



Equalities Information and Objectives

Approved by: Governing Body

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Next review due by: Spring 2022

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff and families, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst governors, staff and children
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs and implement as necessary

All school and children's centre staff will have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (eg children or families with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (eg organising our Community Day outside of Ramadan, closing for religious holidays)
- Encouraging people who have a particular characteristic to participate fully in any activities (eg encouraging all families to be involved in the full range of activities on offer at our school and in the children's centre)

In fulfilling this aspect of the duty, the school will:

- Evaluate how children with different characteristics are progressing
- Use this evaluation to determine strengths and areas for improvement, implementing actions in response to findings

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the early year's foundation stage curriculum and school and children's centre events.
- Holding small events in the classrooms to share learning with children and parents/carers about different aspects of our different cultures and religions to promote cultural and religious understanding and tolerance.
- Working with our local community - organising school trips and activities based around the local community
- Promoting a sense of community through the development of the Oliver Thomas Food Bank and taking part in charitable events such as Children in Need and Red Nose Days and organising our annual Community Day

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip, activity or event is being planned, the school considers whether it -

- Cuts across any religious holidays
- Is accessible to children with disabilities
- Has facilities suitable for all families

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically as part of the completed risk assessment.

8. Equality objectives

Objective 1: Undertake an analysis of attendance at early learning workshops to establish whether all sections of the school community feel confident to access these parental learning opportunities

Why we have chosen this objective: to ensure that no group is excluded and if they are, to identify support needed

To achieve this objective, we plan to carry out an analysis of attendance at these sessions and act on our findings

Progress we are making towards this objective:

We asked parents to complete an evaluation form to identify attendance and capture some of their thinking around the workshops.

Our initial analysis as follows:

- To increase numbers we used our strong parent to staff relationships to encourage parents to attend through their child's keyperson.

- We offered multiple sessions. This would allow for attendees to speak to other parents and ‘spread the word’ encouraging others to attend a later workshop.
- We offered sessions to run each term to enable new in-year starters to attend.
- We planned to run a range of workshops across a range of curriculum areas.

We had a good cross section of parents attending in terms of ethnicity with Bangladeshi parents being the most highly represented group and all other ethnic groups with at least one representative.

17% of attendees had children with SEND

- We always tailor workshops delivered with differentiation in mind and children with SEND are included in the thinking and initial planning of the workshops to promote and actively support inclusivity.
- In addition this group also receive support through the EPATs project which is a peer support initiative; weekly coffee afternoon and one to one support where needed from our specialist SEND outreach worker and a ‘Little Champions’ stay and play.

70% of attendees had English as an additional language

- We will continue to deliver high quality workshops to support parents and carers with EAL by using a range of visual supports and exciting resources which are non-language based. We will deliver simple messages and share information around dual language support available to parents for example: dual language books and or dual language internet links to support parents with language barriers
- We always encourage same language parents to support one another. For example at the last workshop a Romanian mum with good English translated for another with none.

50% of our families categorised as vulnerable (either on CP or CIN) attended our workshop

- We will continue to target our most needy groups if we feel it is appropriate and encourage attendance.

We asked parents for requests on other areas of the curriculum they felt they needed support with. They asked for a maths workshop which we delivered the next month.

Once the pandemic is over we will continue with our early learning workshop offer and continue to ensure that all sections of the community are accessing them. We will continue to evaluate the sessions we run with a view to finding out who has attended and who has not and why. We will use this information to plan next sessions and remove any barriers we identify within our data analysis.

A quote from an attendee at our early reading workshop:

“I am very happy here. I learn too much. For me it very helpful. The first time I come to course. I been in country not long. I not done anything like before. I want to learn more.”

Objective 2: Analysis of the termly parent survey to assess that the school is receiving feedback from groups across our community with particular attention to families of children with SEN/D.

Why we have chosen this objective: to ensure groups from across our school community recognise their views are encouraged and welcomed and can impact on the service for children and families

To achieve this objective we plan to carry out an analysis of contributions to the parent survey to assess engagement and satisfaction of different groups from our community and make adaptations in relation to our findings

Progress we are making towards this objective:

We now ask parents to identify on our termly survey whether they have a child with Special Educational Needs or a disability. This was due to be launched at our March Parent Conference Day which was unfortunately cancelled due to the onset of Coronavirus. We will be able to continue with this work once normal school has resumed.

Objective 3: Analysis of attendance information to ensure that both our girls and boys are benefiting from full access to nursery education in our funded early education places for 2 year olds and funded early education places for 3 / 4 year olds

Why we have chosen this objective: though not a consistent pattern, we have observed that girls attendance sometimes falls below that of the boys

To achieve this objective we plan to monitor boys and girls attendance and work with families to address any inequalities

Progress we are making towards this objective:

Being consciously aware of girls' attendance has helped us to more persistently observe any patterns emerging and we have worked with a number of families on improved attendance with this concern in mind. Recent analysis has been more positive. For the Spring Term up until lockdown girls attendance averaged out at 86% and boys attendance was 83%.

Objective 4: For the school to consistently score 6 across all aspects of the Inclusive Classroom Practice Audit Tool.

Why we have chosen this objective: to ensure that there is consistency and quality in our Inclusive Practice through high quality practice and provision.

To achieve this objective we are auditing provision on a termly basis and putting in place action plans for supporting our next steps.

Our last Inclusive Classroom Audit demonstrated strong progress and we achieved 6s in all the areas of the audit except for Adult Involvement in Peer Interaction; Conflict Resolution and Adaptations of Group Activities. We targeted Peer Interaction for training and development and prior to Lockdown this work was being led by Kirstie our SENCO and Lisa from the Complex Needs and Dyslexia Team.

9. Monitoring arrangements

The governing body will update the equality information we publish, at least every year.

This document will be reviewed by the governing body at least every 4 years.

10. Links with other policies

This document links to the following policies and procedures:

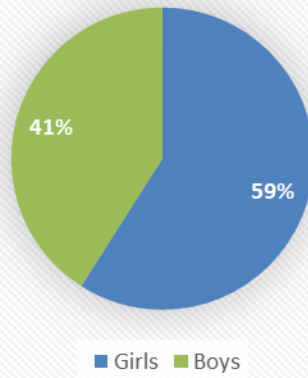
- Accessibility plan

Risk assessment procedures

Our School Community

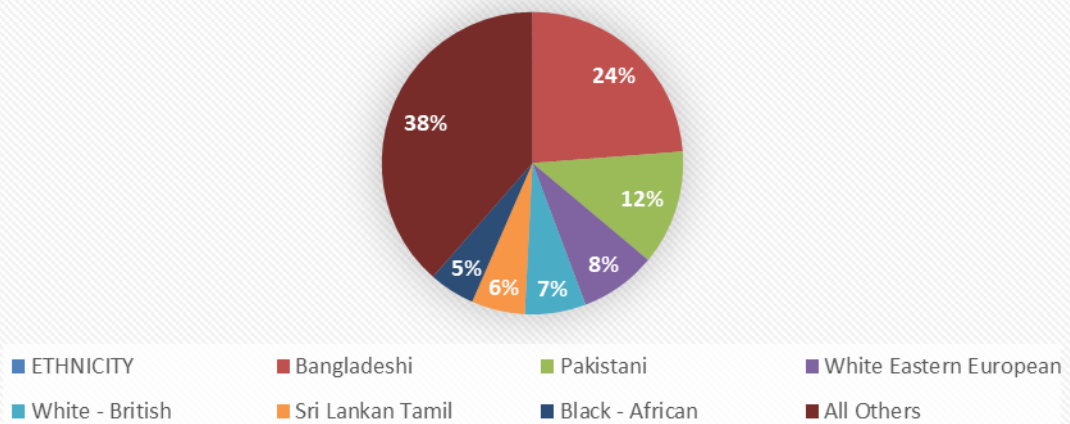
Within the nursery school the percentage of boys/girls attending the nursery are:

SCHOOL BOYS/GIRLS



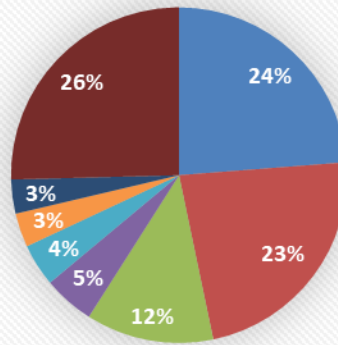
Children from 17 different ethnic categories attend the nursery school, the largest groups are:

ETHNICITY



There are 28 first languages spoken by families attending the nursery. The most spoken first languages are:

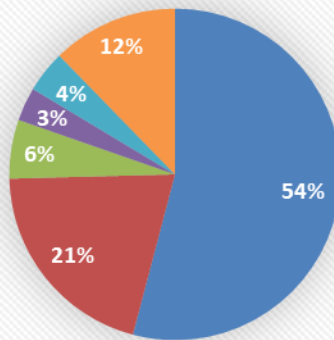
LANGUAGES



■ English ■ Bengali ■ Urdu ■ Romanian ■ Albanian/Shqip ■ Panjabi ■ Tamil ■ All Others

In the nursery school, 7 religions are followed. The main religions are:

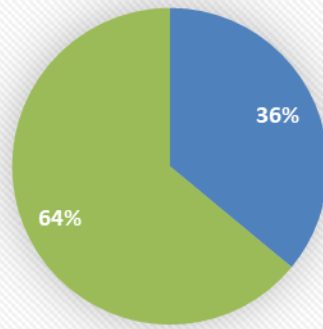
RELIGIONS



■ Muslim ■ Christian ■ Hindu ■ Roman Catholic ■ Unanswered ■ All Others

23% of children attending the nursery school are SEND, the gender split is:

SEND BOYS/GIRLS



■ SEND Girls ■ SEND Boys