



Public Sector Equality Duty at Oliver Thomas Nursery School and Children's Centre

Welcome to Equalities at Oliver Thomas. You will find here information about how the school ensures it meets its Specific Equalities Duties (These are things our school **must** do).

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics – school must take into account when publishing information

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also 2 other protected characteristics that schools do not have a direct duty towards

- Age

- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve)

General Duties

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

- Publish information - you will find here information about our school community

Equality Objective – Action Plan

- Equality Objectives – actions we will take after careful thought (analysis)

All the information and analysis will be from school improvement plans, evaluations and student data – we intend to use the information to improve education for all groups in the school. We want to know which pupils are doing well and less well so we can plan to improve outcomes for them.

A lot of this information is already being used by the school to develop and improve what we are doing well for all our students. Some of the information may show us that we could be doing better. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will find also published here.

This information is intended to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know. You may contact the school on 0208 882 1177, e-mail us on info@oliverthomas.newham.sch.uk or come in to speak to someone in person.

You will find all the information on the school website under Policies.

The person you need to contact if you are interested in helping us with our equalities or you can see something that can be improved is Nicola Hayden, Headteacher.

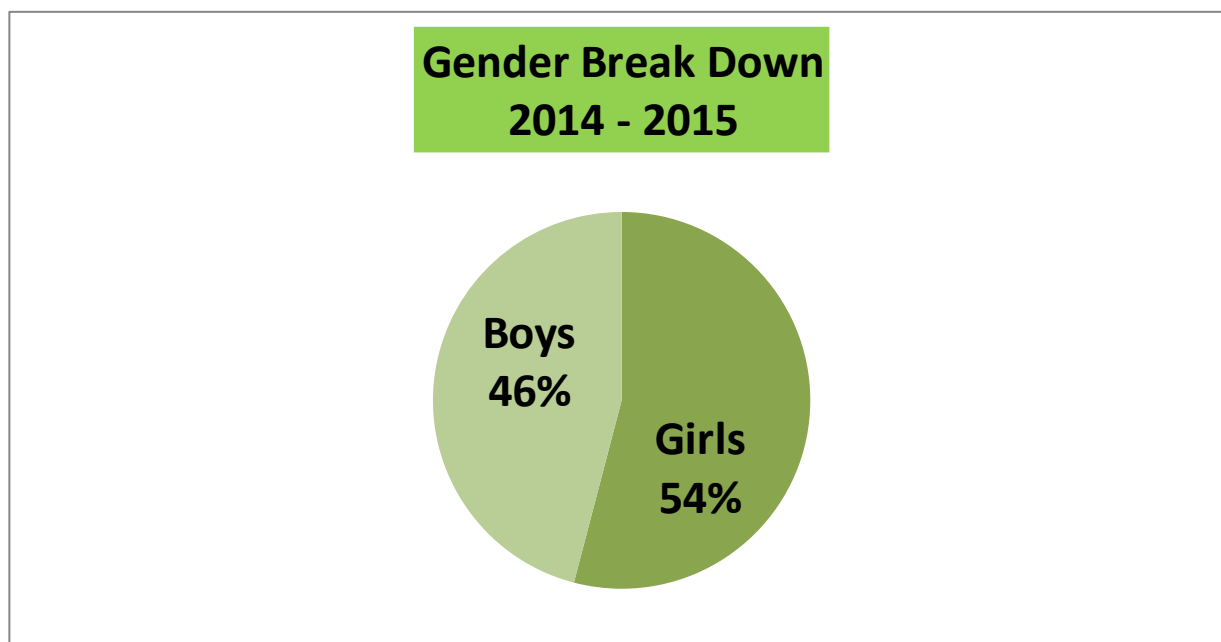
We would like to hear from you.

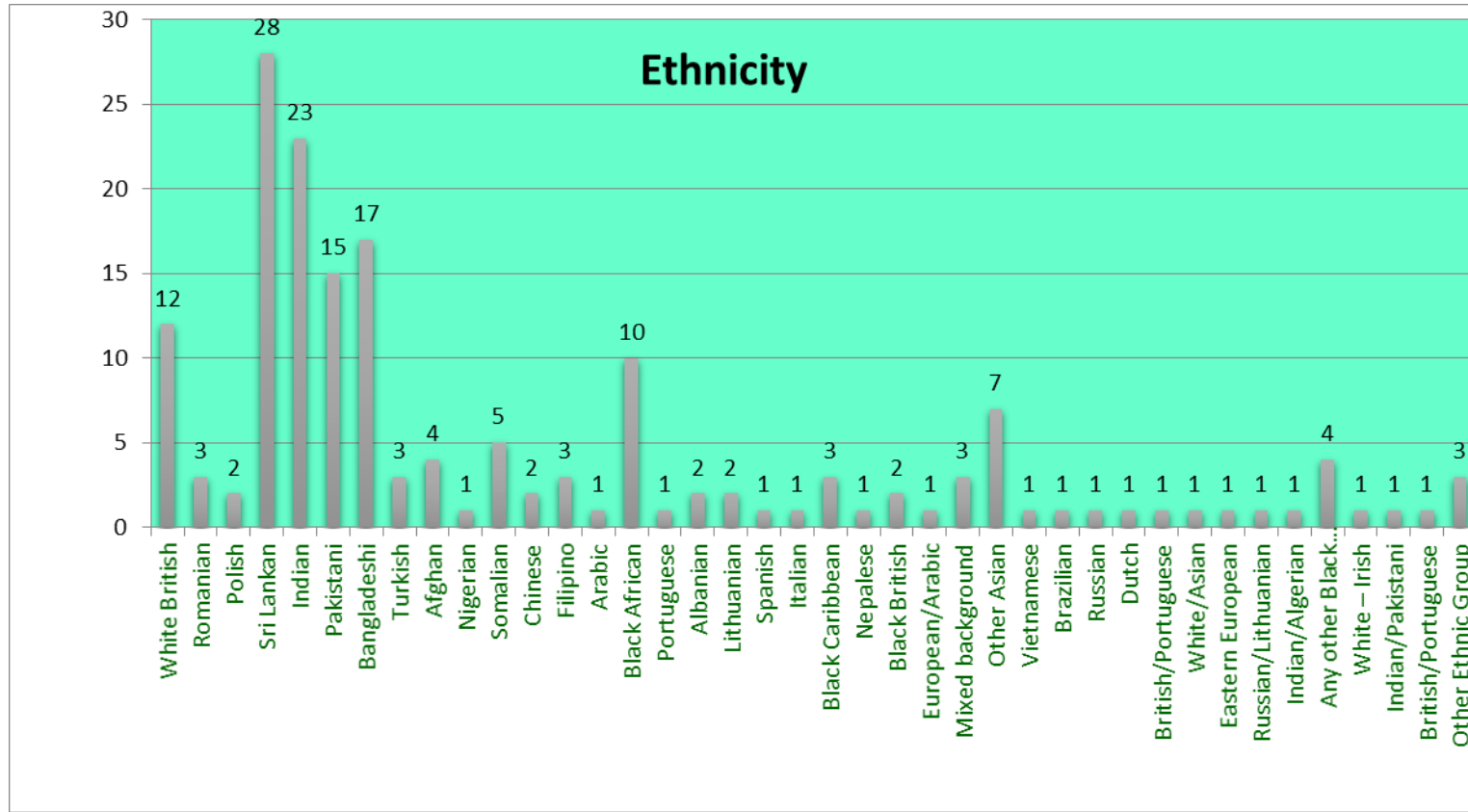
Oliver Thomas Nursery School and Children's Centre Equalities Information and Analysis. **2014-2015**

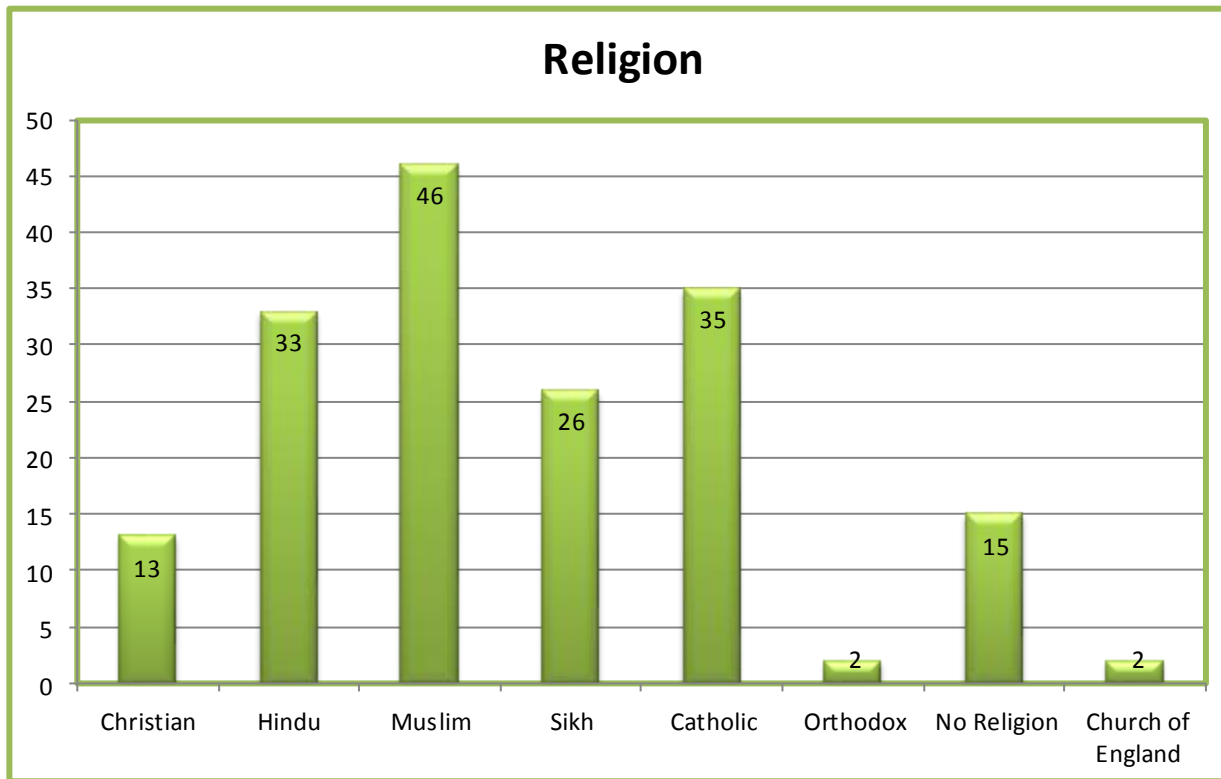
Please note: As there is no national data held centrally in relation to nursery schools, this column is left blank.

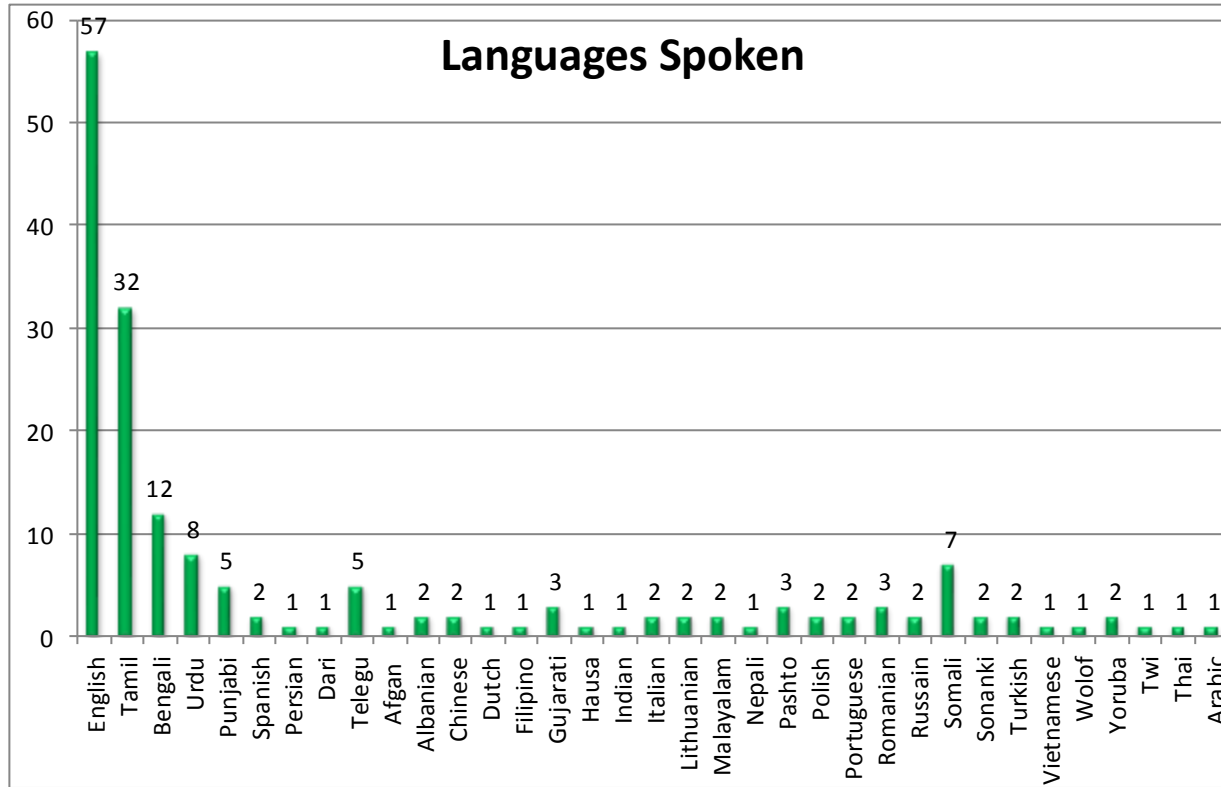
Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

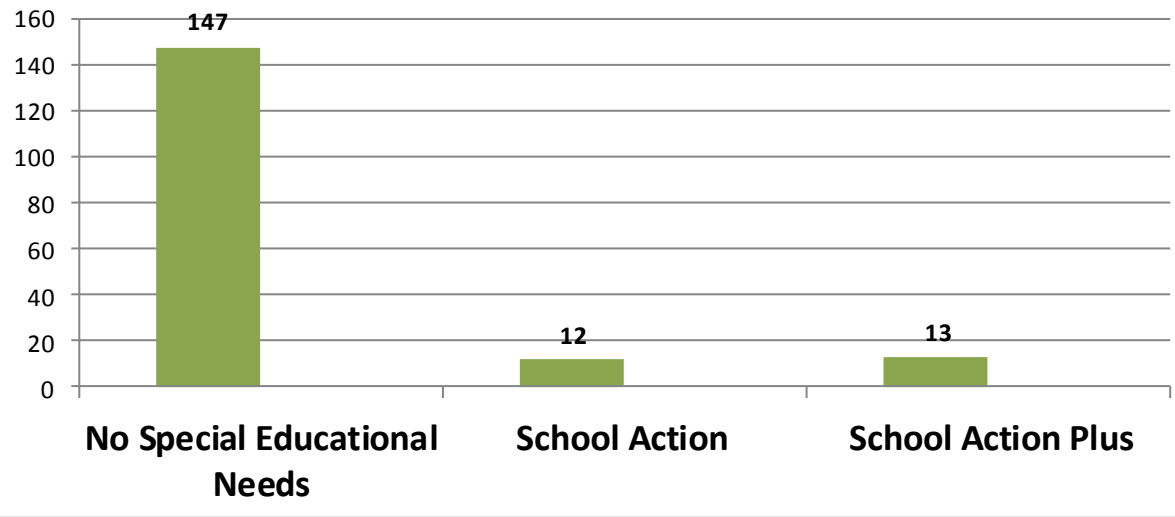


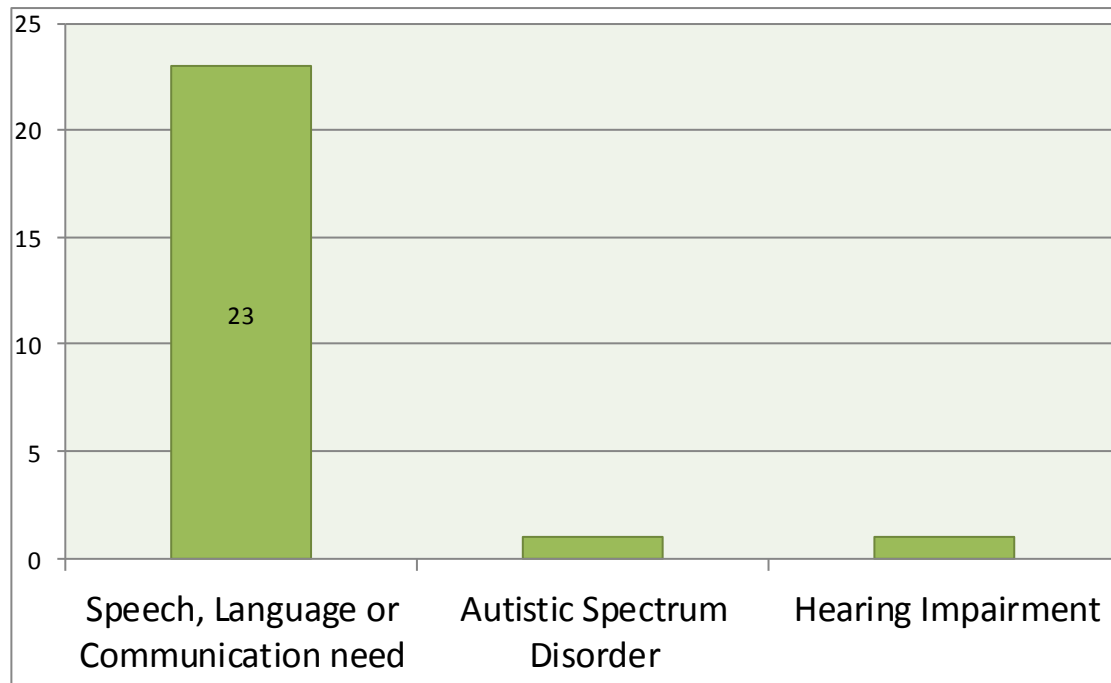






Special Educational Needs





Analysis/comments:

Analysis of the school population:

The school serves a richly diverse population and narrow bands available on SIMS for data inputting tend to give crude figures when different nationalities are grouped within cultures (for example, black African covers a wide range of different nationalities, each with their own beliefs, languages, cultural practices etc.) At Oliver Thomas, our more detailed breakdown of ethnicity demonstrates that we have children whose heritages spans over 30 different countries. Some cultural groups are well represented such as those families who hail from Bangladesh, Sri Lanka, India and Pakistan, we are mindful of ensuring that the concept of equalities and inclusion runs through all our practice in order for us to fully meet our duties to all children and families who come here.

Because children only attend nursery part time, data for eligibility for free school meals is unavailable. However, the most recent figures available (2004) ranked Newham 3144 out of 32,482 areas in relation to having multiple deprivations with 1 ranking highest. This would indicate that a high proportion of children would be eligible for free school meals.

14% of our children had identified additional needs in 2014/15 and whilst the majority of these are classed as having speech, language and communication difficulties as their main area of need, the holistic nature of early childhood means that this often impacts on behaviour and relationship building, so we are very aware of supporting these children in social interactions. Note must also be made of the fact that attending nursery often acts as a trigger to referrals to agencies in order to get diagnosis for children where relevant. Hence, a number of children who are currently recorded as having speech and language needs are in the process of being seen at the child development clinic and may well have an autistic spectrum diagnosis by the time they enter reception class.

Comparisons to National data:

No national data held on nursery schools.

Attendance

	School		National %
	Number	%	
Authorised	181	15.80	No data held
Unauthorised	24	0.9	No data held
Attendance		84.11	

Analysis/comments:

Comment: Whilst attendance at nursery is not compulsory, we aim to instil good practice and encourage 100% attendance so that families build good habits for future schooling. However, we are mindful of the fact that when children first begin nursery they tend to pick up illnesses quickly as their immune system is not used to coping with the number of infections they come into contact with. We work in partnership with parents and support them in deciding how bad a cold has to be to justify school absence. If every time a child had a runny nose they were kept at home then absence would be far higher! The head and deputy meet with families where absence is high or follows regular patterns to examine ways in which this can be reduced.

Development: In our 2015/16 school improvement plan we have adopted a much more rigorous approach to monitoring absence to raise attendance and progress. Our target for this academic year is 92%.

Section 2. Advance Equality of Opportunity Between those who share a protected characteristic and those who do not

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

Attainment Data

Attainment is the measure of how children are performing compared to national averages and expectations for age ranges and at primary schools this is measured through national curriculum SATS and attainment figures. National data is not held for nursery schools and children are not tested at this age. However, we do measure the progress children make across the Early Years Foundation Stage (EYFS) during their time at nursery and compare different groups of children to see if progress is similar.

Analysis/comments:

Through our termly progress of child progress reviews we closely monitor progress made by individual children and specific cohorts of children to ensure that all groups of children are making good progress and also ensure that children are achieving across all curriculum areas.
Areas we would like to improve next year: To continue to embed intervention strategies to narrow the gap between lower and higher attainers and put strategies in place to reduce inequalities between cohorts and curriculum areas.

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken
Teaching and Learning:	Use of individualised child progress reviews and pupil assessment information to ensure children's learning needs are being met by our provision.
Admissions and Transfer:	Home visits enable strong relationships to be built with children and families prior to admission and enable practitioners to find out more about

	individuals cultures, lifestyles, opportunities and challenges.
Participation :	Our 'continuous provision' enables children to follow their own interests and learning styles at a developmentally appropriate level.
Student progress:	Introduction of child progress reviews alongside assessment information is ensuring that each child's needs as a learner are fully evaluated.
Flexible curriculum arrangements	Individual learning priorities, continuous provision, planning from the children's interests and more specific detailed provision maps to support children with additional needs provides the flexibility to enable each child to experience success in his/her learning at Oliver Thomas.

Analysis/comments:

Areas school has developed this year: Child progress reviews have been introduced this year and are impacting on a shared understanding of each child's learning needs.
Areas we would like to improve next year: Continue to closely monitor practice and develop confidence and skills base of whole staff team in relation to supporting children in developing effective characteristics of learning.

Section 3. Foster Good Relations Between those who share a protected characteristic and those who do not

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken
Social and Emotional	Key person approach triangulating the relationship between the parent, child and practitioner and ensuring each child is fully supported in their time at Oliver Thomas.
Positive Imagery:	Auditing of school resources to ensure positive images across our environment.
Community Links:	Associated children's centre where all members of the community are invited to attend courses, groups and advice sessions together with targeted provision for vulnerable families.
Cultural ideas, Religion and Belief	Cultural, religious and belief systems permeate our provision through resources, activities, displays, stories, plays and festivals celebrated. Information kept on these aspects of family makeup on admission forms. Filters through staffing who represent a cross section of the community we serve.
Removing Barriers and Reasonable Adjustments:	Classroom organisation constantly reviewed to ensure access for all members of our community. New admission form to request information on possible disabilities of any family member to enable setting to be proactive in meeting needs. Staff training put into place to facilitate removal of barriers to develop positive working relationships between parent and practitioner. Focus on underlying reasons for behaviours and

	working to support families rather than taking judgmental view. Community languages spoken by many staff members plus sensitive support to those families who do not share a common language or who may have literacy difficulties.
Partnerships with Parents:	Home visits and key person groups to build relationships. Story groups involving parent's using community languages and family book making.

Analysis/comments:

Areas school has developed this year: New approach to curriculum planning introduced to ensure that we support each child and build on what each child CAN DO to support the development of confidence and self-esteem. Child progress reviews each term to ensure that ALL our children are making strong progress and that an Early Help plan is put in place if this is not the case.
Things we would like to improve next year: Continue to raise awareness of underlying reasons for behaviours and positively support each child. Continue to look at and challenge any outmoded practice in relation to gender, cultural and developmental differences for children.

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

Examples	Steps the School has Taken
Exclusions Data:	Continue to raise awareness with practitioners to support understanding of underlying issues affecting individual children and how this impacts on behaviour.

	Positive behaviour strategies training held this year.
Victimisation and Discrimination:	Positive Behaviour Policy in place which promotes shared understanding and consistent practice.
Monitoring of incidents:	School follows borough procedures. Behaviour policy includes awareness raising over the reality of bullying and harassment prevalent at all ages.
Anti Bullying and Harassment:	Within positive behaviour policy, focus on promoting assertiveness in children and adults and looking at underlying causes for behaviours.
Training and awareness raising about discrimination and bullying issues	Part of positive behaviour training focus Autumn 2015 – Spring 2016.

Analysis/comments:

Things school has developed this year: Revisiting of Positive Behaviour Strategies
Things we would like to improve next year: Engage children more effectively in discussions about feelings and behaviours ensuring that feelings areas are being fully utilised.

Section 5. Participation, Engagement and Satisfaction with our Equalities Practices

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken (Case Studies)
Pupil voice:	Curriculum focus on feelings and emotions. Children having closer involvement in the development of their

	special book.
Parents/Carers:	Parent/carers views sought about school on a termly basis and feedback acted on. Parents/carers views sought through our monthly coffee mornings. Parents/carers actively involved in the planning for their child and also in contributing to their child's special book.
Staff:	Via staff meetings. (agendas have included revising admission forms, home visiting rationale, considering developing continuous provision and record keeping including individual learning priorities.)
Local community:	Parents' forum, governing body and children's centre advisory committee all provide forums for debate, questions and ideas.
Governors:	Devising link governor roles with one to be responsible for monitoring equalities and another around SEN and child protection. Monitored through meetings and visits.
Satisfaction with our service:	Through questionnaires and data analysis.

Workforce – staffing and training

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors.

Area of focus	Actions and future plans
Promoting opportunity	CPD managed through school improvement plan priorities and staff performance management system Newham Nursery Schools yearly

	conference ensures each member of the staff team accesses high quality professional development both in school and off-site.
Fostering good relations	Developing teamwork through change of teams, introduction of continuous provision to foster a whole school approach to teaching, learning and planning and nursery and CC staff sharing good practice.
Prohibiting harassment	Performance management meetings and termly supervision sessions for all staff including opportunity to talk through pertinent and personal issues that arise. Senior staff members have attended coaching training.

School Equality Objectives: 1. Advance Equality of Opportunity Between People

Date: April 2016

			Equality Strand (protected characteristic)									
Objective	Current situation	Success criteria	Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternit	Sexual Orientation	Gender Reassignment	Lead Person:	Links school policy or school development/ improvement plan	Actioned by:
To ensure that no child or group of children makes less progress due to protected characteristics not being taken into account	Pupil tracking system allows for monitoring individual and cohorts of children to compare progress and attainment.	Full cycle carried out each year, data analysed and actions put into place if significant differences are highlighted.	Y	Y	Y					HT	Yes – part of learning and teaching	Analysis takes place 3 times over the academic year.

To enable all children to have autonomy and choice in curriculum access in relation to learning style and interests	Continuous provision where children are able to move around school to follow own learning journeys. Key people monitor and support individual children.	Continuous provision throughout the school where children go to where they know certain resources will be in order to practice/consolidate and extend their learning supported by quality adult interactions.	Y	Y	Y					HT	Yes – within SDP	Monitor and review annually.
Ensure that equalities issues are taken into consideration when drawing up curriculum and related policies.	All policies reviewed to include equalities.	Equalities statement discussed included and shared understanding reached amongst practitioners and disseminated to parents and governors.	Y	Y	Y		Y	Y	Y	HT	Yes-within SDP	Alongside programme of policy review

To ensure that children with additional needs are supported by staff who are confident, knowledgeable and skilled in promoting their needs.	There is increased clarity around shared responsibility but need to continue to develop this.	Training and support given to enable all staff to fulfil their statutory duties and raise notion of the positive nature of inclusion.	Y							HT/Senco	Yes – within SDP	Monitor and review annually
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Equality Objectives: 2. Foster Good Relations Between People
Date:

			Equality Strand (protected characteristic)									
Objective	Current situation	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment	Lead Person:	Links school policy or school development/improvement plan	Actioned by
To support parents/carers and practitioners in having a shared understanding of the notion of 'Inclusion.'	Draft policy to be taken to staff and governors.	Policy discussed, reviewed and shared understanding reached with raised awareness of underlying issues.	Y	Y	Y	Y	Y	Y	Y	HT	Yes – policy review plan	Summer term 2016
To provide children with opportunities to expand their knowledge and understanding of their richly diverse local community	Visits are taking place and need to be maintained and further developed.	Programme of visits to local places of interest including religious building planned for and being undertaken.			Y	Y				DHT	Yes - SDP	For 2015/16 academic year

Equality Objectives: 3. Eliminate Unlawful Discrimination, Harassment and Victimisation												
Date:												
			Equality Strand (protected characteristic)									
Objective	Current situation	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternal	Sexual Orientation	Gender reassignment	Lead Person:	Links school policy or school development/improvement plan	Actioned by (date)
To have common understanding of what constitutes discriminatory incidents and how to deal with them	Possibility of incidents involving parents not being fully challenged	Shared understanding and confidence to raise issues with parents/carers and to raise community awareness.	Y	Y	Y	Y	Y	Y	Y	HT	As part of equalities plan meeting	End 2016