



Equality and Diversity objectives 2022-23

Whatever the nature of the local community, our children are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, certain images of these groups portrayed by the media and their own unconscious bias. GNSFC's Equality and Diversity Objectives should be read in conjunction with the Accessibility Policy and the Equality and Diversity Policy.

Ethos:

GNSFC stands against all forms of discrimination on the grounds of age, disability, gender reassignment, ethnic origin, religion, sexual orientation, gender, disability or ability. This is achieved through the following objectives:

| Objective: To develop and embed a culture which champions the diversity of the community we serve in order that everyone feels they belong at GNSFC. | | |
|---|--|---|
| Where are we now? | What is missing? | How do we address the gap? |
| Increased diversity in the workforce | Details of ethnicities, languages etc. amongst staff and governors | A database showing each staff member's ethnicity and the languages spoken. |
| Very thorough and rigorous recruitment process which results in the employment of high performing staff. | Diversity at more senior levels and amongst governing body | Continue to review recruitment processes. |
| Resources in different languages and cultures, representing diversity | Dual language books | Buy dual language books |
| Persona dolls used by key people in group times | Regular use by all key people | Photos and scenarios provided for each doll. Usage modelled by teachers. |
| More and easier translation provided for families. | Registration forms in different languages. | Translate frequently used forms in most common languages (printed and on website) |

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|---|---|---|
| We use interpreting services (apps) | Nursery doesn't have the most useful app on their phones. | Share app (FC ↔ nursery) |
| We provide effective Emotional Literacy Support Assistant support | Both carers attending welcome visit | Invite all main carers for each child to attend welcome session. |
| Families are welcomed. | Fathers not as involved especially when not living with the child's mother. | Internal training/group discussions |
| A very inclusive environment for children with SEND | More visuals, body language, Makaton, more props | More staff training |
| Makaton used extensively by some staff | Needs embedding across all staff | More training for un-trained staff, trained staff to support. Expectation that all staff know basic 8 signs and use them regularly. |
| A few family events that are very well attended | More frequent family and community events | Plan more regular family and community events |
| Awareness of languages spoken by families | Linking families together (shared languages) | Permission between both families – link together, coffee mornings |
| Open days and meetings | People who can help with different languages. | Explore our parent body and community for people willing and able to attend and help with translation. |
| Challenging gender norms. | Certainty and confidence about not knowing; whether it's okay to ask. | Staff inset/open discussion, training |
| Gender neutral pronouns on FC consent form | Gender neutral pronouns on all forms, policies and emails | Include gender neutral pronouns on all forms, policies and emails. |

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| We have an increasingly diverse staff and we are drawing on the expertise and knowledge of staff to help increase understanding of diversity. | Very few male employees/volunteers | Actively invite men to visit. |
| We celebrate festivals and important cultural events | Making sure children and staff are aware of story behind celebration. | Home visits – find out more about child and family. |
| Good communication and relationships with parents and willingness to problem solve in partnership. | Knowledge as to whether all families feel included. | Parent forums to explore cultural similarities and differences and how to further improve inclusion for all. |
| Home visits that effectively build very positive relationships with children and families. | Families don't always want home visits. | Better explanation of the purpose. Finding alternatives e.g. meet at the centre if family really don't want one. |
| Communication between staff is positive and effective. | Respectful and positive relationships between every single member of staff. | All staff to challenge each other. |
| An ever-increasing awareness amongst staff of diversity, equity, equality and inclusion. | Deep understanding of the challenges faced by each family in particular LGBTQ+ and military families. | Increase knowledge through training, discussion and weekly staff newsletters. |
| Use of acronyms that some understand | Not all staff and families know what each acronym stands for | List of commonly use acronyms explained. Each document to explain each acronym in full first time of use. |