



Gloucester Nursery School

Equalities Information reviewed January 2020 (written March 2012)

Revised January 2020

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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 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 of equality within policies and practice and identified gaps.
- Examined how our Nursery School 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 are 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 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 nursery and also members of our local community through the Governing Body, informal dialogue, evaluations and parental satisfaction questionnaires. 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 and consulting with the wide range of professionals we work in partnership with. We continually review services and monitor attendance of families 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

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.

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, our judgement is we are effective and influential

In relation to gender reassignment, our judgement is we are effective

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

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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 nursery shows we encompass many races; Displays; dual language books; staff show race diversity; figures from different races; multicultural role play and dressing up clothes; Sharing Culture days including food, customs and traditions; Newsletter translated into Polish; records kept of racist incidents	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, good relationships with LA Early Years Specialist Support Team and a range of support networks, communication books for children identified with SEN; Tapestry; Review meetings	Staff training; family awareness; use of external agencies; LA Early Years Specialist Support Team, Speech and Language Therapists, Sleep Solutions 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; parents views collected by asking constructive questions; parents sharing knowledge of their work in the setting; celebrating differences (displays, role play, stories)	Shared activities
Gender Reassignment	Safe recruitment policy	LA policies adopted; signpost to 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)	LA policies adopted; work with other agencies	Opportunities for new parents to bring their child(ren) in to visit

Age	No mention of age on application forms or at interview; groups and advice available to meet age differences; assistance with statutory forms	LA policies adopted	A range of visitors invited into the setting
Religion and Belief	Feedback from visitors; Food Policy; multicultural values; stories and literature; photographic evidence of engagement; website; mission/ vision statement; SEF; 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	LA 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; volunteers	Visitors from different cultural backgrounds; using translators/sign language; dual language posters
Disability	Website feedback; analyse staff profile; questionnaire; different ways of communication are encouraged (BSL/Makaton); Speech and Language provision	Leaflets / literature available, LA Early Years Specialist Support Team, Speech and Language Therapists, Area SENCO, Educational Psychologist	Ramp access; disabled toilets; enlarged print
Sex	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 websites available	N/A

Pregnancy and Maternity	LA policies adopted Honouring appointments; keeping in touch days; part time requests; induction programme	Leaflets / literature available	
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		Awareness of religious dietary needs; celebrate religious festivals; multicultural resources
Sexual Orientation	Staff trained; plenary in the nursery school; awareness of the dynamics of all families and describing them accordingly ensuring we use gender-neutral terms.	Use of health professionals to support; involvement	All nursery staff
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;
Disability	Good	Good - links with agencies and working in partnership	Good – a variety of resources and support; Speech and Language; LA Early Years Specialist Support Team
Sex	Good; Data shows both sexes achieving;	Good - no issues at present	Good
Gender Reassignment	Need not arisen yet	Satisfactory; able to signpost	Need not arisen yet
Pregnancy and Maternity	Reasonably effective	Improving	
Age	Effective	Effective	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

Matrix 4 Equality Objectives and Action Plan

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			
Age			
Religion and Belief		Staff to have deeper knowledge of religions / cultures	
Sexual Orientation			
Marriage and Civil Partnership			

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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
Continue working with local pre-schools, nurseries and primary schools in the locality to enhance speech and language of children and improving outcomes for all children	Ethnic minority children; Children with speech and language issues; Children identified with SEN	This will be a continued objective	Commissioned speech therapist; Senior Family Worker and Headteacher	Ongoing
To provide staff with training and development opportunities, in order to enrich provision through the use of positive approach to equality and the language and resources used	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

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 throughout the year	Family Workers	Ongoing
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	SLT	Ongoing