

Foundations for Children Nursery School Federation

PUBLIC SECTOR EQUALITY DUTY WORKBOOK

This workbook is being completed with regard to the following publications :

1. The essential guide to the public sector equality duty: *Equality and Human Rights Commission*
2. Equality analysis and the equality duty: *Equality and Human Rights Commission*
3. Engagement and the Equality Duty: *Equality and Human Rights Commission*
4. Equality Objectives and the Equality Duty: *Equality and Human Rights Commission*
5. Equality Information and the Equality Duty: *Equality and Human Rights Commission*
6. Equality Act 2010 and Schools (April 2014) : Advice for School Leaders, School Staff, Governing Bodies and Local Authorities : *DfE*

STAGE 1 : EQUALITY INFORMATION

USE THE MATRIX BELOW TO ASSEMBLE YOUR EVIDENCE OF THE EQUALITY INFORMATION YOU ALREADY HOLD

Outline evidence of equality already in the school /academy/setting within policies and practice. Where there are gaps, indicate whether the gap is because evidence is NOT AVAILABLE or NOT APPLICABLE. If the latter, why have you decided it is not necessary to publish equality information in relation to this group? **Remove these instructions before publishing**

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	<p><i>Racial incidents are recorded and sanctioned within the guidance of the Equality Policy. Parents of both the aggressor and the victims are informed and supported.</i></p> <p><i>Group times, activities and story times provide opportunities to promote racial equality, positive differences and similarities.</i></p> <p><i>As part of the curriculum children are taught and take part in projects which celebrate cultural difference.</i></p> <p><i>Parents/carers and children's voice ensures that differences between</i></p>	<p><i>All children have an equal curriculum access regardless of race.</i></p> <p><i>Outings and events are attended by and offered to all children.</i></p> <p><i>The Behaviour Policy reflects our commitment to equality irrespective of race.</i></p> <p><i>The Governing Body monitors issues and questions that have arisen through the Head Teachers report.</i></p> <p><i>Where possible essential information is shared with parents in their first language.</i></p>	<p><i>Racial equality educational visits which develop positive relations e.g. visit to the Temple and church.</i></p> <p><i>School library resourced with dual language books and text and those which promote cultural differences.</i></p> <p><i>Teachers/School staff are encouraged and supported to undertake international visits so children learn from first hand experience e.g. BRIC project visits to Italy and Sweden.</i></p> <p><i>Curriculum planning for multi-cultural events and festivals.</i></p>

	<p><i>individuals are celebrate.</i></p> <p><i>Racial incidents are reported to the governing body through the Head Teacher report and strategically addressed through wider safeguarding.</i></p> <p><i>Any disclosures are taken seriously and fully investigated and dealt with in the appropriate manner according to our Equality policy.</i></p> <p><i>When appointing staff a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</i></p>	<p><i>A wide variety of multi-cultural curriculum resources are available to children throughout the Nursery School.</i></p> <p><i>Curriculum planning takes into account a range of multi-cultural festivals and events.</i></p>	<p><i>Staff supporting children with English as an additional language</i></p>
Disability	<p><i>We have full access for people who have disabilities.</i></p> <p><i>The School inclusion policy reflects school practice in ensuring all learners make progress.</i></p> <p><i>Health and Safety of staff and children with difficulties are discussed monthly at an SEND focussed SMT meeting.</i></p> <p><i>Risk assessments are created to support inclusion.</i></p> <p><i>SENDCO liaises with professionals that provide support listed by the child's EHCP or recommended by</i></p>	<p><i>All children have equal curriculum access regardless of disability.</i></p> <p><i>Outing and events are offered to and attended by all children.</i></p> <p><i>The Governing Body monitors the actions arisen from the Head Teachers report.</i></p> <p><i>Learning of those with disabilities is monitored closely as part of the SEND Code of Practice 2014.</i></p> <p><i>Support is provided to parents who have a disability to enable them to engage fully in the School life of their child.</i></p>	<p><i>Visitors to the Nursery e.g. dogs for the blind.</i></p> <p><i>School library resourced with books that promote individualities.</i></p> <p><i>Personal, Social and Emotional curriculum strengthens the understanding that we are all different and this is to be celebrated.</i></p>

	<p><i>paediatricians.</i></p> <p><i>Partnership with Rowan Gate Primary School.</i></p> <p><i>Discrimination against an individual's disability will be reported to the Governing Body through the Head Teachers report.</i></p> <p><i>There are access arrangements to support children with additional needs with additional resources and support.</i></p> <p><i>There are members of staff employed specifically to work with and support children who are eligible for Higher Needs funding or who have an ECHP.</i></p> <p><i>When appointing staff, a fair and transparent practice is adhered to, to ensure equality for all in the appointment process.</i></p>	<p><i>Risk assessments are created and implemented for those children who have high levels of need.</i></p> <p><i>Adaptations to staff working arrangements as necessary to enable inclusion.</i></p> <p><i>Personal Emergency Evacuation Plans (PEEPS) are written for children with identified difficulties if necessary.</i></p> <p><i>Augmentative communication methods are used for some children to support and advance their communication skills.</i></p> <p><i>Some members of staff are trained in 'Signalong' and all staff use some signs as part of our total communication approach.</i></p>	
Sex	<p><i>All children have equal curriculum access, regardless of gender.</i></p> <p><i>When appointing staff a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</i></p> <p><i>Discrimination against an individual's</i></p>	<p><i>All children have equal curriculum access regardless of gender.</i></p> <p><i>Outing and events are offered to and attended by all children.</i></p> <p><i>We challenge stereotypes of gender roles.</i></p>	<p><i>Discussions with children around gender equalities, diminishing stereotypes.</i></p> <p><i>School library resourced with books that promote individualities.</i></p> <p><i>Visit and visitors/ role models representing both genders.</i></p>

	<p><i>disability will be reported to the Governing Body through the Head Teachers report.</i></p> <p><i>The School inclusion policy reflects school practice in ensuring all learners make progress.</i></p> <p><i>Parent 'event' days are planned with the interests of male and female parents/carers.</i></p>	<p><i>The behaviour policy reflects our commitment to equality irrespective of gender.</i></p>	
Gender Reassignment	<p><i>Emotional health and well-being of pupils/staff is of paramount importance.</i></p> <p><i>Monitoring wellbeing and involvement through Laevers scale of wellbeing and involvement.</i></p> <p><i>Planning and group times to support children in understanding the differences in gender including body parts.</i></p> <p><i>Senior family worker is available daily and her direct work with parents enables her to signpost support as necessary.</i></p>	<p><i>Our behaviour policy reflects our commitment to equality irrespective of gender.</i></p> <p><i>When appointing staff, a fair and transparent practice is adhered to, which ensures equality for all in the appointment process.</i></p> <p><i>All children have equal curriculum access regardless of gender.</i></p>	<p><i>Group times planned that encourage children's individuality and voices/opinions to be valued.</i></p> <p><i>Age-appropriate activities based around personal, social and emotional development.</i></p>
Pregnancy and Maternity	<p><i>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the</i></p>	<p><i>Risk assessments are undertaken formally when a member of staff announces her pregnancy.</i></p>	<p><i>Circle time/age appropriate PSED curriculum.</i></p>

	<p><i>appointment process.</i></p> <p><i>Emotional health and well-being of staff is of paramount importance</i> <i>Staff have access to NCC Employee Assist if they feel it is necessary.</i></p> <p><i>Staff referred to Health Management to ensure health and well-being enables them to fulfil their role.</i></p>	<p><i>Adaptations to staff working arrangements as necessary.</i></p>	<p><i>Rich & Diverse curriculum opportunities/experiences.</i></p> <p><i>Adaptations to staff working arrangements as necessary.</i></p> <p><i>Planning reflects children's interests. Often introduce topic on 'ourselves' and 'babies'</i></p>
Age	<p><i>Staff employed of a variety of different ages.</i></p> <p><i>When appointing staff, a fair and transparent practice is adhered to.</i></p> <p><i>This ensures equality for all in the appointment process.</i></p> <p><i>Emotional health and well-being of staff is of paramount importance.</i></p> <p><i>Staff have access to NCC Employee Assist if they feel it is necessary.</i></p> <p><i>Staff referred to Health Management to ensure health and well-being enables them to fulfil their role.</i></p>	<p><i>Risk assessments are undertaken formally when a member of staff expresses concern.</i></p> <p><i>Adaptations to staff working arrangements as necessary.</i></p> <p><i>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process.</i></p>	<p><i>Circle time/PSED curriculum</i></p> <p><i>Rich & diverse curriculum opportunities/experiences</i></p>
Religion and Belief	<p><i>All parents are offered the right to withdraw their children from specific group times or celebrations if they do not wish for their child to participate.</i></p> <p><i>Staff beliefs are respected and</i></p>	<p><i>All children have equal curriculum access, regardless of race and/or religious beliefs.</i></p> <p><i>The Behaviour Policy reflects our commitment to equality irrespective</i></p>	<p><i>Group time/PSED curriculum.</i></p> <p><i>Different religious celebrations acknowledged and planned for appropriately over the course of the year.</i></p>

	<p><i>catered for.</i></p> <p><i>Racial/Religious incidents are recorded and sanctioned within the guidance of the Behaviour Policy. Parents of both children are supported.</i></p> <p><i>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</i></p>	<p><i>of religious belief.</i></p> <p><i>Governing Body monitors questions/issues that have arisen from the Head Teacher's Report.</i></p> <p><i>Children/staff are supported to wear items of clothing that reflect their religious belief.</i></p>	<p><i>Rich and diverse curriculum opportunities/experiences.</i></p>
Sexual Orientation	<p><i>Full acceptance of staff choice of orientation.</i></p> <p><i>Emotional health and well-being of staff is of paramount importance and staff are supported through staff supervision every six months or as and when required.</i></p> <p><i>Any derogatory comments made in regard to sexual orientation are recorded (sanctioned) and reported to parents and the Governing Body. Our senior family worker supports families in various states of emotional need and offer advices, sign posts support.</i></p>	<p><i>All pupils have equal curriculum access, regardless of gender/sexual orientation.</i></p> <p><i>Our behaviour policy reflects our commitment to equality irrespective of gender/sexual orientation.</i></p> <p><i>When appointing staff; a fair and transparent practice is adhered to, which ensures equality for all in the appointment process.</i></p> <p><i>PSED Curriculum that develops an understanding of differences in families.</i></p>	<p><i>Circle time: acceptance that a family can be varied.</i></p> <p><i>Diverse curriculum</i></p> <p><i>A flexible PSED curriculum that responds directly to issues affecting children within the home, school and wider community.</i></p>

STAGE ONE : EQUALITY INFORMATION : Guidance Notes (Remove this page before publishing)

Gather the information you already hold

- Consider what qualitative and quantitative equality information you already have.
- Identify any relevant information gaps - decide what steps you are going to take to fill in information gaps, including any engagement that you will undertake to do this (see Stage 2)
- Consider what effect that your policies and practices have had on employees, children and young people and others from the protected groups.
- In relation to pupils in each affected group, consider
 - Attainment levels
 - Satisfaction ratings in pupil surveys
 - Exclusions
 - Rates of bullying/hate incidents
 - Attendance levels
 - Access arrangements and take-up rates for after school clubs etc
- **Workforce** – if you employ 150 people or more
 - Number of part-time staff by protected group
 - Recruitment, training, performance assessment, promotion, redundancy and leavers
 - Race, disability, gender and age distribution
 - Indication of likely representation on sexual orientation and religion and belief, provided no-one can be identified as a result
 - Indication of any issues for transsexual staff, based on your engagement with transsexual staff or voluntary groups
 - Gender pay gap information
 - Grievances, including reported incidences of harassment
 - Rates of return to work of women on maternity leave

STAGE 2 EQUALITY ENGAGEMENT

USE THE MATRIX BELOW TO ASSEMBLE YOUR EVIDENCE

Outline evidence of how your school/academy/setting engages with protected groups in order to fulfil the three aims below. Where there are gaps, indicate whether the gap is, because evidence is NOT AVAILABLE (because engagement has not been attempted or is difficult to achieve) or NOT APPLICABLE. If the latter, why have you decided it is not necessary to engage with this group. **Remove these instructions before publishing**

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order 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	<p><i>Providing newsletters and key information in other widely spoken languages.</i></p> <p><i>Children of all races are encouraged to share their cultural traditions.</i></p> <p><i>Dual language books are accessible throughout the Nursery school.</i></p> <p><i>Children in the Nursery school with English as an additional language have access to differentiated group times to support their learning.</i></p>	<p><i>Dual language books are accessible throughout the Nursery school.</i></p> <p><i>Key information and displays represent different languages spoken.</i></p>	<p><i>Visits into local community including different places of worship and specialist food shops.</i></p> <p><i>A wide range of multicultural visitors.</i></p>

<p>Disability</p>	<p><i>The ethos of the school supports, values and welcomes children with disabilities.</i></p> <p><i>Children with additional needs are very well supported.</i></p> <p><i>Positive working relationships with other agencies.</i></p> <p><i>Referrals are made to seek advice from other agencies where applicable.</i></p>	<p><i>Staff training; individual or whole school as required.</i></p> <p><i>Curriculum planning takes into account the needs and interests of all children.</i></p> <p><i>Multi-agency working.</i></p>	<p><i>School ethos welcomes families from all communities.</i></p>
<p>Sex</p>	<p><i>All children have equal curriculum access regardless of gender.</i></p> <p><i>Children are treated with respect.</i></p> <p><i>Across the school resources are selected for use by girls and boys.</i></p>	<p><i>All pupils have equal curriculum access regardless of gender.</i></p> <p><i>Rich and diverse curriculum accessible to all children.</i></p>	<p><i>Students and volunteers are welcomed of both genders.</i></p> <p><i>Visitors/role models representing both genders.</i></p>
<p>Gender Reassignment</p>	<p><i>Planning and group times to support children in understanding the differences in gender including body parts.</i></p> <p><i>Senior family worker is available daily and her direct work with parents enables her to signpost support as necessary.</i></p>	<p><i>Our behaviour policy reflects our commitment to equality irrespective of gender.</i></p> <p><i>When appointing staff, a fair and transparent practice is adhered to, which ensures equality for all in the appointment process.</i></p> <p><i>All children have equal curriculum access regardless of gender.</i></p>	<p><i>Group times planned that encourage children's individuality and voices/opinions to be valued.</i></p> <p><i>Age-appropriate activities based around personal, social and emotional development.</i></p>
<p>Pregnancy and Maternity</p>	<p><i>Staff are able to explain relationships, body changes etc at an appropriate level.</i></p>	<p><i>Senior family worker able to provide advice and support to expectant mothers.</i></p>	<p><i>Adaptions to staff working arrangements if necessary.</i></p>

	<i>Workforce procedures are followed with regards to staff that are pregnant or on maternity leave.</i>		
Age	<i>Workforce procedures are followed with staff.</i>	<i>The school engages with people of all ages from babies to grandparents.</i>	<i>The school supports students training with local colleges and universities. Students and volunteers are welcomed, regardless of age.</i>
Religion and Belief	<i>We celebrate different festivals and welcome contributions from all families.</i>	<i>Access to multi-cultural books and a wide range of faith books and artefacts.</i>	<i>Contact made within the community to support translation/speaking with parents whose language is not spoken at school.</i>
Sexual Orientation	<i>In the event of homophobic language being used it would be challenged, reported and sanctioned.</i>	<i>Positive role models through the school regardless of their sexual orientation. Respect and value for each other's personal identity reinforced as a school value.</i>	<i>Families are welcomed to the school regardless of sexual orientation.</i>

STAGE TWO : EQUALITY ENGAGEMENT : Guidance Notes (Remove these pages before publishing)

- How do you currently engage with the protected groups and how could you do so better in the future?
- Public bodies must publish information about the engagement they have undertaken with people with an interest in their equality performance, including while developing their objectives.
- The specific duties do not set out how or when engagement should be undertaken.

When should you engage? :

- At the beginning of any important decision making process likely to have a significant impact on the school's stakeholders (including pupils) – to gather opinions, evidence and ideas
- When implementing your decision – to develop action plans and implementation strategies
- Following implementation – to review and evaluate

Engagement will help you to:

- Identify particular needs, patterns of disadvantage and poor relations between groups.
- Understand the reasons for disadvantage, low participation rates and poor relations.
- Design initiatives to meet these needs and overcome these barriers.
- Identify opportunities to promote equality and foster good relations.
- Fill gaps in equality information.
- Determine priorities.
- Analyse the equality impact of particular programmes, policies or proposals. Monitor and evaluate initiatives, policies and programmes.
- Check the quality, relevance and comprehensiveness of your information.
- Prioritise which objectives are most likely to make the biggest difference to tackling equality

Engagement : Points to remember.

- Remember that schools/academies/settings are obliged to make reasonable adjustments for disabled people, including during engagement.
- Take an approach that is proportionate to your size and resources, and to the relevance of the issue to equality when deciding who to engage with and what methods to use.
- Be mindful of diversity within protected groups and of the multiple barriers that many people face. Don't limit your engagement to only meeting with representative bodies.
- In practical terms, you will not be able to engage with every protected group on every decision. As a starting point you will need to decide how relevant the policy is for equality and good relations and for a particular protected group. It is often helpful to consider how you would be able to explain how you came to this decision

Identify where your information gaps are before you plan your engagement.

- Refer to national research, local/regional monitoring data and past consultations
- Should be clearly structured; be clear about what you hope to achieve and about where you have scope to make any changes
- Engagement is only successful if adequately resourced and if it is accessible to enable a wide range of people to participate
- Take steps to respect confidentiality and provide a safe environment
- Report on results of engagement

Engagement success factors

- Leadership commitment
- Proportionality
- Integration with decision-making
- Early engagement
- Ongoing engagement
- Accessible engagement
- Choosing the right approach
 - Focus Groups
 - Representative Groups
 - Existing structures
 - Online engagement

STAGE THREE : EQUALITY OBJECTIVES

USE THE MATRIX BELOW TO OUTLINE YOUR EQUALITY OBJECTIVES:

Using the evidence you have gathered in STAGE ONE and TWO, decide upon your equality objectives. There will be several gaps in this matrix as you will wish to prioritise those groups who are either most prominent in your school/academy/setting in terms of numbers, or most disadvantaged in terms of equality, Having due regard to the aims of the duty means taking a proportionate approach - this means that the number of objectives and their level of ambition will be different, depending on the size and function of your school/academy/setting. **Remove these instructions before publishing**

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	<i>Continue to encourage engagement of families from all different cultures. Within our curriculum ensure we celebrate a variety of different cultural festivals and events and work with parents to find out more about these celebrations.</i>		

	<p><i>Continue to work to find new and innovative ways to encourage parents who may have English as an additional language to attend event days, drop in sessions.</i></p> <p><i>Continue to provide resources and learning experiences that are accessible to children from all communities and races.</i></p>
Disability	<p><i>Continue to adapt teaching and learning environment to suit the needs and requirements of all children in the Nursery.</i></p> <p><i>Staff are provided with opportunities to continue their professional development through appropriate training.</i></p> <p><i>Continue to provide relevant training to suit the needs of the school.</i></p>
Sex	<p><i>Continue to support children's developing understanding of their gender and identity.</i></p> <p><i>Throughout the curriculum, give children the opportunity to challenge gender stereotypes and ensure staff are mindful and supporting of this.</i></p>
Gender Reassignment	<p><i>General strategies would apply.</i></p>
Pregnancy and Maternity	<p><i>Continue to provide outstanding provision and learning experiences within the Nursery, supporting children's knowledge about families, relationships, caring for babies.</i></p> <p><i>Continue to support children's knowledge about families and how we grow and develop.</i></p>
Age	<p><i>Continue to welcome visitors/volunteers/staff members of all ages.</i></p> <p><i>Consider more ways to reach out to elderly in the community through visits to old peoples home etc</i></p>
Religion and Belief	<p><i>Continue to provide opportunities for children to learn about different religions, beliefs and cultures through our curriculum.</i></p>
Sexual Orientation	<p><i>General strategies would apply.</i></p>

STAGE THREE : EQUALITY OBJECTIVES : Guidance Notes (Remove these pages before publishing)

Using the evidence you have gathered in Stage One and Stage 2, decide upon your Equality Objectives

- Prepare and publish Equality Objectives on a four year cycle.
- There is no set number of objectives that you are required to have.
- There is no prescribed format for publishing your objectives – however, we have offered a model in Appendix A.
- Use the objectives to inform your action plan (Stage 5)

SMART objectives (specific, Measurable, Achievable, Relevant, Time-limited)

- Measurable doesn't mean you cannot use qualitative information to assess progress e.g. staff surveys, complaints etc

- Engage with people from the protected groups to help prioritise the most significant equality issues
- Set out how you will measure progress (Action Plan)
- Senior Leaders and Governing Body to be involved in the choice of objectives and to receive regular updates on the progress made towards the objectives

Examples of an equality objective:

- A school identifies that boys are underachieving academically in Maths. Average scores show that 72% of girls are achieving the expected levels, while the figure for boys is 48%. The school decides to set an objective to improve this figure over a three year period to 68% of boys reaching the required grade.

“By July 2014, % of boys achieving Level 4+ in maths will have increased by 20%”.

- A school has decided that school events, including parents’ evenings, are poorly attended by the local Pakistani community, whose children currently make up 45% of the pupil roll.

“Over the next academic year, we will introduce new approaches to encourage members of our local Pakistani community to attend school events, so that registers of attendance show at least 15% attendance from that community”.

- Having carried out an anonymous survey, a school finds that there are incidences of bullying of the heterosexual friends of homosexual pupils.

“To raise the issue of homophobic bullying in all its manifestations, through assemblies, tutor group discussions and through a re-emphasis within the PSHE curriculum, so that

- there is an immediate increase in the reporting of such incidents using the formal processes
- a repeat anonymous survey six months from now shows a reduction in incidents.”

STAGE 4 : PUBLISH YOUR EQUALITIES INFORMATION, OBJECTIVES AND (optionally) ACTION PLAN

Guidance Notes (Remove these pages before publishing)

The regulations do not specify where you should publish your objectives. However, there are clearly a number of places where you can do so. This includes your annual report or on your website. You could publish it in a special report dedicated to equality data.

- We recommend that your equality objectives and action plan are published in one place, along with your equalities information, where they are easily accessible for both internal and external use. This includes making reasonable adjustments for disabled people where relevant. The information should be presented clearly and in a way the general public will understand. If it is included in a larger report, it should be clearly identified and made available on your website.

APPENDIX A : A suggested format for an Equality Duty Action Plan

NAME OF SCHOOL

EQUALITIES OBJECTIVES AND ACTION PLAN

DATE OF PUBLICATION (NB must be updated at least every 4 years)

Objective Please give an end date/timescale to each action (ie by) 	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions Please give an end date/timescale to each action (ie by.....) 	Annual Red/Amber/Green rating