ask parents/carers about accessibility needs before all Centre events (e.g. parents' evenings, performances, celebrations); provide reasonable adjustments such as sign language interpreters, accessible venues, or consideration of sensory needs	Inclusion Lead/ Equality governor	Termly Ongoing Termly Termly Termly Annually Ongoing	➢ Assessment records ➢ Progress grids ➢ Observations, Next steps ➢ Learning walks ➢ ISP/ EHCPs ➢ Accessibility plan ➢ Physical environment ➢ Curriculum overview ➢ Progress tracking, impact evaluations ➢ Record of visits ➢ Pupil voice records ➢ Tapestry- learning journal ➢ Planning documentation ➢ Cultural Capital records ➢ Parent surveys ➢ Incident log analysis ➢ CPD records	➢ Accurate data on gaps in attainment and progress. Early identification of needs. ➢ Higher engagement and participation rates. ➢ Improved outcomes for children with protective characteristics. ➢ Children experiences widens through broaden cultural capital experiences. ➢ Children's views are reflected in provision and planning ➢ Children have increased input in their learning ➢ Accessibility plan published on website and reviewed annually; evidence of improvements made; parents/carers and staff report improved accessibility ➢ All events include reasonable adjustments where requested; family feedback indicates events are accessible

	➢ Monitor pupil outcomes and participation by protected characteristics (where data is available and age-appropriate); analyse for patterns and report findings ➢ Analyse incident data by protected characteristic to identify patterns; use findings to inform targeted interventions and staff training ➢ Gather and review parent/carer feedback on how inclusive the Centre feels; use feedback to inform improvements ➢ Review and improve discussions with children to enable greater influence over their learning journey.		Termly Termly Annually Ongoing	➢ Pupil data analysis ➢ Headteacher report to governors	➢ Governors receive anonymised report on pupil outcomes by protected characteristics; any gaps identified and action plans created ➢ Termly analysis completed; patterns identified; targeted actions taken where needed; reduction in incidents over time ➢ Annual parent survey includes questions on inclusivity; feedback analysed and actions taken.
FOSTER GOOD RELATIONSHIPS To foster positive attitudes and good relationships by promoting respect, understanding, and the celebration of differences related to all protected characteristics, including background, gender, culture, faith, ability, ethnic origin.	➢ Embed at least one cultural, faith, or family structure celebration in each half-termly curriculum plan, ensuring curriculum content positively represent all protected characteristics, including: LGBTQ+ families and individuals, transgender people, diverse gender expressions, different religions and beliefs, and people with disabilities. ➢ Invite families to visit the Centre to share their traditions, experiences, and family stories with the children ➢ Ensure resources (books, toys, images) reflect a range of family structures, cultures, abilities, and gender ➢ Provide opportunities to try food from a wide range of different background to celebrate diversity ➢ Actively challenge stereotypes around gender, sexual orientation, race, disability and other protected characteristics through stories, discussions and role modelling ➢ Incorporate stories and activities that develop children's understanding of tolerance, respect, and difference, including around gender, ability, and faith ➢ Create and maintain a welcoming environment that explicitly celebrates all protected characteristics through displays, signage, and communications (e.g. gender-neutral language, diverse images, accessible formats) ➢ Provide annual staff training on equality, diversity and inclusion ➢ Monitor and evaluate progress through observations, feedback from children, families, and staff, and report annually to governors.	Inclusion Lead/ Equality governor	Termly Termly Ongoing Ongoing Ongoing Ongoing Ongoing Annually Termly	➢ Curriculum plans, photos, feedback. ➢ Visitor logs ➢ Event feedback ➢ Resource audit ➢ Children's voice ➢ Classroom observations ➢ Lesson observations ➢ Learning walk ➢ Tapestry-Learning journals ➢ Staff reflections ➢ CPD records ➢ Parent's survey/ parents' feedback ➢ Headteacher report to governors	➢ Half termly curriculum plans feature a different cultural/family focus, child's voice. ➢ All classrooms have resources representing all protected characteristics; curriculum plans show coverage of diverse identities; children demonstrate understanding and acceptance of difference ➢ At least one family visit/sharing session per half term. ➢ All classrooms have a good range of resources representing diverse backgrounds. ➢ Children experience a wide range of different food. ➢ Evidence from observations shows staff challenging stereotypes; children use inclusive language and challenge stereotypes themselves; reduction in stereotypical comments or behaviour ➢ Evidence from learning journals and observations shows children using inclusive language and demonstrating respect for difference ➢ Centre environment visibly celebrates diversity across all protected characteristics; all communications use inclusive language; positive feedback from families and visitors ➢ 100% of staff receive annual EDI training. Staff shows increased staff knowledge. ➢ Equality report presented to governors each year. Actions reviewed and updated based on feedback and monitoring outcomes