



Equalities Information

September 2019

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 2018-2019 academic year. **Where appropriate we have also included in green font statistics relating to the number of children attending in the 2019-2020 academic year.**

Summary of our equalities evidence

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

- 29% of pupils had English as an additional language – 11 different languages were spoken (2018-2019)
- 31% of pupils were of non-white UK background. After White British, the most prevalent ethnicity was Any Other White Background (2018-2019)
- 32% of pupils have English as an additional language – 11 different languages are spoken (2019-2020)
- 31% of pupils are of non-white British background. After White British, the most prevalent ethnicity is Any Other White Background (2018-2019).
- Two members of staff are of non-white British background (12%).
- 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 EAL children achieved better than their peers in 13 out of the 17 strands of the EYFS than for those for whom English is the first language. EAL children made better progress in 15 of the 17 strands than those for whom English is the first language. In speaking at baseline assessment 32% of EAL children were achieving at age related expectations; in the summer assessment this figure was 90%. This shows a rapid development of their language skills enabling them to access the rest of the curriculum. In addition to this 100% of EAL children achieved age related expectations in 13 of the 17 strands.
- Pupils who start at the setting with no English make good progress.
- One member of staff has English as an additional language (6%)

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 56 girls and 60 boys in the 2018-2019 cohort.
- Boys made better progress than girls in nine strands of the EYFS, including speaking and numbers.
- The number of boys (56) exceeds the number of girls (49) in the 2019-2020 cohort.
- The only member of staff who is male, is the cleaner in charge (6%)
- Activities are planned to engage children of both genders
- There is additional learning support for both boys and girls
- More boys (14) than girls (5) were on the special needs register in 2018-2019.

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 mainly representative of those in their 40's and 50's. However there is a spread of ages, from those commencing their professional lives (20), to those beyond expected retirement age (71).

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 parents' use

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

- 32% of pupils were Christian, 63% had no religion and 5% were of other religions including Hindu, Sikh and Muslim (2018-2019).
- In 2019-2020 30% of pupils are Christian, 57% have no religion and 13% are of other religions including Hindu, Sikh and Muslim.
- Racist incidents are recorded, but there were no reported incidents during last 12 months
- Data collection sheets ask parents for their child's religion
- Equality of opportunity is promoted across the whole setting
- Where practicable adjustments are made to accommodate the needs of those holding different religious beliefs.

In relation to marriage and civil partnerships, the evidence we hold tells us

- Data is collected at the recruitment stages for staff
- No data in relation to marital status or civil partnership is collected in relation to families
- There is no discrimination towards staff, families or their children associated with marital status or civil partnership

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 data is collected in relation to sexual orientation in relation to parents and families
- 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 may receive additional support to enhance their learning
- A range of resources showing different ethnicities is available
- We work closely with parents/carers of all backgrounds and cultures
- We celebrate festivals from different cultures

In relation to disability, our self-evaluation tells us

- As a nursery setting with 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.
- We will engage with outside professionals for advice and support for children and families.
- 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, paternity & adoption our self-evaluation tells us

- We offer flexibility of employment for those returning from maternity, paternity or adoption leave
- Policies for the provision of maternity/paternity/adoption leave are in place
- Health visitor appointments are available 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
- Where practicable adjustments are made to accommodate the needs of those holding different religious beliefs.
- We respect the different dress codes of different religions and cultures

In relation to marriage and civil partnership, our self-evaluation tells us

- The relationship status of staff and families shows a varying profile
- A range of different relationships are portrayed in resources used with the children
- All children, their families and our staff are treated as individuals

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 are treated equally, regardless of age

In relation to pregnancy, maternity, paternity and adoption our judgement is

- New contracts available for staff returning from maternity, paternity and adoption leave to allow flexible working
- Make provision for maternity, paternity or adoption 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 marriage and civil partnership, our judgement is

- Staff and families are not discriminated against depending on their relationship status (married, civil partnership or single parent)

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

Other relevant policies

Admissions policy
 Behaviour policy
 Safeguarding and Child Protection Policy
 Equality of Opportunity Statement
 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

Approved by the governing body 16th October 2019