



Equalities Information

September 2016

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 has three aims under the general duty for schools/academic settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act. 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 where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our setting has considered how well we currently achieve these aims with regards to the nine protected characteristics; race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation, marriage or civil partnership.

- In compiling this equality information we have identified evidence already in the setting of equality within policies and practice and identified gaps
- Examined how our setting engages with the protected groups, identifying where practice could be improved
- Analysed our effectiveness in terms of equality

The progress and attainment data contained in this report relates to the children attending in the 2015-2016 academic year. **Where appropriate we have also included in green font statistics relating to the number of children attending in the 2016-17 academic year.**

Summary of our equalities evidence

In relation to race, the evidence we hold tells us:

- 30% of pupils had English as an additional language – 15 different languages were spoken (2015-16)
- 33% of pupils were of non-white UK background. After White British, the most prevalent ethnicity was White Polish (2015-16)
- 25% of pupils have English as an additional language – 10 different languages are spoken (2016-17)
- 27% of pupils are of non-white UK background. After White British, the most prevalent ethnicity is White Polish (2016-2017).
- The setting reports racist incidents to the local authority on a monthly basis; there have been none reported over the past year
- In relation to language, the evidence we hold tells us that most EAL children make similar progress to their peers for whom English is first language. In the 2015-16 academic year in the strands of understanding (65%) and speaking (76%) EAL children make four or more steps progress. This shows a rapid development of their language skills enabling them to access the rest of the curriculum. In that year 36% of EAL children spoke Polish and would consequently talk to each other in their home language, possibly limiting their acquisition of English.
- Pupils who start at the setting with no English make good progress

In relation to disability, the evidence we hold tells us:

- There is excellent provision for pupils with disabilities, with adaptations made to the building and activities planned to meet their individual needs
- The setting is accessible to visitors with disabilities
- There are access arrangements to support pupils with additional needs – resources, support
- Use of external agencies for advice and support
- Appropriately trained staff
- The setting has specialist provision for hearing impaired children

In relation to gender, the evidence we hold tells us

- Attainment is analysed for differences between the genders.
- There were 47 girls and 58 boys in the 2015-2016 cohort.
- In ten of the 17 strands of the EYFS a higher percentage of boys than girls made three steps or more progress.
- The three areas of learning where boys made less progress are PSE, mathematics and knowledge of the world.
- The number of girls (57) exceeds the number of boys (43) in the 2016-2017 cohort.
- The only member of staff who is male, is the cleaner in charge
- Activities are planned to engage children of both genders
- There is additional learning support for both boys and girls
- More boys (13) than girls (6) were on the special needs register in 2015-2016.

In relation to gender reassignment, the evidence we hold tells us

- No data is collected or held by the setting about gender reassignment amongst staff or families that use the nursery.

In relation to age, the evidence we hold tells us

- The staff profile is not representative of one age group more than another. There is a spread of ages, from those commencing their professional lives (19), to those beyond retirement age (68).

In relation to pregnancy and maternity, the evidence we hold tells us

- Policies are followed to ensure that members of staff are treated equally in relation to maternity, paternity and adoption leave
- Flexible working patterns have been adopted for staff wishing to return from maternity leave
- There is a planned return to work schedule, including “Keeping in touch” days, in line with the policy of the local authority
- There are baby changing facilities in the school for parent’s use

In relation to religion and belief, the evidence we hold tells us

- Racist incidents are reported electronically to the local authority on a monthly basis, no reported incidents during last 12 months
- Data collection sheets ask parents for their religion
- Equality of opportunity is promoted across the whole setting

In relation to sexual orientation, the evidence we hold tells us

- Data is collected at the recruitment stages and forwarded to the local authority
- No judgements will be made by staff based on an individual’s sexual preferences

Summary of how we currently engage with protected groups

In relation to race, our self-evaluation tells us

- EAL children receive additional support to enhance their learning
- A range of resources showing different races is available
- We work closely with parents/carers

In relation to disability, our self-evaluation tells us

- As a nursery setting with a specialist provision for hearing impaired children, every opportunity is taken to ensure full inclusion
- Buildings allow access and are DDA compliant
- The Quiet Room is modified for use by the hearing impaired but all rooms have excellent acoustics.
- Children with special needs are given access to the same curriculum as their peers
- Children have individual “Play plans” to support their identified areas for development
- Detailed records are kept of children’s progress
- Parents are involved in reviews of progress and meetings
- Staff adapt activities where necessary to ensure inclusion

In relation to gender, our self-evaluation tells us

- Resources are chosen to appeal to both genders
- Girls and boys are encouraged to take part in all activities
- Girls and boys have equality of opportunity across the nursery

In relation to gender reassignment, our self-evaluation tells us

- We do not collate data on this
- If any issues arose we would fully support those involved

In relation to age, our self-evaluation tells us

- We engage with a wide age range of families, from pre-natal to grandparents
- We employ staff across a wide age range

In relation to pregnancy & maternity our self-evaluation tells us

- We offer flexibility of employment for those returning from maternity leave
- Policies for the provision of maternity/paternity leave are in place
- Health visitor appointments are available via Action for Children outreach at the school

In relation to religion and belief, our self-evaluation tells us

- We celebrate festivals from different religions and welcome contributions from all children and parents/carers

In relation to sexual orientation, our self-evaluation tells us

- All children, their families and our staff are treated as individuals
- Support would be offered to those families who need it
- Acceptance of all types of sexual orientation

Summary of our equality analysis

(how effective we think we currently are in achieving the aims of the duty for each of the protected groups)

In relation to race, our judgement is

- There is evidence that EAL children make good progress
- Support for children in different ethnic groups is good
- Relationships between children are good

In relation to disability, our judgement is

- Individual play plans provide evidence that children's individual needs are being met
- All opportunities taken to advance learning in appropriate ways
- Inclusion is carried out across the whole setting

In relation to sex, our judgement is

- Equality of opportunity policy gives evidence that all children have the same opportunities
- We need to ensure the attainment of girls and boys is broadly equal in all areas of the curriculum.

In relation to gender reassignment, our judgement is

- We do not have information on this at present, so cannot make a judgement

In relation to age, our judgement is

- We have a wide age range amongst the staff
- All staff have equal access to training opportunities
- All staff treated equally, regardless of age

In relation to pregnancy and maternity, our judgement is

- New contracts for staff returning from maternity leave to allow flexible working
- Make provision for maternity leave and any adaptations required
- Staff work as a team to support each other

In relation to religion and belief, our judgement is

- Records of harassment sent to local authority (none in past 12 months)
- We celebrate festivals to develop understanding of other faiths

In relation to sexual orientation, our judgement is

- We treat everyone equally
- We would offer support to families on an individual basis, seeking specialist advice if necessary
- We may need to develop staff awareness in this area

Other relevant policies

Admissions policy

Bullying & behaviour policy

Safeguarding and Child Protection Policy

Equality of Opportunity Statement

Hearing Impaired Specialist Provision

Inclusion policy

NCC Recruitment and Selection Handbook for Schools

NCC Equality in Employment Policy

NCC Flexible working policy

NCC Special Leave Policy

NCC Maternity Leave Policy (Teaching Staff and Support Staff)

NCC Attendance Management Policy

NCC Whistleblowing policy

Karen Sharman

Head Teacher

Agreed by the Governing Body

21st September 2016