



**Gloucester Nursery School;
A SureStart Children's Centre**

Equalities Information April 2012

Review April 2013

Gloucester Nursery School and Children's Centre Equalities Information March 2012

The public sector Equality Duty 2011 has three aims under the general duty for schools/academies/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 Nursery School and Children's Centre has considered how well we currently achieve these aims with regards to the eight protected equality groups: race; disability; sex; gender reassignment; age; pregnancy and maternity; religion and belief; sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the Nursery School Children's Centre of equality within policies and practice and identified gaps.
- Examined how our Nursery School and Children's Centre engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

Summary of our equalities evidence

In relation to race, the evidence we hold tells us we are effective

In relation to disability, the evidence we hold tells us we are effective

In relation to sex, the evidence we hold tells us we are effective

In relation to gender reassignment, the evidence we hold tells us we have not had to deal with this but would hope to be effective if the need arises

In relation to age, the evidence we hold tells us we are effective

In relation to pregnancy and maternity, the evidence we hold tells us we are reasonably effective

In relation to religion and belief, the evidence we hold tells us we are reasonably effective but staff knowledge could be increased

In relation to sexual orientation, the evidence we hold tells us we are effective

In relation to marriage and civil partnership, the evidence we hold tells us we are effective

Summary of how we currently engage with protected groups

The Nursery School and Children’s Centre has engaged with all community members in order to ensure that we are open and accessible. We encourage and seek the views of families who have used the centre and also members of our local community through the parent’s forum, Advisory Board, Governing Body, informal dialogue, evaluations, Community Voices and parental satisfaction surveys. We have ensured all protected groups are free from discrimination by following policies and procedures, continually reviewing practice at weekly staff meetings/ catch up meetings, Advisory Board meetings, and consulting with the wide range of professionals we work in partnership with. We continually review services and monitor attendance of families at groups and through individualised 1:1 support ensuring appropriate targeting of services and support for protected groups.

In relation to race, our self-evaluation tells us we are effective

In relation to disability, our self-evaluation tells us we are effective

In relation to sex, our self-evaluation tells us we are effective

In relation to gender reassignment, our self-evaluation tells us we have not had to deal with this as yet in our Nursery School and Children's Centre

In relation to age, our self-evaluation tells us we are effective

In relation to pregnancy and maternity, our self-evaluation tells us we are reasonably effective

In relation to religion and belief, our self-evaluation tells us we are reasonably effective

In relation to sexual orientation, our self-evaluation tells us we are effective

In relation to marriage and civil partnership, our self evaluation tells us we are reasonably effective

Summary of our equality analysis (how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)

The evidence shows that the majority of our protected groups are supported although we strive to improve our services for all. We have identified that our gaps are in gender reassignment and pregnancy and maternity. Creating stronger links with our partners in Health, the registration forms, which every user completes, and accessing training and support will enable appropriate services to be targeted.

In relation to race, our judgement is we are effective and influential

In relation to disability, our judgement is we are effective and influential

In relation to sex, the our judgement is we are effective and influential

In relation to gender reassignment, our judgement is we have not had to deal with this but would be supportive if the need arises

In relation to age, our judgement is we are effective and influential

In relation to pregnancy and maternity, our judgement is we are reasonably effective and influential

In relation to religion and belief, our judgement is we are effective and influential

In relation to sexual orientation, our judgement is we are effective and influential

In relation to marriage and civil partnership, our judgement is we are effective and influential

Gloucester Nursery School and Children's Centre Equalities Information March 2012

Matrix 1 - Equalities information already held

Protected Characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Data held by centre shows we encompass many races; Displays; dual language books; ESOL classes; staff show race diversity; staff training log; figures from different races; multicultural role play and dressing up clothes; Sharing Culture days including food, customs and traditions; weekly Polish Family Group; records kept of racist incidents	EMAS translator, access to translator when needed, website translates, use of parents to act as translators in person and translating documents.	Positive role models; posters; books; family groups; sharing resources & knowledge; inviting people from different cultures; cooking sessions with the children; volunteering opportunities
Disability	Inclusion; access slopes; toilets; advice literature available, staff training log- including specialist training, FAB Friday, good relationships with Area SENCO and a range of support networks, Video evidence of children accessing experiences and daily home/nursery diaries, Review meetings	Staff training; family awareness; use of external agencies; records of Family Workers, LSA's, Children's Centre Workers, Links with the Hearing Impaired Team, Area SENCO, Educational Psychologist, Parent Participation	celebrating differences; inclusion in groups, mentoring; integrated curriculum

Sex	IQM, M/F toilets; registration + attendance data; safe recruitment trained staff and governors; analysis of resources	Planned activities of interest to both sexes; inclusive improvement opportunities; planned programme of role models in centre; parents' views collected by asking constructive questions; parent 's sharing knowledge of their work in the setting; celebrating differences (displays, role play, stories)	Shared activities;
Gender Reassignment	Safe recruitment policy	NCC policies adopted; signpost to Gires, LGBT, Stonewall and other agencies	Deal with on a case by case basis; professional support
Pregnancy and Maternity	Flexible time off for antenatal appointments, etc; re-training if needed on return to work; adjustment to hours of work to current needs with agreement; allow maternity/ paternity leave; choice of return date(s); keeping in touch days; provision of childcare facilities for visitors (feeding, changing, etc) ; group work to support ante natal; health visitor in outreach and on Advisory Board, breast feeding support available,	NCC policies adopted, work with other agencies including FNP, Platform 51, Overleys	Opportunities for new parents to bring their child(ren) in to visit; invite staff to functions & productions; keeping in touch days; quality groups available to meet need; Family Support Workers and Children's Centre Worker input available including dedicated groups and support
Age	No mention of age on application forms or at interview; groups and advice available to meet age differences; assistance with statutory forms	NCC policies adopted ; movement towards services -9 months-90 years	Some groups tailored towards age e.g. baby massage, Parenting Groups (0-5 years old), range of visitors invited into the setting

Religion and Belief	Feedback from visitors; Working towards Healthy Early Years; Food Policy; multicultural values; stories and literature; photographic evidence of engagement; website; mission/ vision statement; SEF; staff training log; inclusion policy; School Prospectus	Involvement with local faith and community groups; awareness of provision for children unable to participate in certain activities; displays and posters, Sharing Cultures Community events, consult with the families and wider community about their communities, culture and beliefs	Awareness of fasting (during Ramadan); celebrating religious festivals, visitors from other faiths to share experiences
Sexual Orientation	Staff training log; Speakeasy course for parents	NCC policies agreed	Role model behaviour
Marriage and Civil Partnership	Complaints Procedure, policies, Parental involvement and support	Parental involvement and support	Parental involvement and support

Matrix 2 - Current engagement with protected groups

Protected Characteristics	Aims of the general duty		
	How have we engaged with the protected groups to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	Parent and staff feedback; analyse staff profile; parental satisfaction, evaluations and letters in other languages; questionnaire	Sharing Cultures Community events, talking books; dual language books; children's centre workers, ESOL classes; Polish Family Group and northamptonki.pl; Play Day Books; volunteers	Visitors from different cultural backgrounds; using translators/sign language; Polish Family Group; Parental Satisfaction translated into the community languages; dual language posters;
Disability	Website feedback; analyse staff profile; questionnaire; different ways of communication are encouraged (BSL/Makaton); Speech and Language provision; FAB Friday/ Sensory room	Children's Centre Workers; staff training log; leaflets / literature available, Community Law input; Area SENCO, SENCO, Educational Psychologist; Core Offer Team	ramp access; disabled toilets; enlarged print
Sex	Groups tailored to meet both sexes; track girls/boys progress to monitor equality	promoting non-stereotypical roles ;leaflets literature available	Equal opportunities for all sexes
Gender Reassignment	N/A	Leaflets and supporting	N/A

		websites available	
Pregnancy and Maternity	NCC policies adopted Honouring appointments; keeping in touch days; part time requests; induction programme	Leaflets / literature available	Centre holds tailored groups eg Baby Massage; Your baby and you, breast feeding supporters, ante natal sessions (twilight and weekends), CAF; Links with FNP, Health Visitors and Teenage pregnancy worker from Social Care
Age	Honouring appointments; keeping in touch days; part time requests; induction programme	Preparation for retirement; pension information for all	Adverts; flexible working
Religion and Belief	Multicultural setting; members of faith communities visit the setting; Sharing Cultures Community events	Universal and targeted groups (drop in's and bookable sessions); walking in the community; E Start registration forms	Awareness of religious dietary needs; celebrate religious festivals; multicultural resources
Sexual Orientation	Staff trained; plenary in the nursery school; Speakeasy; awareness of the dynamics of all families and describing them accordingly ensuring we use gender neutral terms.	use of family worker and children's centre worker to support parents, use of health professionals to support; involvement	Family Worker and Children's Centre Worker
Marriage and Civil Partnership	Parental involvement and support; celebration,	Use of existing families knowledge and support to shape our practice	Use of existing families knowledge and support to shape our practice

Matrix 3 - Setting's effectiveness in promoting each of the three aims

Protected Characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advance equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	Effective- the setting work closely and share good practice on a regular basis	Effective- the setting work closely and share good practice on a regular basis	Evidence that we are continually improving and engaging with more of our community; further areas for improvement to be addressed in the Action Plan
Disability	Good	Good- Family Worker and children' centre worker; planning evidence; links with agencies and working in partnership	Good – a variety of resources and support including FAB Friday; Speech and Language; Hearing Impaired;
Sex	Good; Data shows both sexes achieving;	Good- no issues at present	Good
Gender Reassignment	Need not arisen yet	Satisfactory; able to sign post	Need not arisen yet
Pregnancy and Maternity	Reasonably effective	Improving	Emerging; to be addressed in the Action Plan
Age	Effective	Effective as centre at the moment, need to be aware of probable -9 months to 90 years agenda in the future?	Effective
Religion and Belief	Reasonably effective	Reasonably effective	Reasonably effective
Sexual Orientation	Good	No issues we are aware of	Good
Marriage and Civil Partnership	Reasonably effective	Reasonably effective	Reasonably effective

			Adapted forms in consultation with existing users of the centre
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Matrix 4 Equality Objectives and Action Plan (to be published by 6th April 2012, then at least every 4 years)

Protected Characteristics	Aims of the general duty		
	Eliminate unlawful discrimination, harassment and victimisation	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
Race			
Disability			
Sex			
Gender Reassignment		Staff to be made more aware of possible issues and pathways of support	
Pregnancy and Maternity		Possible antenatal drop in clinic to be established	
Age			
Religion and Belief		Staff to have deeper knowledge of religions / cultures	
Sexual Orientation			
Marriage and Civil Partnership			

Gloucester Nursery School and Children's Centre Equalities Objectives and Action Plan Published February 2012 (to be published by 6th April 2012, then at least every 4 years)

Objective	Which protected group(s) will this most affect/ influence?	How will we know we have achieved the objective?	Lead and other key people	Actions	Annual Red/ Amber/ Green rating
Continue working with local pre schools, nurseries and primary schools in the S.O.A to enhance speech and language of children	Ethnic minority children Children with speech and language issues	This will be a continued objective	Commissioned speech therapist; Children's Centre Teacher	Ongoing	Green
To address the lack of antenatal support available in the centre	Pregnancy and Maternity	Established clinic / drop in	Children's Centre Coordinator, local midwife	In place by Summer '12	Amber
To provide staff with training and development opportunities, in order to enrich provision through the use of positive approach to equality and the	Ethnicity / Race	All staff demonstrate a positive approach to equality, and equality values are represented in the language and behaviour evident every day in school	SLT and all staff	On going Monitoring visits by Governors and SLT	Amber

language and resources used		and at the children's centre			
To increase the use of parents/ carers as a resource to enrich learning experiences/ opportunities	Ethnicity/ Race	Parents/ carers from ethnic groups, with disabilities, both male and female participate in activities/ workshops throughout the year	Family Workers and Children's Centre Workers	Ongoing	Amber
To ensure parents/ carers from the protected groups are given a voice in decision making and in the evaluation process	All protected groups	Discussions/ forums/ surveys/ evaluations give all stakeholders an opportunity to be involved in all appropriate decision making processes, e.g. Advisory Board	SLT and all staff	Children's Centre Coordinator to continue to develop Community Forums and Advisory Board meetings	Amber