

Equality Information and Equality Objectives for Seaham Harbour Nursery School

Equality Act 2010 Schools' provision of the public sector equality duty

Sept 2017

We in Seaham Harbour Nursery School are committed to equality.
We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum and all school activities.

The Equality Act 2010 was introduced fully in April 2011 and there is no longer a requirement that schools should draw up and publish equality schemes or policies. However, it is still good practice for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

We will have **due regard** to advancing equality of opportunity includes making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of person who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristics to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice

- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** –keep notes and records of decisions & meetings

The protected characteristics for the schools provisions are:

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions.

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

Equality Information:

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified. This information is based on information disclosed to us.

Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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

We recognise these duties are essential to reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 and the Public Sector Equality Duties 2010.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic and transphobic harassment.
- positive attitudes and understanding of those women pregnant or during maternity.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality.

Principle 9: Objectives

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine guiding principles.

Ethos and organisation

We ensure the guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance *
- staff recruitment, retention and professional development *
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

*These items are discussed further at the end of the policy as there are exceptions for schools with a religious character.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. An identified member of the governing body has a supporting role regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- respond to prejudice-related incidents that may occur
- incorporate the principles of this policy into the curriculum
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

Breaches of the policy

Breaches of this policy will be dealt with in line with the schools disciplinary policy.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school.

Staff:

Age	15 employees aged between 22 and 62 Up date this annually
Disability	15 staff –with history of minor health problems

Gender reassignment	We would support any staff member undergoing gender reassignment.
Marriage & civil partnerships	Figures change – we comply with our equality duty
Pregnancy and maternity	Figures change – we comply with our equality duty
'Race' / ethnicity	15 staff – 100% white British – we would actively support applications for future post from underrepresented groups
Religion and Belief / no belief	Staff gave information – we comprise of Christian, Church of England and Roman Catholic
Sex – male/female	15 staff – 15 female
Sexual orientation	We support all staff members regardless of sexual orientation

Pupils

Age	105 children aged 2-4 years Up date this annually
Disability	0 record a disability
SEN	3 of children have send support plans Up date this annually
EHC Plans	1 child has an EHC plans
Gender reassignment	We would support any child questioning their gender, or a family member who may be undergoing gender reassignment.
Marriage & civil partnerships	n/a
Pregnancy and maternity	n/a
'Race' / ethnicity	2 of children are from an ethnic minority group Up date this annually
EAL	100% of children have English as their first language

Religion and Belief / no belief	Parents gave information – we comprise of Christian, Church of England and Roman Catholic
Sex – male/female	15 female Male Up date this annually
Sexual orientation	n/a
FSM	n/a

Achievement statistics

2018-2019: data

Collecting information to publish

2017-2018: data

More girls than boys achieved at levels above age expectation in all areas except for Literacy and Mathematics, where boys were only slightly higher than girls.

Children with SEN make good progress and usually leave in line with expectations for their age according to their disability

We will update our equality information at least annually

Equality Objectives

Our equality objectives are:

1. To review publications to ensure language is accessible to parents of children attending nursery
2. To raise the level of staff understanding of the requirements of the new Equality Act
3. To ensure resources in nursery do not reflect any stereotyping of gender or ethnicity

We will update our equality objectives every four years and will publish progress on them annually in our equality information

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage are more appropriate

This document is available in other formats as required – please ask in school.

Headteacher: C L Scott

Chair of Governors: A M Green

Sept 2019