



Equality objectives statement action plan

Identified concern:	The federation has identified that there is a large increase in families moving into the area who have previously lived in another country and that we do not have a full understanding of their culture or represent the pupil body in the classroom environment and curriculum.
Objective:	To ensure that the resources we use and the curriculum that we offer reflects the diversity of the children within our nursery.
Aim:	To ensure that all children make good progress (in line with age related expectations) in all areas of the curriculum. To ensure that gaps diminish
Action:	<p>To achieve this objective, the school will:</p> <ul style="list-style-type: none"> • Hold discussions with parents to gain a fuller understanding of the family's culture and past experiences in education. • Review our resources and ensure that they reflect the children that are attending. Ensure representation is made in toys, books, posters, and our displays • Review the medium and short curriculum plans to ensure that cultures are discussed and that celebrations are planned for. • Review our website with this objective in mind. Monitor content of the website to ensure it represents the pupil and staff body. • Monitor attainment and progress of all children using development checker to ensure that gaps are diminishing and not widening. • Building on the existing awareness of staff through the FGM training to be vigilant as some African countries are recognised for FGM. • Complete staff training on cultural diversity and the importance of equality. • Hold a 'Proud to be me, Great to be us!' event in nursery to showcase that we are all unique and special including: flags, food and music. Highlight protected characteristics and challenge stereotypes
Responsibility:	The headteacher will be responsible for developing this objective; however, all staff are responsible for ensuring that all pupils receive equal opportunities to access the early year's curriculum.

Affected parties:	All children within the federation and their families.
Timescales:	Ongoing. <ul style="list-style-type: none"> • Termly data monitoring (pupil progress meetings and termly data analysis reports) throughout the year. • Termly medium-term planning meetings for all staff and weekly planning meetings. • Staff inset training (Nov 2024) • Moderation of children during staff meetings each term 24-25
Success criteria:	The curriculum that we follow as a Federation will eliminate discrimination, advance equality and foster good relationships across different races It will provide all children with opportunities to make good progress in all 7 areas of learning and to share things that are special to them.
Review:	Termly data review and planning scrutiny will ensure observations and assessments of attainment and progress allow for the success criteria to be analysed and reviewed as required.

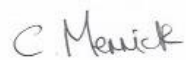
Identified concern:	The Federation staffing is predominantly female, and a large proportion of children do not have access to positive male role models.
Objective:	To increase the impact of male role models in school (staff, governors, students, volunteers and family members).
Aim:	To ensure that parents and staff have an accurate understanding of (age related) development in mathematical development. To ensure that boys are given a wide range of opportunities to use maths in their play whilst being supported by the adults around them.
Action:	To achieve this objective, the school will: <ul style="list-style-type: none"> • Set Forest school sessions which will be supported by our Caretaker. • Invite dads and other male family members to our parent weeks • Plan sessions for children to work with our chef on preparing simple foods. • Encourage male volunteers to support visits to our allotment.
Responsibility:	The headteacher and SLT will be responsible for developing this objective and implementing the appropriate actions.
Affected parties:	All children throughout the federation and in particular boys in all cohorts at Ashgate and Central Nursery.

Timescales:	Ongoing: <ul style="list-style-type: none"> • Forest school sessions delivered 2 days a week • Parent weeks planned for each term. • Group cooking and allotment trips with chef planned for each term • Allotment trips planned fortnightly
Success criteria:	Children have regular access to positive male role models. Impact of relationships will support PSED, C&L and UW.
Review:	Discussions with children during their individual focus weeks. Classroom observations, Tapestry observations and planning scrutiny

Identified concern:	Low engagement in offered parental support groups/courses for parents of SEND children.
Objective:	To increase attendance at and participation in parental support through courses or support groups, including support from the new Inclusion Hub.
Aim:	To offer support through courses and groups to parents with children who have SEND so that they feel able support their child at home and understand the support their child is being given at nursery.
Action:	To achieve this objective, the school will: <ul style="list-style-type: none"> • Talk to parents to find out the support that they require and how they would like to access this. • Promote a culture of inclusivity and understanding by encouraging open communication. • Provide courses/groups/support that meets the needs of the parents and enables them to support their children's learning and development.
Responsibility:	The SENDCo, Headteacher and SEND team will be responsible for developing this objective and implementing the appropriate actions.
Affected parties:	Parents of children who have SEND
Timescales:	Starting September 2024 - ongoing
Success criteria:	The attendance logs will show participation in each course/group. Parents will report how they have been supported and the impact this has had on them and their child.
Review:	Discussions will be held with parents at the start of the year to identify specific needs and then a questionnaire will be used at the start and end of each course/group to show confidence and impact

A handwritten signature in black ink, appearing to read "W. Fear".

Head teacher

A handwritten signature in black ink, appearing to read "C. Menick".

Chair of Governors