



Equality, Diversity and Inclusion Objectives 2025-2028

Document Review: HT/SLT

Responsibility for Policy: FGB

Approved: Autumn Term 2025 (17/11/2025)

Review due: Autumn Term 2026

Introduction

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, Diversity and Inclusion Objectives should be read in conjunction with the Accessibility Policy and the Equality, Diversity and Inclusion 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. We are actively anti-racist in our practice, recognising that we must take proactive steps to eliminate unlawful discrimination, harassment and victimisation, including racism, and to foster good relations between those who share different protected characteristics.

We hold an ongoing commitment to challenging racism and promoting racial equality in all aspects of our school community. We also understand the impact of intersectionality, recognising that individuals may experience multiple, overlapping forms of discrimination and that we must consider how different protected characteristics intersect to shape people's experiences.

Objective 1: To develop and embed a culture which champions the diversity of the community we serve in order that everyone feels they belong at GNSFC

Focus Area: Workforce Diversity and Representation

| Current Position | Target | Actions | Success Criteria | Review Date |
|---|--|--|---|----------------------------|
| Increased diversity in the workforce with database of staff ethnicities and languages | Diversity at all levels including senior leadership and governance | <ul style="list-style-type: none"> Review and update recruitment processes annually to ensure inclusive practices Ensure governor recruitment reflects community diversity | <ul style="list-style-type: none"> Annual diversity data shows progress towards representative workforce Governing body reflects community demographics | Autumn 2026 Autumn 2027 |

Focus Area: Inclusive Resources and Environment

| Current Position | Target | Actions | Success Criteria | Review Date |
|-----------------------------------|---|---|--|------------------------|
| Resources representing diversity. | <p>Increase quantity of books in which the main characters are from the global majority.</p> <p>Increase resources that reflect the diversity of each cohort of children.</p> | <ul style="list-style-type: none"> Audit and expand book collection annually Create photo scenarios for each doll to represent the diversity within the cohort of children. Increase visual supports, props, and use of Makaton. | <ul style="list-style-type: none"> Each child can see and use books and resources that reflect their heritage positively. 100% of staff trained in basic Makaton (minimum 12 signs) Visual supports embedded in all areas | Spring 2026 Ongoing |

Focus Area: Communication and Accessibility

| Current Position | Target | Actions | Success Criteria | Review Date |
|--|--|--|--|--------------------|
| <p>Translation apps available; some forms translated</p> | <p>Seamless communication with all families regardless of language</p> | <ul style="list-style-type: none"> • Ensure all staff have access to most effective translation app • Translate all frequently used forms into top 5 community languages • Make translated forms available on website • Create list of commonly used acronyms with explanations • Explain all acronyms in full on first use in documents • Identify community members who can support with translation at events | <ul style="list-style-type: none"> • 100% of staff have translation app on phones • Key forms available in 5 languages (printed and online) • Acronym glossary on website and in reception • Bank of parent translators for events | <p>Summer 2026</p> |

Objective 2: To ensure all families feel welcomed, valued and able to fully participate in nursery life

Focus Area: Family Engagement and Inclusion

| Current Position | Target | Actions | Success Criteria | Review Date |
|--|--|--|---|-----------------------|
| Effective home visits and welcome sessions; some family events well attended | All families, including fathers and non-resident parents, actively engaged | <ul style="list-style-type: none">• Invite all main carers to welcome sessions• Plan termly family and community events• Actively encourage father/male carer involvement• Staff training on engaging all family structures | <ul style="list-style-type: none">• Both/all main carers attend welcome sessions (target 80%)• Home visit uptake remains above 90%• Minimum of 3 family events per year• Increased father/male carer attendance at events (track data)• Parent feedback shows all feel welcomed | Ongoing termly review |

Focus Area: Understanding Family Diversity

| Current Position | Target | Actions | Success Criteria | Review Date |
|--|---|--|---|--------------------------------------|
| <p>Awareness of languages spoken; some understanding of family circumstances</p> | <p>Deep understanding of all families' backgrounds, cultures and specific needs</p> | <ul style="list-style-type: none"> • Conduct home visits to learn about each child and family • Organise parent forums exploring cultural similarities and differences • Facilitate coffee mornings linking families with shared languages (with permission) • Provide staff training on supporting LGBTQ+ families • Provide staff training on supporting military families • Share relevant information through weekly staff newsletters | <ul style="list-style-type: none"> • All key persons demonstrate understanding of their families' backgrounds • Minimum 2 parent forums per year • At least 2 language-based coffee mornings annually • 100% staff complete LGBTQ+ and military families training • Parent surveys show families feel understood | <p>Summer 2026 Annual review</p> |

Objective 3: To challenge stereotypes and promote equality through curriculum and practice

Focus Area: Gender Equality and Identity

| Current Position | Target | Actions | Success Criteria | Review Date |
|--|--|---|---|----------------------------|
| Gender neutral pronouns on some forms; awareness of challenging gender norms | Confident, informed approach to gender equality embedded in all practice | <ul style="list-style-type: none">• Update all forms, policies and emails to include gender neutral pronouns• Provide staff INSET on gender identity and appropriate language• Create safe space for staff discussions and questions• Actively challenge gender stereotypes in play and activities• Ensure resources reflect diverse family structures and gender expressions | <ul style="list-style-type: none">• All documentation uses inclusive language• 100% staff attend gender equality training• Staff confident in discussing gender with children and families• Observations show children accessing all areas without gender barriers | Autumn 2025 Spring 2026 |

Focus Area: Cultural Celebration and Understanding

| Current Position | Target | Actions | Success Criteria | Review Date |
|--|--|--|--|------------------------|
| Festivals and cultural events celebrated | Meaningful celebration with deep understanding of significance | <ul style="list-style-type: none"> • Plan annual calendar of diverse cultural celebrations which reflect our community • Ensure children and staff understand story/meaning behind each celebration • Invite families to share their cultural traditions • Use home visit information to personalise cultural learning • Embed cultural diversity throughout curriculum, not just at festival times | <ul style="list-style-type: none"> • Annual calendar includes diverse celebrations reflective of the cohort • Each celebration includes age-appropriate explanation • Family involvement in cultural sharing (target 50% of families) • Cultural diversity visible in continuous provision | Autumn 2025 Ongoing |

Objective 4: To maintain a culture of respect, inclusion and continuous improvement

Focus Area: Staff Culture and Professional Development

| Current Position | Target | Actions | Success Criteria | Review Date |
|---|---|--|--|-----------------------|
| Positive staff communication; growing awareness of equality and diversity | All staff demonstrate deep understanding and model inclusive practice | <ul style="list-style-type: none">• Provide regular training on diversity, equity, equality and inclusion• Share relevant articles and information through weekly newsletters• Facilitate open discussions and safe spaces for questions• Empower all staff to challenge discriminatory behaviour or language | <ul style="list-style-type: none">• 100% staff complete regular equality and diversity training• Staff feedback shows confidence in challenging discrimination• All staff can articulate GNSFC's equality objectives• Positive staff culture evidenced in surveys | Ongoing Annual review |

Focus Area: Monitoring and Evaluation

| Current Position | Target | Actions | Success Criteria | Review Date |
|-----------------------------------|--|---|--|-----------------|
| Some data collection on diversity | Comprehensive monitoring system informing continuous improvement | <ul style="list-style-type: none"> • Conduct annual parent surveys on inclusion and belonging • Analyse diversity data (staff, children, families) • Review equality objectives annually with staff and governors • Identify and address any gaps or areas for improvement • Share progress with whole community | <ul style="list-style-type: none"> • Annual survey response rate above 60% • 90%+ families report feeling included and valued • Objectives reviewed and updated every 3 years • Progress report shared with parents and governors annually | Summer annually |