Hamp Nursery and Infants School

Equality, Diversity and Inclusion Policy 2026/27

Introduction:

At Hamp Nursery and Infants school our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years 2021 framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each "Literacy Tree" story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery and Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

Rationale:

Equality, diversity and inclusion ensures fair treatment and opportunity for everyone, aiming to eradicate prejudice and discrimination. Children are naturally inquisitive and aware of the similarities and differences between people, teaching children to think in an equal opportunistic and inclusive way enables children to think about diversity in a positive and progressive way. It should be celebratory and inspiring, developing the skills to enable children to move towards a more balanced and informed view of the world. This is of significance in a world where systematic barriers are still in place. At Hamp Nursery and Infant School we aim to eradicate these barriers, placing respect, tolerance and inclusion at the core of our values to enable children to achieve their full potential.

Curriculum Intent:

At Hamp Nursery and Infant School, we encourage an environment where children learn to treat everyone with respect, dignity and impartiality. Children will be encouraged to develop themselves spiritually, morally, socially and culturally in a learning environment where all pupils feel included regardless of their background. Children will have opportunities to learn about and celebrate differences, helping them to become sensitive, compassionate and empathetic members of the school community and society as a whole. Opportunities will be provided to encourage children to recognise and learn about their own heritage and the heritage of those in their community. Children will have opportunities to expand their horizons and world-view, supporting them to have a more varied and diverse view of the world. Through both our curriculum and hidden curriculum, children will be enabled to be ready for the society of today and the future.

Curriculum Implementation:

Equality, Diversity and Inclusion is overseen by the Equality and Diversity coordinator. Equality, Diversity and Inclusion are embedded into the ethos of Hamp Nursery and Infant School and are taught in all aspects of school life. Equality, Diversity and Inclusion are also taught as part of our curriculum, both within lessons and discretely. We have planned our curriculum around our Literacy Tree stories, to be introduced with a different question to stimulate learning across all areas of the curriculum. Each of these "Curriculum Plans" includes all areas of the curriculum and must be taught as a whole unit. Equality, Diversity and Inclusion may be taught as a whole class, in small groups or to individuals as and when needed.

Staff will ensure that resources and teaching materials, including images, illustrations and stories, are not stereotypical and are drawn from a wide range of cultures. Learning and activities will be culturally sensitive, avoiding the promotion of cultural appropriation. Staff will ensure that the language used by themselves and children is inclusive, treating everyone with respect, dignity and impartiality. For example, referring to 'grown ups' rather than 'mums and dads', using gender neutral variants for jobs such as 'police officer', 'fire officer', 'postal worker' and avoiding stereotyping parental roles. Staff and children will follow a 'can-do' attitude, encouraging the participation and inclusion of all. Learning and teaching will be flexible to accommodate the wide variety of children's needs.

British Values

As part of the Prevent strategy 2011, children will be taught the fundamental British Values of democracy, the rule of law, individual liberty and the mutual respect for and tolerance of those with different faiths and beliefs. Children will be taught to challenge opinions and behaviours that contradict British Values, underpinned by staff member's modelling.

Equality and Inclusion

As part of the Equality Act 2010, children will be taught to respect others, regardless of their age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation.

Children will be taught mutual respect and tolerance through Hamp Nursery and Infant School's 'Calendar of events' followed by all year groups. All events will be required to be included in teachers planning. This includes celebrations of major religious events and events of cultural significance, as well as awareness days and weeks. This may be through independent learning activities, afternoon's off-timetable, assemblies, curriculum weeks, or Foundation Subject lessons.
As part of our Diversity and Equality theme week, children will explore a variety of underrepresented groups and gain a wider view of the variety of world religions. Children will explore some of the issues facing groups, such as stereotypes and inequality, to develop their knowledge of how inclusion and respect are paramount. Children will explore how themselves and their community can support others and become allies to a variety of communities and groups. Children will explore their own community and heritage to ensure that they are proud of themselves and feel included by their school and community.

Children are taught how to recognise discrimination through talks on the concept of fairness and what it means to treat a person fairly. Children will be provided with opportunities to discuss inequality and think of the implications of inequality. Children are encouraged to challenge discrimination in all forms. Staff will model this through a zero tolerance approach to discrimination.

As part of Hamp Nursery and Infant Schools ethos, children are exposed to and encouraged to use a variety of signs in their day-to-day life and when recalling Literacy Tree stories. These signs are often similar to British Sign Language and support children with and without additional needs to communicate. Children understand and learn that speech is not the sole way to communicate and that signing is an inclusive practice that enables all.

Within our curriculum, Equality, Diversity and Inclusion will be taught through our Cultural Awareness statements on our "Curriculum Maps".

EYFS

Equality, Diversity and Inclusion is delivered as part of people, culture and communities from the EYFS curriculum. Children will have opportunities to increase their awareness through curriculum weeks, awareness days, assemblies, WOW Starter days, RE lessons, PSHE lessons and keyworker activities.

KS1

Equality, Diversity and Inclusion is delivered as part of our "Curriculum Plans", through curriculum weeks, awareness days, assemblies, WOW Starter days, RE, PSHE and Foundation Subject lessons.

As part of our 'hidden curriculum' at Hamp Nursery and Infant School we have an inclusive uniform policy that does not discriminate based on race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. This relates to our uniform, PE kit and hairstyle policies.

Children will never be segregated by race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. When children are selected to accompany others for instance when going to the bathroom, children will be selected based on their personality and relationship with the other child. Children will never be told which label or category they fit into and will be encouraged to explore their own identity without judgment, prejudice or discrimination from anyone. Children will be taught to respect others and any changes to others identities.

Curriculum Impact:

Through the planning and provision of innovative Equality, Diversity and Inclusion teaching and learning opportunities, children will develop an awareness and understanding of the diverse world around them. Children will be able to talk about the diverse world around them and celebrate difference in a positive light. This will support their ability to be respectful and sensitive to others needs. By promoting and encouraging the celebration of difference, children will become more confident within themselves and of the features that make them unique, developing their self-knowledge, self-esteem and self-confidence. Children will be able to talk about the lives and heritage of themselves, their families, members of the community and the wider world. Children will understand concepts such as right and wrong, fairness, equality and inequality, democracy and the importance of having a voice. Children at Hamp Nursery and Infant School will become the children of tomorrow, having a love of diversity and the promotion of equal and inclusive values at the core of their ethos.

We will assess the impact of our intent and implementation through children's social interactions with others, conversations with the children, marking and feedback, moderation, book and planning scrutinies, and lesson observations.

Speaking and Listening

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. As well as its vital role in Literacy, this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new unit for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that Foundation Subject area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning.

Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversations with children and with other staff.

SEND

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning, raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small

group. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

EAL

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Gifted and Talented

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the Gifted and Talented coordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the coordinator will plan enrichment activities where required in liaison with Class Teachers and Subject coordinators.

Diversity and Equality

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

Online Safety

At Hamp Nursery and Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

Differentiation

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Outdoor Learning

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum. Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Mrs Rhiannon Gardner September 2026

Approved by: Head _____

Approved by Chair of Governors _____

Review Date: Autumn 2027 or in line with any statutory changes.