

Equalities Information & Objectives



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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.

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 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. School closures include holidays placed over significant religious celebrations including both Eid supporting both staff, children and families.

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

8. Equality objectives 2022 - 2026

Objective 1: 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:

- Evaluation of SEND core book packs from parents
- Termly parent survey from families of children with SEND
- Evaluation of play and communicate sessions delivered by our NHS speech & language therapist
- Evaluation of bespoke parent session delivered by our specialist SEND team over the year 2023

Objective 2: To continue to support children with Special Educational Needs and disabilities and their families through using our communication strategies designed in partnership with the speech and language service and other specialist agencies. We know these strategies simultaneously support children with English as an additional language.

Why we chose this objective: We have noted an upward trend in increasing numbers of children attending the nursery with complex SEN and disabilities and an increase of children with SEN qualifying for assessment places.

Progress we are making towards this objective:

- We have placed communication and language as our overarching priority on our school development plan
- INSET on intensive interaction delivered by specialist teacher from Great Ormand Street with delivery for parents programed for January
- Parent evaluation of speech & language play and communicate sessions with bought in NHS speech and language therapist
- Monitoring provided by external agencies for rigor: Link SEND governor & school improvement partner (SIP)
- Child Progress Reviews

Objective 3: 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.

Progress we are making towards this objective:

- The yearly audit of the provision takes place this term (Autumn) and will create an action plan for supporting our next steps.
- Achievement of the IQM
- ITERS & ECERs data

Objective 4: Parents and carers are encouraged to be involved in school life and wider community and the school makes every effort to communicate with those families who are hard to reach

Why we have chosen this objective: We recognise the limitations imposed on the nursery and its local community due to the Covid-19 pandemic. We want to restore the connections with the local community and beyond to create strong home – school links to improve outcomes for children.

Progress we are making towards this objective:

- We have a Bengali mum's group beginning this term (autumn) which will run every half term.
- We have 'Parents in Mind' sessions running weekly to support parents with mental health issues.
- Every core book pack has a parent evaluation which is looked at by the head teacher once returned
- Data is collected for attendance at whole school events such as the seaside trip; community day in the summer and parent conference parent surveys are collected three times a year for analysis.
- Parent conference attendance

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

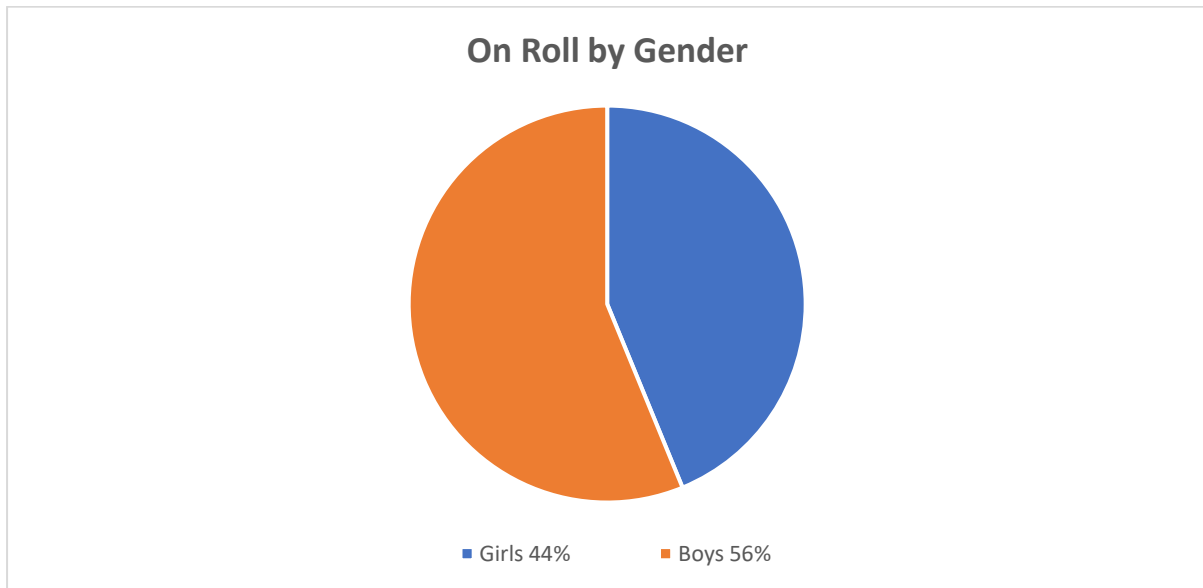
This document links to the following policies and procedures:

- Accessibility plan
- SEND Policy & SEND information report
- IQM

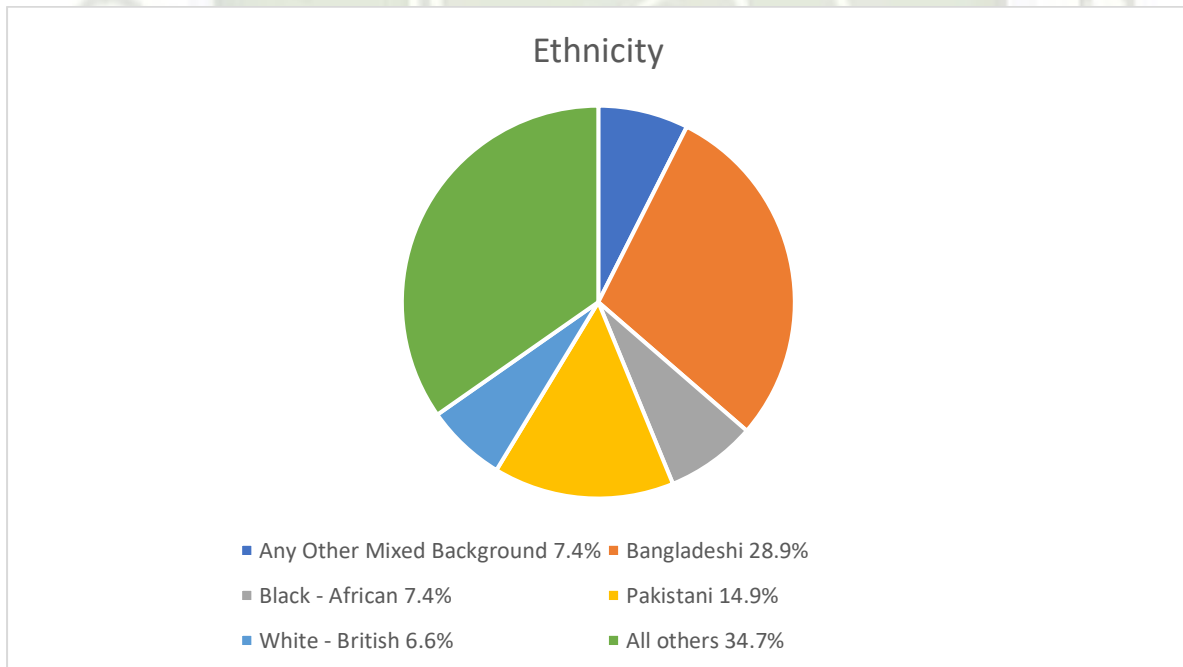


Our School Community, equality information 2023

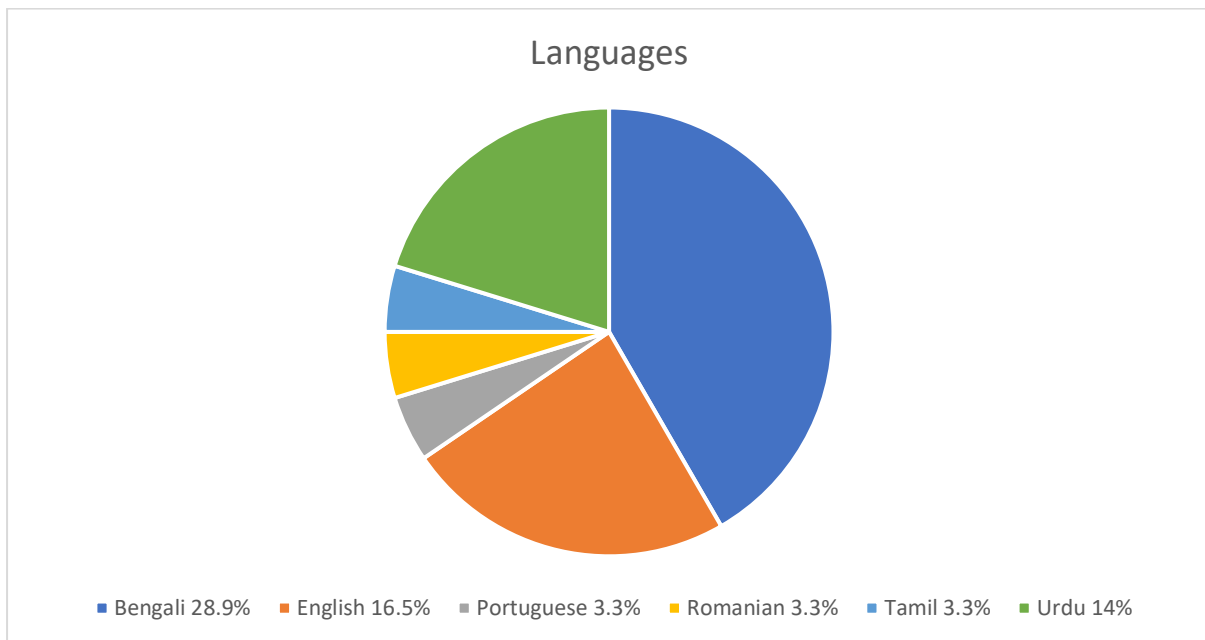
Autumn 2023, 121 children attending the nursery school the percentage of boys/girls are:



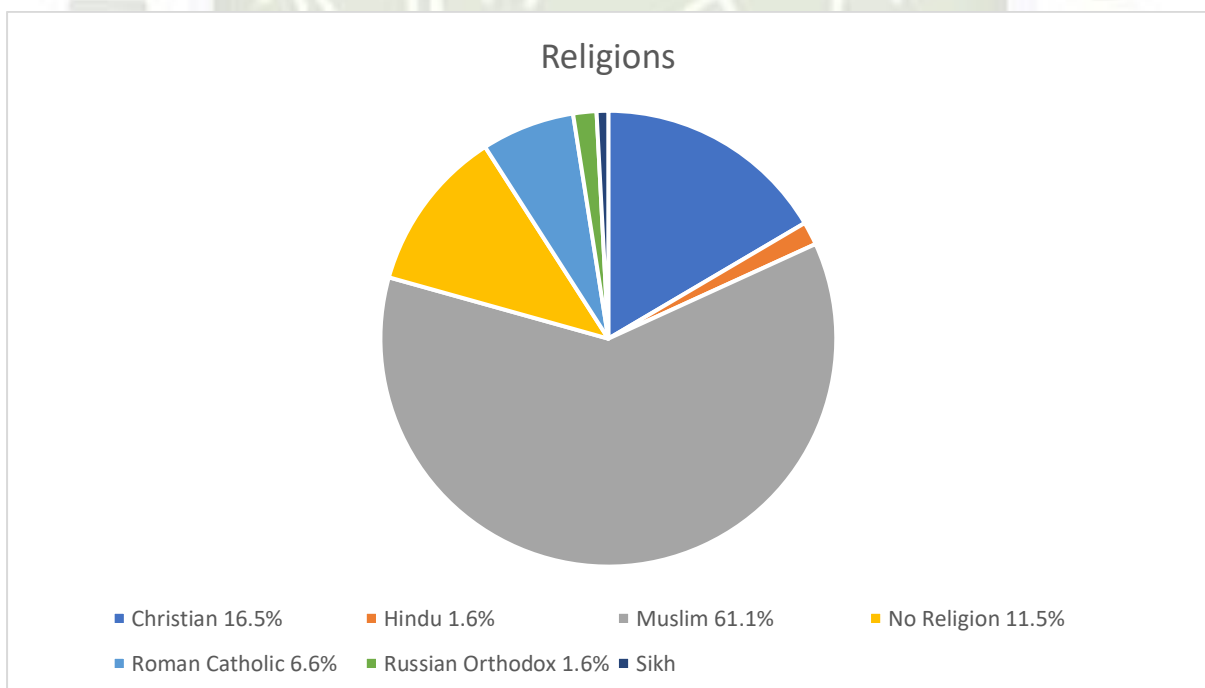
Children from 24 different ethnic categories attend the nursery school, the largest groups are:



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



In the nursery 7 religions are followed:



30% of children attending Oliver Thomas have SEND, the gender split is:

