Equalities, Diversity and Inclusion Policy

Ethos

At Norcot Early Years Centre we make a crucial contribution towards the promotion of equality, diversity and inclusion. We are committed to anti-discriminatory practice to promote equality of opportunity and diversity for all pupils, families, staff and governors and those that visit our setting.

We believe that all children should be equally valued in our Centre and that every child has the right to receive the best education the centre can provide, promoting practices that encourage success now and in the future. We strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, race, culture, heritage, religion, impairment, attainment, language, LGBTQ+ and background. The Centre has due regard to the Public Sector Equality Duty (Equality Act 2010 https://www.legislation.gov.uk/ukpga/2010/15/contents) in all policies, procedures, and decision-making. All staff have had cultural humility and anti-racist training.

This policy/plan, our equality information, and our equality objectives are published on the Centre's website in compliance with DfE statutory guidance.

Aims:

- We recognise that every child is unique and will adapt the provision to meet specific needs, ensuring that all children are fully involved in the wider aspects of school life. Depending on children's individual needs, the involvement may differ.
- We create an atmosphere in which the efforts of all children are celebrated and valued.
- We support pupil premium and disadvantaged families by enhancing their children's cultural capital experiences, and offering children experiences that they may not otherwise get the opportunity to participate in.
- We support children with SEND by meeting with their families and agreeing ISP targets and support as well as liaising with other professionals as necessary and applying for EHCP where required.
- We make provision for a child's individual needs including self-care and medical needs, where appropriate.
- We create a positive atmosphere in which children and adults can gain mutual understanding and respect for each other regardless of ethnicity and culture, religion, ability, gender, age, LQBTQ+ and social circumstance.

- We develop an environment where all children and staff can flourish, feel safe and secure and have their contributions considered and valued through the elimination of prejudice and discrimination.
- We monitor the children engagement, involvement and wellbeing and provide additional support if required.
- We provide positive non-stereotyping information and resources about gender roles, diverse ethnic and cultural groups, background, heritage and where people come from and people with special educational needs and/or disabilities, celebrating diversity as a positive aspect of our community.
- We include and value the contributions of all families inviting them to share their backgrounds, heritage, language, faith, religion and individualities to celebrate, value and embrace our differences.
- We promote the concept of equality throughout the Centre, both for the adults within the Centre and the children who attend it (LGBTQ+).
- We strive to improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- We support, signpost and refer families who need may need additional support at home e.g. financial support, food parcels, home start, early help, portage to other professionals or external agencies.
- We recognise the individualities of family dynamics and celebrate that families are different and have differing needs e.g. single parents, blended families, same sex parents, adopted, disabilities etc
- We extend the learning for more able/gifted pupils through providing appropriate challenge and share ideas with families on how they can extend their child's learning at home.
- We celebrate the different languages that families speak and support children who have English as an additional language (EAL) by talking to families and finding key words, using signs and symbols and using translators if needed (where possible).
- We show equality considerations in decision-making

Responsibilities of Governors

- To monitor and support the implementation of this policy
- To monitor any hate/discriminatory incidents within the Centre.
- To ensure that the equality information and objectives as set out are published and communicated throughout the Centre, including to staff, families and children
- To ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 3 years
- The SEND/ Inclusion Governor, Mrs Claire Brecke-Bryce, is responsible for making sure that the necessary support is given for any child who attends the Centre
- The Equality link Governor, Karen Lane-Stanley is responsible for ensuring they are familiar with all relevant legislation and attend appropriate equality and diversity training.

Responsibilities of Headteacher

- To ensure that all staff, students, volunteers and professional visitors are aware of this policy and implement it consistently
- To ensure that families are aware of their roles and responsibilities regarding this policy.

- To ensure that this policy is a part of the induction package for all members of staff, students, volunteers and relevant visitors.
- To ensure that any hate/discriminatory incidents are recorded and are reported to Governors in the Headteacher report.
- Promote knowledge and understanding of the equality objectives among staff, families and children
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics.
- To monitor the achievement of the equality and diversity objectives and report to governors.
- To review policies, practices, and provision to ensure they reflect our ongoing commitment to equality and diversity.

Responsibilities of Staff

- To adhere with and consistently implement this policy
- To report any incidents they observe, where others do not observe this policy.
- To report any hate/discriminatory incidents to SMT to DSL or DDSL please.
- To know their key children who are in receipt of Early Years pupil premium and plan for their next steps.
- To know their key children whose English language is an additional language and support them and their family.
- To know their key children who are more able/ gifted and talented and plan and deliver additional challenges.
- To know their key children who require additional support through a ISP.
- To monitor children's wellbeing, engagement and mental health and provide additional support if needed or refer to Designated Safeguarding Lead (Helen Walsh)
- To report on CPOMS and to the Designated Safeguarding Lead (Helen Walsh) if any families are in need of support.
- The Inclusion Lead Teacher (Kathryn Sykes) is responsible for the day-to-day operation of the Inclusion policy.
- To ensure the continuous provision resources reflect diverse backgrounds of all children.
- To receive training on the Equality Act
- To show knowledge and understating of the equality objectives

Responsibilities of Families

- To work with the Centre to celebrate equalities, diversity and inclusion.
- Where possible to come into the Centre and share home experiences to enrich knowledge.
- To attend meetings with regards to their children.
- To inform the Centre of any changes at home.

Criteria for Success

- Governor observations report a positive atmosphere in which the efforts of all children are celebrated and valued.

- Through analysis of children's records and data we will ensure that different groups of children are making expected progress through the Early Years Foundation Stage curriculum.
- Results from data analysis will be reported to the governing body.
- Staff will ensure children are meeting their individual targets and will plan for next steps.
- Resources used are positive and reflect disability and diversity in culture and belief and are free from discrimination and stereotyping.
- Through discussions and questionnaires, families will feel fully involved in their child's learning and will be accessing services on offer.
- All discriminatory/hate incidents concerns will be dealt with promptly and logged on a Centre's discriminatory/hate incidents form.
- Equality and diversity objectives are achieved and reviewed at least every 4 years.

Associated Policies

- SEND
- Curriculum, Teaching & Learning
- Assessment
- Admissions
- Attendance
- Recruitment
- Accessibility
- Behaviour
- Code of conduct
- SEN Information report
- Accessibility plan
- Safeguarding
- Confidentiality
- Risk Assessment
- Fire safety
- Food, drink & healthy Eating
- Health and safety
- Working with parents
- Bullying & Harassment
- GDPR UK policies

Policy Agreed: March 2026
Policy to be Reviewed: Annually, March 2027

Equality and diversity objectives

Our Commitment to the Public Sector Equality Duty

At Norcot Early Years Centre, we are fully committed to meeting our obligations under the Public sector equality duty. We have due regard to the need to:

- **Eliminate** unlawful discrimination, harassment, victimisation, and other conduct prohibited by the Equality Act 2010
- **Advance** equality of opportunity between people who share a protected characteristic and those who do not
- **Foster** good relations between people who share a protected characteristic and those who do not

The protected characteristics under the Equality Act 2010 are:

- Age (in relation to employment)
- Disability
- Gender reassignment
- Marriage and civil partnership (in relation to employment)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

In addition to these protected characteristics, Norcot Early Year Centre values and celebrates the diversity of our community, including differences in heritage, language, cultural background and socio- economic background.

OUR WIDER DUTIES

At Norcot Early Years Centre, we embrace our wider duties to:

- Promote community cohesion (under the Education and Inspections Act 2006)
- Eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

OUR COMMITMENT TO PRACTICE

At Norcot Early Years Centre, we are dedicated to ensuring equality of education and equality of opportunity so that all children, staff, and families receiving services from us experience the highest standards and are not subject to less favourable treatment or discrimination. We achieve this by:

- Taking account of children's varied life experiences and needs
- Treating everyone fairly and respectfully
- Offering a broad and balanced curriculum
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum.
- Having high expectations for all children
- Making children aware of our Behaviour policy.
- Recognising that people have different needs and understanding that treating people equally does not always mean treating them the same
- Making sure our Centre is a safe, secure, and happy place for everyone
- Working with our local community, inviting leaders of local faiths
- Providing training on the Equality Act to all staff.
- Providing safer recruitment training for staff on the interviewing panel to ensure equal opportunities and follow RBC Recruitment policy.

PUTTING EQUALITY INTO ACTION

At Norcot Early Years Centre, we provide all children with the opportunity to succeed and reach their highest level of personal achievement. To achieve this, we:

- Remove or minimise disadvantages suffered by children that are connected to a particular characteristic they have (eg SEND, EAL etc)
- Take steps to identify and meet the particular needs of children who have a particular characteristic.
- Encourage children who have a particular characteristic to participate fully in any activities.
- Use observation and assessment to identify the next steps in learning for each individual child
- Monitor summative assessment data by ethnicity, gender, and disability to improve our provision for groups of children
- Take account starting points and the achievement of all children when planning for future learning and setting challenging targets
- Ensure equality of access for all children and prepare them for life in a diverse society
- Listen to and respect the views and opinions of all stakeholders.
- Use materials that reflect the diversity of the nursery, population, and local community in terms of race, gender, and disability, without stereotyping
- Use resources which promote attitudes and values that challenge racist and other discriminatory behaviour or prejudice, and promote positive images of all groups
- Provide opportunities for all children to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all families in supporting their child's education
- Acknowledge the richness and diversity of British society and prepare children for their part in this.

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,	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	➢ 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

	performances, celebrations); provide reasonable adjustments such as sign language interpreters, accessible venues, or consideration of sensory needs ➢ 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	➢ Parent surveys ➢ Incident log analysis ➢ CPD records ➢ Pupil data analysis ➢ Headteacher report to governors	➢ All events include reasonable adjustments where requested; family feedback indicates events are accessible ➢ 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

Equalities, Diversity & Inclusion

We believe that all children, regardless of background, heritage, language, faith, tradition, sexual orientation, being more able, being disadvantaged or those that have additional needs or barriers to learning who attend Norcot Early Years Centre should be included in all aspects of Centre's life and have the best possible individual outcome. As part of this, we will ensure that:

- we invite families in to share their backgrounds, heritage, language, faith, religion and individualities to celebrate, value and embrace our differences.
- we support pupil premium and disadvantaged families by enhancing their children's cultural capital experiences, and offering children experiences that they may not otherwise get the opportunity to participate in.
- we celebrate the uniqueness of every child and provide an accessible, relevant and motivating curriculum within our welcoming, warm and friendly centre.
- careful assessment and deep knowledge of each child enables the creation of a personalised response, celebrating individual strengths and achievements and identifying barriers to learning.
- we provide a personalised response through the provision of high quality, researched-based interventions.
- all pupils with SEND have a Personalised Education Plan (PEP) with SMART targets that are up-dated termly.
- we build relationships at a child's level through our inclusive strategies such as intensive interaction, PECs and supporting sensory regulation.
- We provide further challenge and opportunities for those who are more able.
- We value and promote home language through building relationships with families and seek the support from interpreters when necessary.
- we work closely with families, listening to their concerns and ensuring they are supported and remain fully informed of their child's progress, needs and any strategies we are using.
- we work closely with outside agencies seeking and applying their specialist advice to further enhance our personalised response.
- we create an inclusive environment across the nursery tailoring the indoor and outdoor classroom, the resources and adult response to meet the pupils individual need.
- our inclusive environment enables all children to feel safe and valued.
- our inclusive focus remains the responsibility of all of the staff team, creating a unified approach.
- all staff receive regular training to deepen their awareness of safeguarding and SEND needs to enhance their skills.