



Caverstede Nursery School  
**Equality Information and Objectives**

Statutory policy  
Information updated annually  
Objectives reviewed and updated every 4 years

*Reviewed and updated at Children's Welfare & Equalities committee 12<sup>th</sup> June 2020*

*Information updated and progress of objectives reviewed annually at Children's Welfare & Equalities committee meetings 23.06.2023*

## **Introduction:**

At Caverstede Nursery School we are committed to fairness and equality in everything that we do.

- We try to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the school is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some children extra support is needed to help them to achieve and be successful.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender, their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

## **As a public body, we aim to comply with the public sector equality duty aims to:**

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

## **We also welcome our specific duties to:**

- Publish equality information to show how we comply with the equality duty.
- Publish measurable equality objectives to address particular inequalities, barriers or challenges that we identify.

## **Information about the diversity of the school population**

### **Overview**

Caverstede Nursery School is a Local Authority [LA] maintained Nursery School. The Nursery School is made up of 185 part-time equivalent [pte] places. Children are able to access nursery provision from 2-4 years of age; we take 2 year funded children, children accessing their 15 hour free funding entitlement and 30 hour funded children.

### **Disability and special educational needs**

We have children attending nursery with a range of needs including, but not exhaustive to:

- Hearing Impairment - British Sign Language, signing
- Physical impairments
- Sensory difficulties
- Social communication difficulties
- Speech and communication issues

## **Ethnicity**

**2017-18:** White British 72%, White and Asian 4%, White Other 3%, Pakistani 3%, White European 2%, White and Black African 2%, Any Other Asian Background 2%, Any Other Mixed Background 2%, Black African 2%, Chinese 2%, Indian 2%, Any Other Ethnic Group 2%, Gypsy / Roma 1%, Refused 1%

**2017-18:** Eleven different languages are spoken by our pupils: [Arabic, Chinese, English, Gujarati, Hindi, Hungarian, Latvian, Lithuanian, Polish, Shona, Urdu]

**2018-19:** White British 63%, White European 1%, Pakistani 9%, White & Black Caribbean 3%, White & Asian 5%, Any other Asian 1%, Indian 2%, Any other mixed background 2%, White other 7%, Any other black background 1%, Any other ethnic group 1%, Other Asian 2%, White Irish 1%, White & Black African 2%

**2018-19:** Twelve different languages are spoken by our pupil: (Arabic, English, Gujarati, Hindi, Hungarian, Latvian, Lithuanian, Panjabi, Polish, Russian, Turkish, Urdu)

**2019-20:** White British 64%, White and Asian 3%, White Other 8%, Pakistani 9%, White & Black Caribbean 4%, White and Black African 1%, Any Other Mixed Background 1%, Black Caribbean 1%, Indian 1%, Any Other Ethnic Group 3%, Other Asian 3%, White Irish 1%, Gypsy / Roma 1%,

**2019-20:** Eleven different languages are spoken by our pupils: [Arabic, English, Lithuanian, Polish, Urdu, Panjabi, Russian, Kurdish, Turkish, Romanian, Portuguese]

**2020-21:** White British 59%, White and Asian 5%, White Other 11%, Pakistani 11%, White & Black Caribbean 4%, White and Black African 2%, Any Other Mixed Background 2%, Black Caribbean 1%, Indian 1%, Any Other Ethnic Group 1%, White Irish 1%, Gypsy / Roma 1%, Black African 1%,

**2020-21:** Ten different languages are spoken by our pupils: [Arabic, English, Lithuanian, Polish, Urdu, Romanian, Portuguese, Latvian, German, Hungarian]

**2021-22:** White British 67%, White and Asian 2½%, White Other 10%, Pakistani 6%, White & Black Caribbean 2½%, White and Black African 3%, Any Other Mixed Background 2%, Indian 2%, Any Other Ethnic Group 1%, Chinese 1%, Other Asian 3%,

**2021-22:** Eleven different languages are spoken by our pupils: [Arabic, English, Lithuanian, Polish, Urdu, Romanian, Portuguese, Panjabi, Chinese, Tamil, Filipino]

## **Gender**

**2017-18:** Boys - 83, Girls - 42

**2018-19:** Boys - 82, Girls - 45

**2019-20:** Boys - 66, Girls - 65

**2020-21:** Boys - 75, Girls - 62

**2021-22:** Boys - 63, Girls - 59

## **Religion and belief**

**2017-18:** Christian 34%, No religion 34%, Muslim 11%, Not specified 10%, Catholic 6%, Hindu 2%, Sikh 1%, Other Religion 1%

**2018-19:** Christian 25%, No religion 40%, Catholic 9%, Muslim 16%, Not specified 5%, Hindu 2%, Sikh 2%, Other 1%

**2019-20:** Christian 26%, No religion 42%, Catholic 6%, Muslim 15%, Not specified 7%, Sikh 2%, Other 1%, Jehovah's Witness 1%,

**2020-21:** Christian 29%, No religion 37%, Catholic 6%, Muslim 16%, Not specified 10%, Sikh 1%, Other 1%,

**2021-22:** Christian 31%, No religion 38%, Catholic 8%, Muslim 11%, Not specified 8%, Sikh 1%, Other 1%, Hindu 2%

## **The public sector equality duty**

### **Examples of what we do to eliminate discrimination, harassment and victimisation:**

- Our school Positive Behaviour Policy addresses bullying and harassment of children.
- We do not tolerate any forms of unlawful discrimination, harassment or victimisation, or any type of bullying relating to protected characteristics.
- We keep a record of all equality-related and prejudice-related incidents and report to governors on these and how we have responded to them. This would help us to identify any concerns and take action to reduce such incidents.
- Our approach to promoting children's spiritual, moral, social and cultural [SMSC] development emphasises values such as respect, kindness and empathy. This is key to how we promote positive relationships and prevent discriminatory and prejudiced attitudes.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We do not discriminate against staff in relation to recruitment, terms and conditions of employment, promotions, transfers, dismissals, or leave and disciplinary procedures because of any protected characteristic.
- All staff at the school has the right to work without fear of discrimination, harassment or victimisation. All staff has the responsibility to ensure that the rights of others are protected, and record any incident of prejudice or discriminatory behaviour using appropriate referral procedures.
- We have a staff code of conduct that sets out the standards of professional behaviour expected from all members of staff.
- We have a staff charter which sets out expectations of the school and of all staff

### **Examples of what we do to advance equality of opportunity:**

#### **General**

- We ensure equality of access for all children to a broad and balanced curriculum relevant to children's diverse need. We ensure that children with difficulties that affect their learning, behaviour and social and emotional development are appropriately supported so that they have access to all the learning and social opportunities the school offers.
- In planning work and activities, staff assess the possible impact of what is planned for different individuals and groups, and make any appropriate changes and adjustments to ensure access, participation and learning for all children.
- Data is gathered regularly on aspects of achievement and attainment. It is analysed in relation to different groups of children but not exhaustive to gender, SEND, year group, looked after children [LAC] and Early Years Pupil Premium [EYPP]. If any groups are seen to be making slower progress or doing less well than we expect, action is then taken to investigate the factors behind this, and interventions are developed where appropriate.
- We monitor attendance of different groups of children and address any issues promptly to ensure equality of access to learning.
- School Team members will undertake specialist medical training to ensure our provision is accessible to all children.

#### **Disability**

- We have a Special Educational Needs and Disability (SEND) policy that outlines the provision the school makes for children with disabilities and special educational needs.
- We have an accessibility plan that aims to increase the extent to which all children can participate in the curriculum, improve the physical environment of the school and increase the availability of accessible information to disabled children.
- We take steps, by making reasonable adjustments, to ensure that disabled children are not put at a disadvantage compared to other children.

#### **Ethnicity**

- We monitor the attainment and progress of our children by ethnicity, as appropriate.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We involve staff, parents, carers, interpreters and technology with regards to translation to support and to improve outcomes for particular children.

#### **Gender**

- We monitor the attainment of our children by gender.
- We take a 'which boys?', which girls?' approach to address under achievement: neither boys nor girls are treated as homogeneous groups.
- We identify and address any barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in children's play are avoided.
- Parents and carers, whatever their gender, are encouraged to be involved in their children's learning and progress.

### **Gender reassignment**

Although it is rare for nursery aged children to want to undergo a gender reassignment, if a parent, carer or member of staff does so any issues which may arise will be sensitively handled, including transphobic bullying.

### **Religion and belief**

Caverstede Nursery School respects the religious beliefs and practices of all staff, children, parents and carers, and complies with reasonable requests relating to religious observance and practice.

- Throughout the year, we purposefully provide resources and experiences that reflect cultures, traditions and events for example Maypole Dancing and Chinese New Year.
- We aim to tackle any barriers that might prevent children with particular beliefs from taking a full part in school life.
- Staff members are able to take time off in respect of their religious observance and practice.

### **Sexual Orientation**

- Our school ethos emphasises that we celebrate difference and diversity to enable children to develop an understanding and respect for one another.
- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.

### **Examples of what we do to foster good relations between different groups:**

#### **General**

- We are committed to prepare our children for life in modern Britain, and we ensure that there are activities and opportunities across the curriculum that develop children's understanding, skills, positive attitudes and respect to different faiths and cultures.
- Our curriculum is supported by materials and resources that reflect the diversity of the school population and local community in terms of ethnicity, disability, gender, sexual orientation and religion and belief. We believe all children should see non-stereotyped and positive role models and images of people from diverse groups.
- We respond to any bullying or harassment in line with school policies

#### **Disability**

- We respond positively to questions from children regarding disabilities.
- We ensure that the curriculum has positive images of disabled people.
- We support staff and students who have a range of disabilities to be involved within the school.

#### **Ethnicity**

- We provide children with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges stereotypes.
- We organise celebrations and special events such as Chinese New Year, Diwali, Eid and Christmas.

#### **Gender**

- We ensure that positive, non-stereotypical images of women and men, girls and boys are used across the curriculum.

#### **Gender reassignment**

- Our curriculum, including PSED, encourages children to develop understanding and respect for difference and similarities.

## **Religion and belief**

- Our provision for children's spiritual, moral, social and cultural [SMSC] development enables children to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.

## **Sexual Orientation**

- We use opportunities in key group time to talk about difference and different families.
- Display and resources around the school are chosen to reflect the full range of families.

## **Additional information**

### **Equality information about our employees**

We have less than 150 employees therefore we do not publish data on the protected characteristics of our employees.

### **Policies and procedures**

We aim to develop a culture of mutual respect and values, a safe place of work and ensure equality of opportunity and fairness. Policies and procedures are in place to support our aims i.e. Code of Conduct, Staff Charter

### **Recruitment and selection of staff**

Recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are reviewed to ensure they are justifiable on non-discriminatory grounds as being effective for the effective performance of the job.

We take steps to ensure that information about vacancies reaches a wide variety of potential candidates and all vacancy advertisements include a short statement on our commitment to equality.

Equality information is monitored by our HR provider as a part of our recruitment procedures; the information is removed from the applications before shortlisting, and kept in an anonymous format solely for the purpose outlined.

### **Activities that promote equality for our employees**

We aim to ensure that no member of staff or applicant is subject to unlawful discrimination on the basis of their gender, sexual orientation, marital or civil partner status, gender reassignment, race, religion, or belief, colour, nationality, ethnic or national origin, disability or age, pregnancy or trade union membership, or the fact that they are a part time worker or a fixed term employee.

We aim to provide a workplace free from harassment, bullying and victimisation.

Employees who have particular religious or cultural needs which conflict with normal working arrangements will be allowed to take special leave or unpaid leave subject to service needs, or working arrangements will be adapted to enable such needs to be met where reasonably practicable.

### **Pay gap information**

Pay gap information relating to gender and ethnicity is currently not analysed.

### **Equality and diversity training for staff**

We look for opportunities to train our staff from various sources – Local Authority [LA], our HR provider, LA Safeguarding Team

## **Our equality objectives 2016-2020**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information, and focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We regularly review the progress we are making to meet our equality objectives.

### **Equality objective 1:**

To ensure effective use of Early Years Pupil Premium and closely monitoring its impact on disadvantaged children

### **Progress we are making towards achieving this objective:**

#### **2016-2020**

- Children have extra one to one or small group sessions with a member of staff weekly
- Library Explorers run three times per year to encourage books
- Transition pack given to all EYPP children
- Fiction and non-fiction books given to EYPP children each summer
- Pupils progress is closely monitored

### **Equality objective 2: SEND children**

To increase parental engagement in school based activities and knowledge of the curriculum.

### **Progress we are making towards achieving this objective:**

#### **2016-2020**

- Attendance at Adventure Café sessions widened to all children
- Coffee mornings provided for parents of children with SEND
- Stay & Chat Group – involvement from Portage
- Introduction of Tapestry (online learning journal) from September 2016
- Settling In report shared with parents

### **Equality objective 3:**

To continue to monitor and analyse pupil achievement by race, gender and SEND and act upon any trends or patterns from this data that requires additional support for pupils.

### **Progress we are making towards achieving this objective:**

#### **2016-2020**

We monitor and assess children within the school in a range of groups to include:

- All children
- Mainstream
- Boys
- Girls
- Summer born boys
- Summer born girls
- SEND (Special Educational Needs and /or Disabilities)
- N1
- N2
- Entered as disadvantaged 2 year olds
- FSM (Free school meals)
- EAL (English as an Additional Language)
- EYPP (Early Years Pupil Premium)
- LAC (Looked After Children)

## **Our equality objectives 2020-2024**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information, and focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We regularly review the progress we are making to meet our equality objectives.

### **Equality objective 1:**

To ensure the school is well resourced to support the emotional needs of all pupils

### **Why we have chosen this objective:**

Following the pandemic, the wellbeing of children and families is a high priority, taking into consideration that the majority of the child's life to this point has been during lockdown or with restrictions.

## **Progress we are making towards achieving this objective:**

### 2020-2022 2022-2024

- This was planned to be monitored for 19/20 onwards but due to the pandemic, this data was not able to be reported accurately. Coming out of the pandemic data was not a priority and also Ofsted priorities are not now data led.
- Taking part in Local Authority Connected Communities Project, with a school focus on the role of the Key Person.
- The whole class wellbeing and involvement screen now takes place each half term (previously termly) to monitor the wellbeing of all children.
- Stronger links with local Barnardo's staff to support the children and their families, in a range of ways.
- Accessed 'Younited' mental health support/advise for individual children.

## **Equality objective 2:**

Ensure all our policies and procedures are reviewed and demonstrate due regard to gender diversity.

## **Why we have chosen this objective:**

In the past gender has always been referred to as male/female and he/she but with increased awareness of gender identity and sexual orientation, need to ensure everyone is treated the same. Therefore, want to prepare all staff to have sufficient knowledge and understanding and ensure all our policies take this into consideration.

## **Progress we are making towards achieving this objective:**

### 2020-2024

- All references to 'he and she' on policies and paperwork changed to 'they and their' as policies are reviewed.
- September 2021 Inset day training with whole staff team, to discuss equality re gender and raise awareness to gender identity and sexual orientation and ensuring we treat everyone the same.
- Additional books purchased for the children's Library and use in the Classrooms. Books help staff explain and understand. Some of these books are on display in reception to illustrate our equality awareness to all.
- Continued awareness as the policies are updated (some on a 3 year review basis).
- Academic year 2023 -2024 whole staff training to again raise awareness.

## **Monitoring arrangements**

The Head Teacher will ensure the equality information data we publish is updated annually.

The equality information data, along with the progress made to each objective is reviewed by the Children's Welfare & Equalities committee annually.

This document will be reviewed by the Children's Welfare & Equalities committee at least every 4 years.

## **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Special Educational Needs and Disability (SEND) Policy
- Staff Charter
- Code of Conduct
- Child Protection Whistleblowing
- Safeguarding