

SOMERSET NURSERY SCHOOL AND CHILDREN'S CENTRE

Audit of Equality Information with Equality Objectives

Updated on: January 2018

**Publish at least 1 objective every 4 years
Review progress every year**

Objectives to be

Specific

Measurable

Achievable

Relevant

Time-bound

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School policy statement on equality and community cohesion

Our School and Children's Centre has been awarded the Rights Respecting Schools Award and we aim for these values to permeate all our work. (see our Community Cohesion Policy)

Our Centre is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

In addition to this short statement, we also have a full school policy statement on equality and community cohesion. Please ask for a copy if you would like to see it.

For more information please contact:

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Legal Background

The Equality Act 2010 requires us to collate information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population (January 2018)

Number of pupils on roll at the school: **78** (58 in Nursery class, 20 in Robin Room)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: **Nursery 0 Robin Room**

There are pupils at our school with different types of disabilities and these include:

- Speech Language and Communication Need (SLCN)
- Behaviour, Emotional and Social Difficulty (BESD)
- Autistic Spectrum Disorder (ASD)
- Physical Disability (PD)
- Hearing Impairment (HI)

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	12	15%
School Action or Early Years Action	Boys 2 Girls 1	3 % 3 %
Early Support with additional professional	Boys 9 Girls 2	12% 3%
EHCP	Boys 1 Girls 0	5%

Ethnicity and race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	0	0	0	Mixed			
Indian heritage	1	0	1	Other mixed heritage	3	4	7
Other Asian heritage	1	6	6	White and Asian	0	0	0
Pakistani heritage	0	2	2	White and Black African	3	0	3
Black or Black British				White and Black Caribbean	3	1	4
Black African heritage	1	3	4	Any Other Ethnic Group	10	6	16
Caribbean heritage	1	0	1	White			
Other heritage	0	1	1	British heritage	13	12	35
Chinese	1	0	1	Irish heritage	0	0	0
				Traveller of Irish heritage	0	0	0
				Gypsy / Romany	0	0	0
				Any Other White background	4	0	6

Information withheld	2	Information not yet obtained	0
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Gender	
Male	40
Female	39

Religion and Belief			
Buddhist	0	Sikh	0
Christian	31	No religion	8
Hindu	2	Other religion	6
Jewish	0	Unknown	16
Muslim	16		

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL and ABL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	23	22	45	58%
Number of pupils who are at an early stage of English language acquisition	L1+L2 19	L1+L2 16	L1+L2 35	45%

Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals (nursery class)	NURSERY 6	NURSERY 4	NURSERY 10	29%
Robin Room eligible for EED 2 year old funding	11	10	21	100%

Looked after children

None

Other vulnerable groups

<p>Summer-born : nursery class 32% Robin Room 25 %</p> <p>Persistent absence: nursery class 58% Robin Room 90%</p> <p>Part-time children: 37 % Robin Room 100 %</p>

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

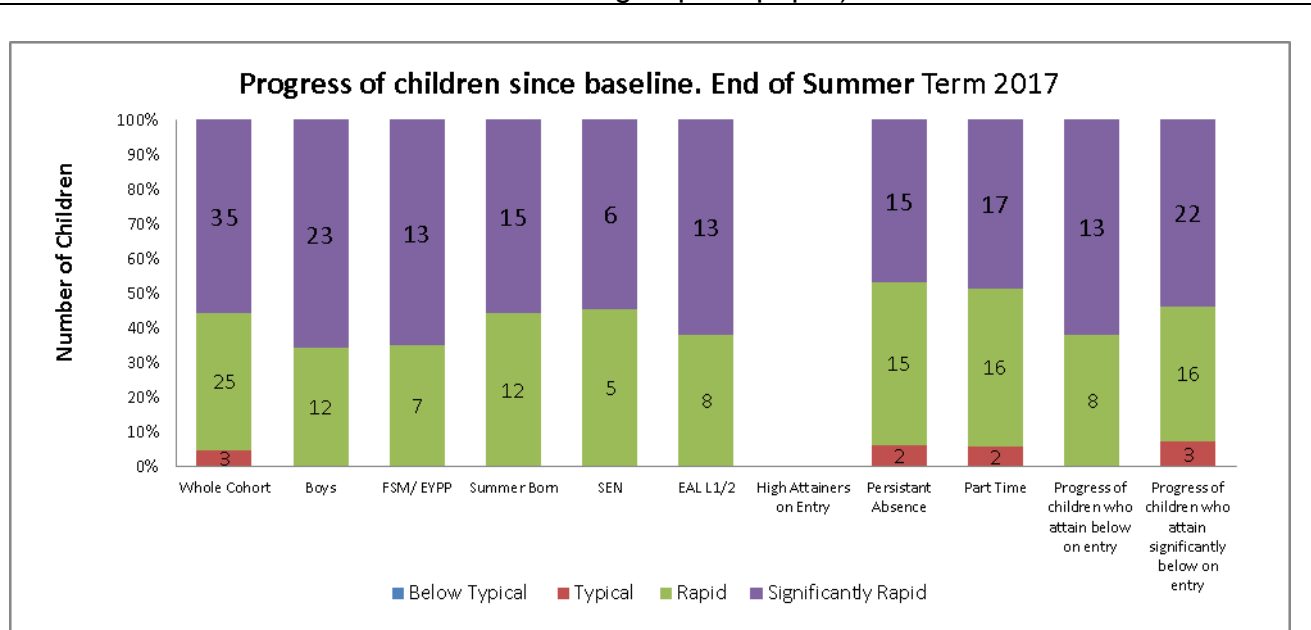
The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010. Our Equality Policy sets out our approach to Equality issues.
- Staff and governors at Somerset will all receive training in Equality issues over the next year.
- We have a SEN Policy which outlines the provision we make for children with Special Educational Needs.
- Because of the relatively small number of children at Somerset, the age of the children, the wide diversity of ethnic backgrounds and the short time that children spend here, we assess the needs of children on an individual basis.
- We gather statistical information on protected characteristics, achievement (three times yearly), language, Special Educational Need, attendance and economic well-being, and this informs our planning from year to year, but statistics do vary each year. Some general trends can be observed, such as the rise in number of children speaking more than one language.
- Our Behaviour Policy, Equality Policy, and Staffing Policy set out our approach to dealing with discrimination, harassment or victimisation.
- Our Complaints Policy sets out our procedures for handling complaints.
- Our Accessibility Plan describes how we aim to improve access for disabled users of our setting.
- We target our Children's Centre work to engage with those families who live in the more deprived areas of the ward, eg by organising play sessions at other venues.
- We work closely with Health; CSS and others to support a joined up approach. Including MAP meetings.
- We carry out joint home-visiting with Health Visitors to families in greatest need.
- We take part in the Bookstart Home-Visiting Programme to families identified by Early Years Professionals and services within the Battersea area.
- We prioritise places within our Children's Centre activities for targeted children and families- linked to the Children's Centre Self Reflection document (SEF) and Development Plan (CCDP).
- Our transition programme (home visits, team meetings prior to admission, visits to the Centre) aims to share information about children's needs and development.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are

taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)



Note: All progress refers to children's overall progress. The overwhelming majority of children will be progressing at differing rates within the EYFS.

SCHOOL GROUPS. End of year 2017-18

- All children make typical and above progress, with almost all making rapid or significantly rapid progress.

BOYS

- On entry to Somerset, boys were more likely to be further below their age related expected starting point than girls (graph 3). Data shows boys moving on to reception have made more 'significantly rapid' progress. This is desirable in closing the gap between girls and boys achievement.

FSM/ Pupil Premium

- Slightly more FSM/ EYPP children make significantly rapid progress, compared to non FSM/EYPP children ... made up of slightly more reception age children making 'significantly rapid' progress.

SUMMER BORN

- No significant difference between progress of summer born and non-summer born children.

SEN

SEN refers to children with EHCP and those with additional external support- mostly speech and language support.

- All children make typical and above progress, with almost all making rapid or significantly rapid progress. with no significant difference between progress of SEN and Non SEN children.

EAL

- All children make typical and above progress, with almost all making rapid or significantly rapid progress. with no significant difference between progress of EAL ABL 3&4 (advanced bilingual learners) and non-EAL children. EAL 1&2 (children new to English and becoming familiar with English) make slightly more 'significantly rapid' progress.
- There is no significant difference in progress for EAL and non-EAL children moving into reception.

ATTENDANCE

- Children with poor attendance are more likely to make 'significantly rapid' progress.

PART-TIME

- Full time children make more 'significantly rapid' progress than part-time children. However, there was no significant difference between part-time and full-time **leavers** (reception age) NOTE: Some part-time (Reception Age) children were identified at end of Autumn and Spring Term assessment, for additional hours to help close the gap.

Disability

We are committed to working for the equality of people with and without disabilities.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- We plan to update our Rights Respecting Schools Award this year.

How we foster good relations and promote community cohesion:

We ensure that the curriculum contains positive images of disabled people and supports understanding of and respect for diversity.

We take opportunities to invite people with disabilities to visit and to contribute to our provision.

We ensure that parents are fully involved in the school-based response for their child, and understand the purpose for any intervention or programme of action.

What has been the impact of our activities? What do we plan to do next?

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We have noted the range of ethnic and linguistic backgrounds in our school population.

We have not found any statistically significant variation in achievement in any racial groups.

How we advance equality of opportunity:

We monitor the progress of children on an individual basis, taking account of individual circumstances to assess need and to plan provision.

We take account of language use and stage of learning of EAL when assessing children's progress and monitoring attainment, and ensure that children are supported in language acquisition and development.

We pay regard to our need to facilitate communication with families whose first language is not English by quickly establishing any possible barriers, and finding ways to manage them, e.g. documents available in other languages or using an interpreter.

We adhere to the principles set out in our Equality and Inclusion Policies.

How we foster good relations and promote community cohesion:

We promote understanding through activities, resources and displays which celebrate diversity, and through recognising and participating in significant dates and events.

We involve parents, carers and families in Centre events and initiatives, and maintain an ongoing dialogue with them about their children's progress.

What has been the impact of our activities? What do we plan to do next?

Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Our OFSTED inspection (2011) identified a gap in attainment between boys and girls: however this is not borne out by the evidence collected so far this year, which suggests that boys are achieving well. Progress of boys continues to be monitored as part of our School Improvement Plan.

How we advance equality of opportunity:

We aim to ensure that gender stereotyping is challenged through our curriculum and resources.

We monitor children's progress with a view to identifying any inequalities in outcome.

We are aware that there may be barriers to the participation of boys and girls in activities and take steps to encourage equal participation.

How we foster good relations and promote community cohesion:

As a Nursery School and Children's Centre we tend to have more contact with female carers than with male. The overwhelming majority of our staff are female. We try to ensure that male family members are included and represented.

Through local Family Action, there is targeted work with fathers, organised by family support workers.

What has been the impact of our activities? What do we plan to do next?

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We gather statistics relating to families' religion or belief, and non- religion or belief : they are free to tell us about their beliefs if they wish to.

Our community is very diverse and there is no evident minority or majority group of believers.

Of the nine recorded groups (including no religion/ other religion and unknown) 6 groups were identified. The largest group at 39%, followed by two groups at 20%, one at 10%, one at 8% and the last at 3%.

How we advance equality of opportunity:

Respect for others' beliefs is promoted through our curriculum, through discussion when it arises naturally and through stories and the introduction of relevant resources.

Visiting performers are invited where they can help us to understand or celebrate e.g. festivals.

Where parents advise us of beliefs held we support the child in maintaining traditions and explaining them to others. We do our best to ensure that beliefs are respected and represented in displays, activities etc.

How we foster good relations and promote community cohesion:

Links with the local community are fostered through the school and Children's Centre. Parent forums feed into the CC Advisory Board- which includes member from the community. The Board feeds into the Governors Committee for Children Families and the Community. The centre gathers user feedback to inform future work.

What has been the impact of our activities? What do we plan to do next?

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so that we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

Meetings between staff members and parents/carers to discuss individual children.
 Annual questionnaire to parents and carers.
 Annual questionnaire to staff.
 Annual parents' meeting with governors.
 Consultation with staff over policy-making.
 Outreach work organised by the Children Centre staff.
 In-Centre work with families in our Children's Centre.
 On-going consultation with other agencies e.g. health visitors, social services, local schools.
 Battersea Locality questionnaire.
 Children's Centre Partnership Plans with link providers

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Ongoing	Writing and reviewing policies e.g. Equality and Cultural Diversity policy	We aim to ensure our policy and practice for all 0-5 optimises life chances for all.	Monitoring criteria includes monitoring for equality impact
Ongoing	Recruitment	All prospective employees receive: - information on the Immigration, Asylum and Nationality Act 2006 - as part of their application, they complete an Ethnicity form and a disability questionnaire	Recruitment criteria pay regard to equality issues
Ongoing	Choosing resources	Dual language stories read in home languages Playthings/toys to broaden the view of gender roles in play	Resources are chosen with respect for and regard to protected characteristics
Ongoing	Building	Disabled toilet and wheelchair access provided The building and resources are accessible to all. The cultural diversity of the community is valued and the building used as a resource to	We have carried out an audit for accessibility and made an accessibility plan

		enrich the experiences offered.	
May 17	Child Protection and safeguarding	The rights of each child to be kept safe and free from harm both at home and in school.	Regular review of policy and training for all staff members. Designated Lead and Deputies are trained to escalate concerns.
January 17	Supporting Children with Medical Conditions	The governing body will ensure that all pupils with medical conditions in our school are supported to enable them to have full access to all aspects of the education provided and the same opportunities as other pupils, including access to school trips. All pupils with medical conditions, in terms of either physical or mental health, will be properly supported so that they can play a full and active role at school, remain healthy and achieve their academic potential.	Regular review of policy Staff Training SENCO Education, Health and Care Plan (EHCP) Individual Health Plans (IHP)
November 17	SEND	Expectations for all children are high, regardless of cultural or ethnic differences, gender or special needs.	Regular review of policy. SENCO Governor for SEND Staff training Individual plans written to support children's needs.
October 17	Inclusion	Pupils feel valued and secure. Attitudes and behaviour which could lead to social isolation of children are challenged.	Regular review of policy. SENCO Governor for Inclusion Staff training
October 17	Intimate Care	For all children to be safe, and to feel safe, and to be treated with respect and sensitivity. For children's personal needs to be met when necessary, and for them to be able to develop self-control and confidence in dealing with their own personal needs when appropriate. For all intimate care procedures to be carried out in a relaxed manner which makes the child feel as comfortable as possible.	Trained staff Regular review of policy

Part 5: Our equality objectives (2017-2020)

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The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Our objectives are linked to our School Improvement Plan and Children's Centre Improvement Plan and progress is assessed annually under those plans.

Equality objective 1:

To target our outreach services in order to ensure take-up of our provision by the neediest in our locality

Equality objective 2:

To encourage the understanding amongst parents and carers of the value of regular attendance.

Equality objective 3:

To analyse the learning outcomes for boys in maths and literacy, and to improve on these if they are found to be lower than those of girls.

Equality objective 4:

To train staff and governors in Equality Awareness