

Public Sector Equality Duty at RONEC

Welcome to Equalities at Ronald Openshaw Nursery Education Centre (RONEC). You will find here information about how the school ensures it meets its Specific Equalities Duties (These are things our school **must** do).

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics – school must take into account when publishing information.

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment
- Looked After Children / previously LAC

There are also 2 other protected characteristic that schools do not have a direct duty.

- Age
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve).

General Duties

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- 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

Specific Duties

1. Publish information

- You will find here information about our nursery community

2. Equality Objective – Action Plan

- Equality Objectives – Actions we will take after careful thought (analysis)

All the information and analysis will be from school improvement plans, evaluations and student data – we intend to use the information to improve education for all groups in the school. We want to make sure we know which pupils are doing well and less well so we can plan to improve.

A lot of this information is already being used by the school to develop and become better at providing the best for all our students. Some of the information may show us that we could be doing better. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will find also published here.

This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know. You may contact **Alison Lentz**.

You will find all the information on the school website it is called Equalities.

RONEC Equalities Duty

1. Who comes to the nursery?

The nursery population draws on many diverse backgrounds

This data is accurate as of 10.10.16 but the local population is highly transient which, therefore, impacts on this information. Our nursery provides good access to educational opportunities for all children. We use the following information to make sure we include all groups and do not disadvantage anyone in our nursery.

RONEC Equalities Information and Analysis

Ethnicities

Bangladeshi	13	B. Somali	
O.B African	10	O. Asian	1
W.E European	9	W Other	8
Polish 2		Italian 1	
Romanian 4		Russian 1	
Bulgarian 5		Hungarian 1	
Slovak 1			
W. British	10	W & B African	4
Pakistani	1	O. Ethnic	2
Indian	6	Arab	
A.O Mixed	4	Filipino	1
B. Caribbean	7	Latin / South / Central America	
A.O Black	4	Traveller	1
B. Nigerian	4	W.& Asian	5
Afghan	1	Chinese	1
Kurdish	1	W & B Caribbean	3

Major changes on last year's September roll:

- Reduction in WEE/WO from 27 to 17 – no Lithuanians and fewer Polish/ increase in Bulgarians
- Reduction in Pakistani from 12 to 1

First Languages

English	33	Italian	1
Bengali	16	Kurdish	1
Hausa	1	Arabic	3
Gujarati	2	Hungarian	1
Polish	2	Farsi	1
Romanian	4	Somali	1

Yoruba	1	Hindi	2
Creole	1	Panjabi	2
Chinese	1	Pashto	2
Lingala	2	Urdu	1
Portuguese	3	Bulgarian	5
Russian	1	French	4
Hungarian	1	Amharic	1
Sango	1	Tiv	1
Slovak	1	Turkish	1
Wolof	1		

ACTION

Acknowledge the shift in population demographic as we welcome families from the newly established E20 residential area and ensure our resources reflect this change in diversity and engage parents to support us with their expertise.
Explore further the data relating to EFL as this can be misleading when EAL parents maintain their children are EFL.
Continue to provide the Box Clever programme for children new to English

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2. Advance Equality of Opportunity between those who share a protected characteristic and those who do not.

The main thing we do as a nursery is to provide good access to education and promote achievement and attainment for everyone who comes to our nursery. We use information (data) to help us do this.

See Pupil Tracker for the attainment of those children leaving the nursery in July 2016.

All 2016 Leavers

- Attainment, on entry to nursery, is below national expectation in all areas of the curriculum.
- Whilst attainment, on exit from nursery, is still below national expectation the gap has been considerably narrowed in most areas

Pupil Groups

On Entry

- Girls have higher average attainment than boys in all seven areas of the curriculum. On average a difference of 1.1. In C&L (1.5) and Literacy (1.6) the gap is most profound.
- Children with EAL have lower average attainment than those with EFL by 1 whole point.
- Children with SEN have lower average attainment than those without.

- In this cohort, as in last years, the vulnerable children have average attainment significantly higher than the non-vulnerable (2.3 points)
- Children of 'engaged parents' have higher average attainment than those others demonstrating the significance of parental engagement (1 point)
- Children who joined the nursery on a NEG2 have average attainment 1 point above those non NEG children.

Mid-Point

On Avg. there has been an increase of 2.3 levels of attainment since on-entry.

There have been increases of over 2 attainment points in all groupings except vulnerable children who went up by 1.4 points but remain the highest achievers in the nursery on 14 points.

The mid-point data shows that there is consistently excellent learning and development across the entire scope of the nursery

On Exit

- Boys managed to narrow the attainment gap with girls by the end of the academic year to 0.4 of a level from 1 level on entry.
- Children with E FL attained consistently higher than those with EAL throughout the academic year. However children with EAL made 4 levels of improvement.
- Children with SEN made 5.1 levels of attainment. An outstanding achievement.
- NEG2 and Fee Paying children achieve higher attainment than non-fee paying children. Rates of development are consistent though.
- Vulnerable children achieved significantly higher than non-vulnerable children. Although Non Vulnerable children made more gains.
- Children with engaged parents maintained a 1 level gap between their non-engaged counterparts. Although these figures do not show how children with attainment issues on entry have been engaged through parental involvement and have achieved higher results.
- We believe that our intervention work with SEN, Vulnerable and EAL children shows significant and outstanding success. Our ability to read and respond to data along with other moderating information also allowed us to develop a very boy heavy cohort and close the gap.

ACTION

See School Improvement Plan for detail

Develop the use of the Pupil Tracker in conjunction with B Squared to provide a clearer picture of the attainment and progress for children with SEND.

3. Foster good relations between those who share a protected characteristic and those who do not.

We want our nursery community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps Nursery has taken
Social & Emotional Wellbeing	Forest School SEAL Group Boys Group
Student Voice	Boys Group EMA / EAL Groups Opportunities for Outdoor Learning Forest School Box Clever
Positive Imagery	Displays use multi-ethnic images and labelling in different languages Cultural diversity among staff/Gov's
Community Links	Local places of Worship Local cultural shops People who help us Traveller site Carnival Extended schools cluster
Cultural ideas, religion & belief	Black History month, GRT Awareness Month, EMA Groups, weekly Celebration Healthy Eating project
Removing Barriers and reasonable adjustments	Regularly reviewed Access Strategy FORUM meetings (monthly) Therapies for PMLD Staff INSET
Partnerships with Parents	Welcome Booklet / newsletter / website, ESOL classes for parents P&T Group Parents Group Parent Volunteers Parents Day Governors FORON

Analysis

- OFSTED Survey Inspection 2010 considered our 'Parental Engagement' to be outstanding. Parents Groups continue to be well-attended

ACTION

Reconsider parental engagement in light of the introduction of 30 hour placements for eligible 3 and 4 year olds.

4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010.

Examples	Steps Nursery has taken
Exclusion data	No exclusions recorded
Victimisation and Discrimination	EO Policy, Equality Duty
Monitoring of incidents	No incidents recorded
Anti Bullying and Harassment	No incidents recorded
Training & awareness raising about discrimination & bullying issues	Staff management Parents Training Educational Psychologist Drop-in

Analysis

- As a nursery we have never felt the necessity to exclude a child.
- Staff and Governors are aware of the Equalities Policy Statement and Equality Duty

ACTION

Ensure Equalities is threaded through all policies when being reviewed.

5. Participation, Engagement and Satisfaction with our Equalities practices.

We have involved people in developing equalities at our school.

Examples	Steps School has taken
Parents / Carers	Parents Group presentation and discussion
Staff	Presentation and discussion
Governors	Curriculum Sub Committee

Local community	Governors
Satisfaction with our service	Comments recorded in Thank You Book Parent Questionnaires Parent View

Workforce – staffing and training

Every member of staff participates in the Performance Management cycle to recognise strengths and identify training / development needs.

Monitoring and Review

It is the responsibility of the Head Teacher to ensure this is updated and reviewed by Staff and Governors annually.