



Equalities Information

Ronald Tree Nursery School

September 2026

At Ronald Tree Nursery School we are committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all our children.

The Public Sector Equality Duty 2011

Our setting works to achieve three aims under the general duty:

1. **Eliminate** unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics
2. **Advance** equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet the needs of people from protected groups
3. **Foster** good relations between people who share a protected characteristic and those who do not, by encouraging participation in activities where it is disproportionately low

We have considered how well we achieve these aims across all nine protected characteristics: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation, and marriage or civil partnership.

Our Objectives for 2026-2027

Objective 1: By July 2027, the attainment gap between boys and girls in N2 for Literacy and Language and Personal, Social and Emotional Development will reduce by at least 10 percentage points as measured through end of year data for our N2 cohort. (25-26; 41% gap in both areas of development)

Objective 2: By July 2027, we will increase the representation and participation of families from different cultural and religious backgrounds in nursery events and decision-making, as measured through attendance records and parent voice surveys.

Equalities Evidence and Analysis by Protected Characteristic

Race

Our data (2026-2027)

First language	Number of pupils
English	89
Polish	3

Romanian	8
Urdu	1
Turkish	2
Greek	1
Slovak	1
Bulgarian	1
Tamil	1
Shona	1
Panjabi	4
Nepali	1
Malayalam	1
Lithuanian	1
Wolof	1
Albanian	1

Staff: 26 members of staff (20 British citizenship, 1 dual Polish/British, 1 Polish); 2 staff members have EAL.

What we do:

- Provide additional support for EAL children to enhance their learning
- Use a range of resources showing different ethnicities
- Work closely with parents/carers of all backgrounds and cultures
- Celebrate festivals from different cultures
- Record all instances of racist behaviour

Impact and effectiveness:

- When children with EAL are assessed at the start of their N2 year, their development is broadly in line with their peers across all areas. They maintain this strong progress throughout their time at Ronald Tree, with 66% leaving at the expected level for their age in Jul 2026.
 - Pupils who start with no English make good progress
 - Zero racist incidents reported in the past year
 - Strong relationships between children of all backgrounds
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Disability

Our data:

- Excellent provision with building adaptations and individualised activities
- Setting is fully accessible to visitors with disabilities
- More boys than girls on the special needs register in 2025-2026

What we do:

- Assess pupils using the Portage Developmental Profile
- Create individual "Play plans" to support identified areas for development
- Provide an additional inclusive play space for pupils with complex needs
- Employ additional staff for support
- Engage with external agencies for advice and support through joint family meetings
- Hold annual reviews and progress meetings with families
- Adapt activities to ensure full inclusion
- Give children with special needs access to the same curriculum as their peers

Impact and effectiveness:

- All pupils make good progress (celebrated in annual reviews)
 - Full inclusion achieved across the whole setting
 - Strong partnerships with families and external agencies
 - Children's individual needs are being met effectively
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Sex (Gender)

Our data:

- In N2 (2026 leavers), girls outperformed boys in all areas. This is a trend in our setting and nationally. [Release home - Early years foundation stage profile results - Explore education statistics - GOV.UK](#)

- The majority of staff are female. A male site supervisor was employed Sep 26.
- More boys than girls on the special needs register

What we do:

- Analyse attainment data for gender differences
- Choose resources to appeal to both genders
- Encourage girls and boys to take part in all activities
- Provide additional learning support for both boys and girls
- Plan activities to engage children of both genders

Impact and effectiveness:

- Girls and boys have equality of opportunity across the nursery
 - Gender gap in attainment identified as area for development (see Objective 1)
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Gender Reassignment**Our approach:**

- No data currently collected from staff or families
 - We would respond supportively to any issues that arise
 - All children, families and staff are treated as individuals
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Age**Our data:**

- Staff profile spans from twenties to beyond 75 years
- We regularly offer placements to students aged 16-21 from Tresham College and University of Northampton
- We engage with families across a wide age range, from pre-natal to grandparents

Impact and effectiveness:

- Diverse age range among staff brings varied perspectives and experience
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Pregnancy, Maternity, Paternity & Adoption**What we do:**

- Follow policies to ensure equal treatment for maternity, paternity and adoption leave
- Offer flexible working patterns for staff returning from maternity leave

- Provide planned return to work schedule, including "Keeping in touch" days (in line with NNC policy)
- Provide baby changing facilities for parents
- Host parent information and support sessions at school

Impact and effectiveness:

- Staff are well-supported through family-related leave periods
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Religion and Belief

Our data:

- Data collection sheets ask parents for their child's religion
- Zero racist incidents recorded in the past 12 months

What we do:

- Promote equality of opportunity across the whole setting
- Make adjustments where practicable to accommodate different religious beliefs
- Celebrate festivals from different religions and welcome contributions from all families
- Respect different dress codes of different religions and cultures

Impact and effectiveness:

- Inclusive environment where all beliefs are respected
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Marriage and Civil Partnership

Our approach:

- Data collected at recruitment stage for staff
 - No data collected from families regarding marital status
 - All children, families and staff are treated as individuals
 - A range of different relationships are portrayed in resources used with children
 - No discrimination based on marital status or civil partnership
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Sexual Orientation

Our approach:

- Data collected at recruitment stage for staff
- No data collected from families

- All children, families and staff are treated as individuals
 - Acceptance of all types of sexual orientation
 - Support offered to families who need it
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Related Policies

This information should be read alongside our:

- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality of Opportunity Statement
- Inclusion Policy

And relevant NNC policies: Recruitment and Selection Handbook for Schools, Equality in Employment Policy, Flexible Working Policy, Special Leave Policy, Maternity Leave Policy, Attendance Management Policy, and Whistleblowing Policy.

Publication

This document is available on our school website and on request from the school office.

Debra Thwaites, Head Teacher

September 2026