

## **Public Sector Equality Duty at RONEC September 2019**

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 1.09.19 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

Ethnicity	2017/18	2018/19
Afghan		1/1/1
AO Black	2/2/4	2/3/4
AO Mixed	9/13/15	12/14/14
Arab	0/2/3	3/5/5
Bangladeshi	20/24/22	14/18/22
Black Nigerian	1/1	1/1/2
Black Somali		0/1/1
Black Caribbean	3/4/5	5/6/7
Chinese	2/4/5	3/3/4
Indian	3/3/5	4/5/6
Kosovan	1/1/1	
Latin S/C Amer	4/4/4	2/1/1
O Asian	1/11	3/4/6
O Black African	9/12/14	8/11/12
O Ethnic	0/1/1	
Other GRT	1,1,1	1/1/1
Pakistani	4/3/4	4/5/5
Sri Lankan		1/1/1
Trav Irish Heritage	0/0/1	
Turkish/T. Cypriot		1/1/2
White British	7/9/9	11/13/15
White Irish	1/1/1	
White and Asian	2/2/3	1/2/2
W and B African	2/2/2	0/0/1
W and B Caribbean	0/4/4	4/4/4
W E European	9/10/10	3/6/7
White Other	5/10/11	9/11/12
Romanian	5/4/4	0/0/2
Bulgarian	2/4/4	0/3/3
Hungarian		0/0/1
Spanish	6/4/5	4/4/4
Italian	2/2/2	0/0/2
Czech	1/1/1	

## Language

Language	2017/18	2018/19
Albanian	1/1/1	
Amharic	1/1/1	1/2/2
Arabic	2/5/6	5/6/6
Bengali	21/23/21	13/15/21
Bulgarian	2/4/4	3/3/3
Burmese/Myanma		1/1/1
Chinese	2/4/4	3/4/5
English	25/32/38	43/49/47
French	3/3/3	
Gujarati	0/0/1	1/1/1
Hausa	0/1/0	
Hindi	1/1/2	1/1/2
Hungarian		0/1/1
Igbo	0/1/1	1/1/3
Italian	2/2/2	0/0/2
Japanese	1/2/2	1/1/1
Korean		0/0/1
Latvian	1/2/2	1/2/2
Lingala	0/1/1	1/2/2
Lithuanian	1/1/1	
Luganda	1/1/0	
Malay		0/1/1
Other	1/4/8	4/3/3
Punjabi	4/4/4	1/2/2
Pashto	0/0/1	
Polish		0/1/0
Persian/Farsi		1/1/1
Portuguese	2/6/5	2/3/3
Romanian	5/4/4	0/1/2
Russian		0/0/1
Slovak	1/1/1	
Somali		0/1/1
Spanish	6/4/5	4/4/4
Swahili	1/1/1	0/0/1
Tamil		1/1/1
Thai		1/1/1
Tigrinya	1/2/2	1/1/1
Tiv	1/1/1	
Turkish		1/1/2
Twi		0/0/1
Ukranian	0/1/1	1/1/1

Urdu	2/1/1	0/7/10
Yoruba	1/1/1	0/0/1
Ukranian	0/1/1	1/1/0

## **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

### **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 Attainment and Progress report for the attainment of those children leaving the nursery in July 2019.

## **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.

<b>Examples</b>	<b>Steps Nursery has taken</b>
Social & Emotional Wellbeing	EYPP target group Forest School Out and About
Student Voice	EMA 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	Governors Welcome Booklet / newsletter / website, ESOL classes for parents P&T Group Parents Group/Workshops Parent Volunteers Family Day FORON

### **ACTION**

Maintain an EMA post to support children in class to settle in and develop in the prime areas, signpost to provision map support when necessary and support parental engagement.

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

<b>Examples</b>	<b>Steps Nursery has taken</b>
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.  
Report any incidences re: unlawful discrimination, harassment, or victimisation.

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

We have involved people in developing equalities at our school.

<b>Examples</b>	<b>Steps School has taken</b>
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.

