

Public Sector Equality Duty at Baylis Court Nursery School 2018 - 2019

The Public Sector Equality Duty 2010 requires our nursery school to publish information about equalities.

Staff and Governors of Baylis Court Nursery School aim to ensure that equality of opportunity is available to all members of the school community. This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in the school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school. These include:

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- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Community governors
- Multi-agency staff linked to the school
- Visitors to the school
- Students on placement

We believe that equality at our nursery school should permeate all aspects of life and is the responsibility of every member of the school and wider community. Every member of our community should feel safe, secure, valued and of equal worth.

At the Baylis Court Nursery School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

At our school, equality is a key principle for treating all people the same. The Equality Act defines eight 'Protected Characteristics':

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race
6. Religion and belief
7. Gender
8. Sexual orientation

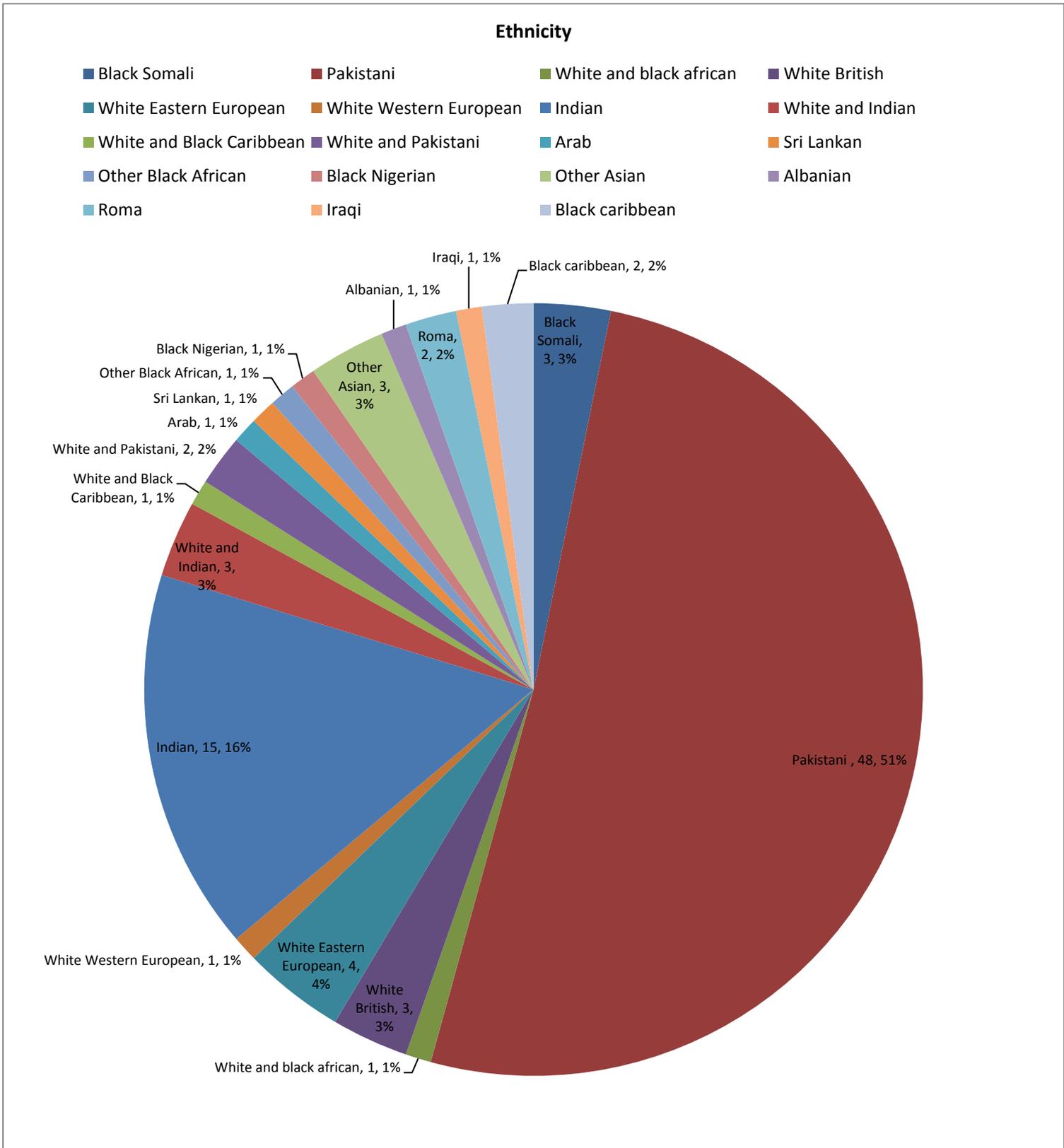
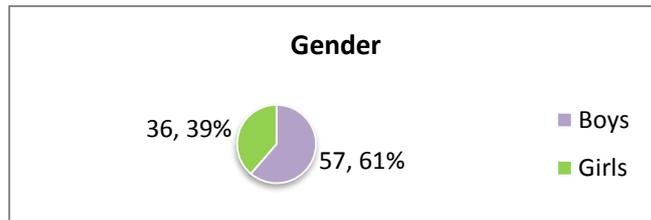
General Duties

The three aims of the Public Sector Equality Duty are to:

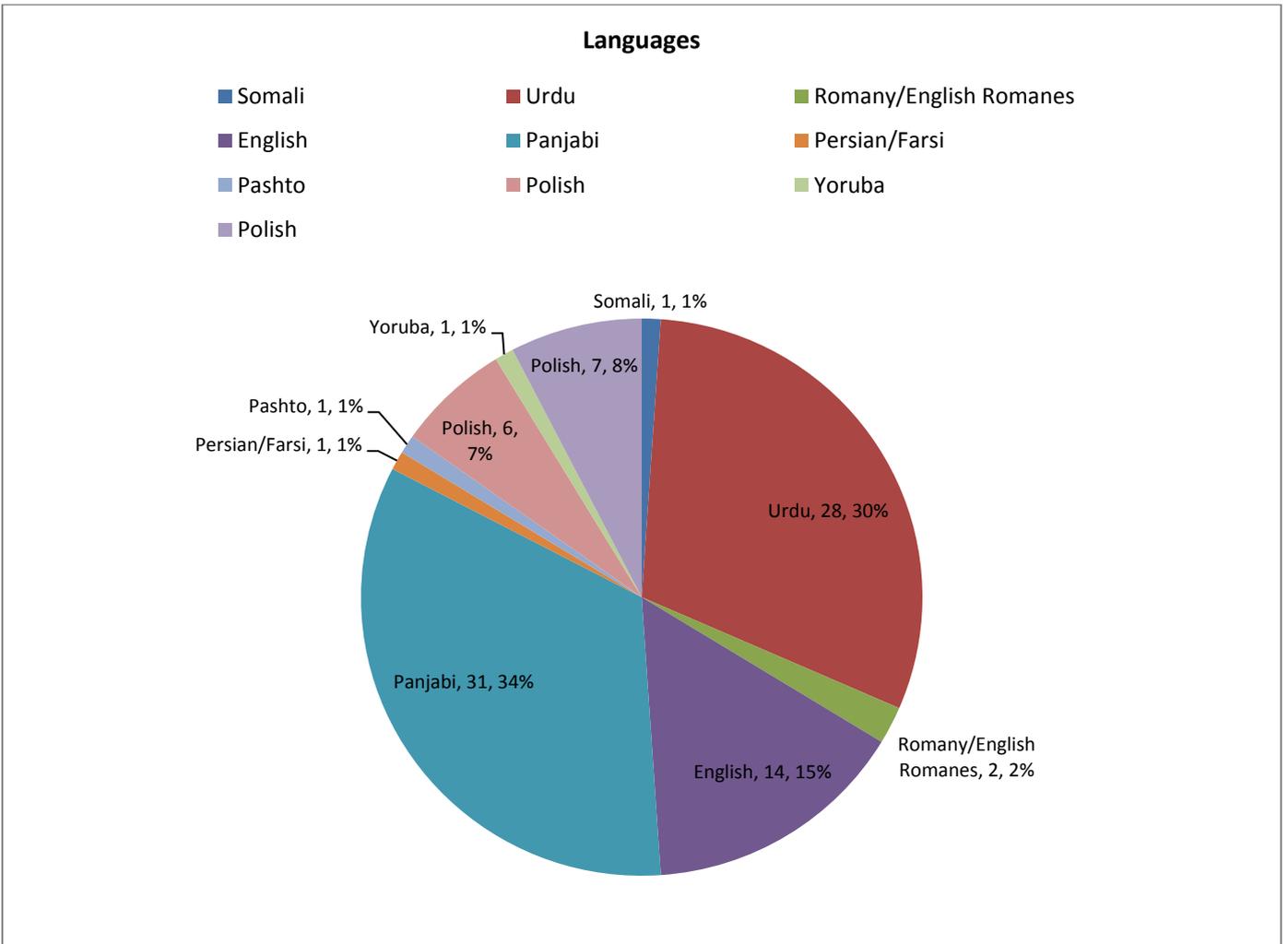
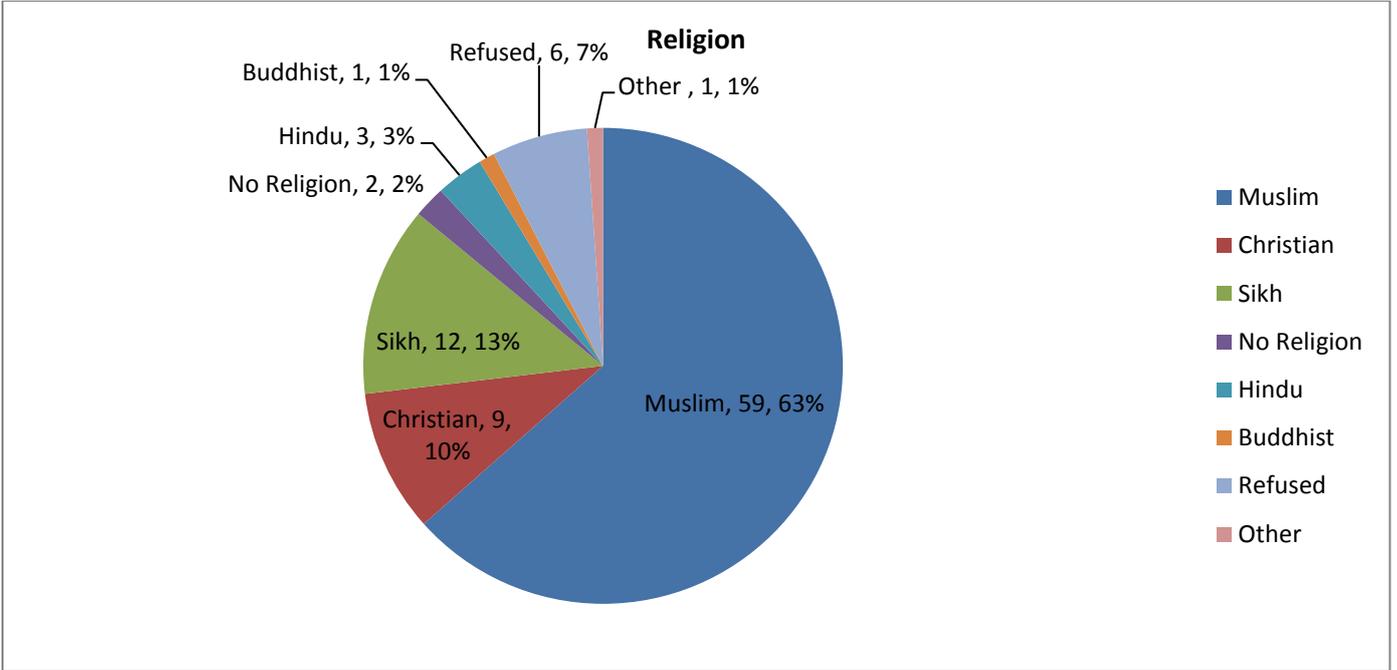
1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

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Equalities information: Census October 2018

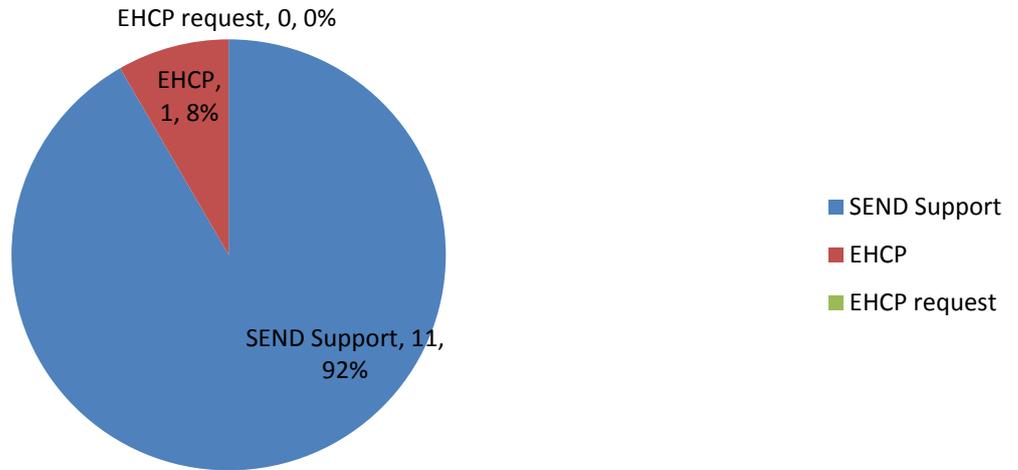


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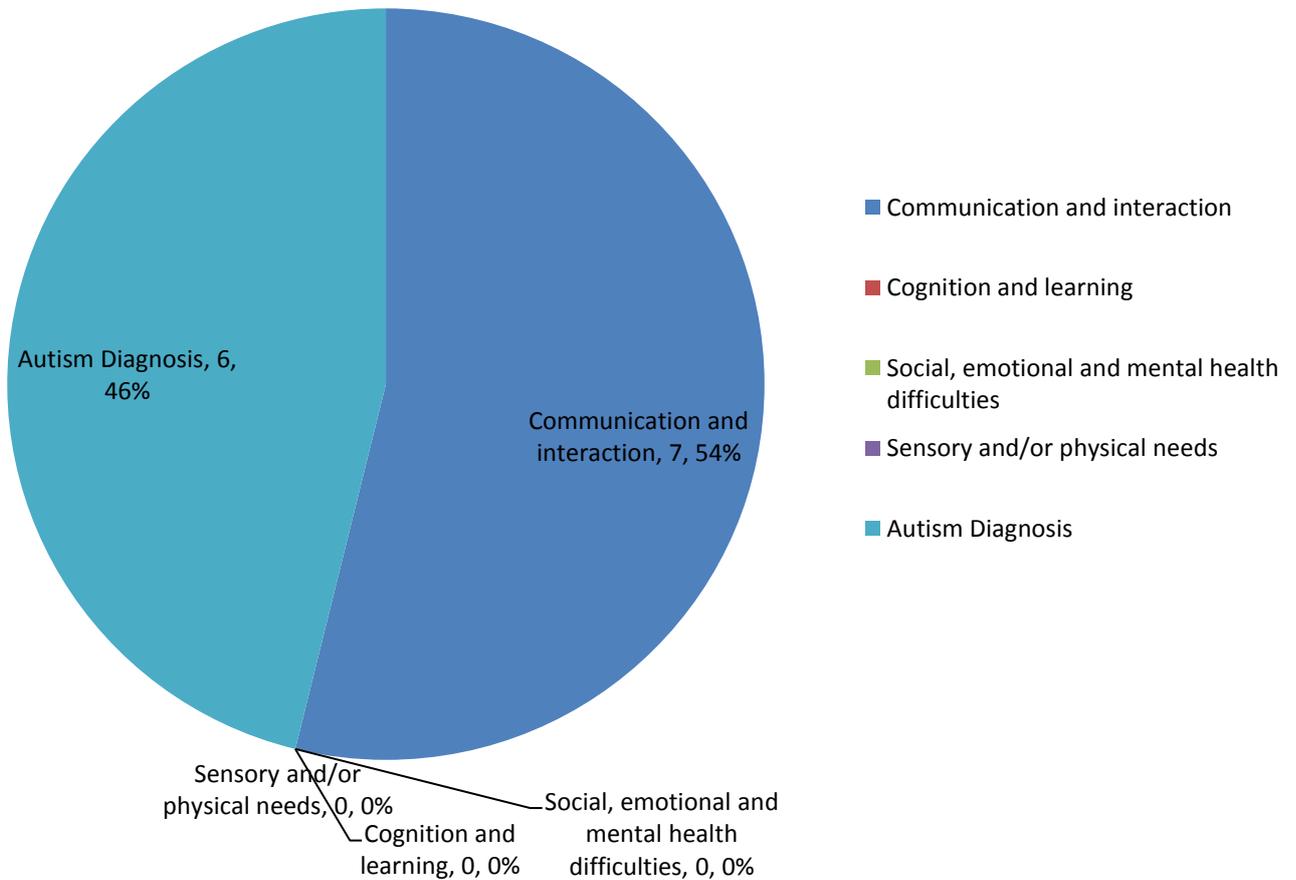


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Special Educational Needs and Disabilities - SEND



Special Educational Needs and Disabilities - SEND Categories



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Equality objective 1:

To close the gap between boys and girls in their writing development such that boys will be making above expected progress equal to that of the girls.

Why we have chosen this objective:

Analysis of data for 2017 – 2018 indicates that the girls have made better above expected progress than the boys in all cohorts bar one. Last year girls did significantly better in making above expected progress in their writing development and is something we seek to address.

To achieve this objective we plan to:

Baseline the two cohorts of boys and girls for attainment on entry.

Maintain data progress checks on half termly basis.

Establish interventions as necessary.

Revisit our continuous provision for mark making opportunities for all children in all areas of the nursery.

Raise awareness of parental support for early mark making / writing development via parent/carer consultations and workshops.

Staff to demonstrate provision of opportunities for mark making / early writing in planning.

Progress we are making towards achieving this objective:

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Equality objective 2:

To ensure our nursery environment continues to reflect the cultural diversity of the local community.

Why we have chosen this objective:

We want the nursery to be a welcoming and comfortable environment for all who come here. We have a long tradition of celebrating cultural festivals and celebrations

To achieve this objective we plan to:

To further develop our range of story and non-fiction books reflecting the cultural diversity of the nursery.

Improve displays in the piazza area of the nursery to reflect the cultural diversity of the nursery.

Improve the range of languages used in signage and displays.

Enhance displays relating to the major festivals celebrated by our families.

Ensure website allows for translation reflecting community languages.

Progress we are making towards achieving this objective:

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Equality objective 3: Track vulnerable groups

To identify and further reduce the gaps between cohorts across all areas of learning and in particular those most vulnerable to underachievement.

Why we have chosen this objective:

Many children do well in schools, but a significant minority do not. There is a clear gap between the attainment and achievement of the majority of children and those from particular groups that are vulnerable to underachievement.

Narrowing this attainment gap is a national and local priority, reflected in our commitment to improve outcomes for all learners.

It is also essential to narrow the gaps in educational achievement if we are to break cycles of disadvantage and ensure that all children make good progress.

As with all schools vulnerable and disadvantaged children are part of the community.

It needs to be a priority that all staff in our nursery ensure that we recognise our responsibility to identify the gaps, design and implement strategies to narrow gaps, monitor progress in narrowing gaps and celebrate success when gaps are narrowed.

To achieve this objective we plan to:

Base line all new children in all areas of learning within first three weeks of starting.

Use assessment to plan and provide for each child who are not at typical levels of development for their age.

EYFS tracker to be updated in all areas of learning by staff half termly.

Senior staff to meet every half term (child progress meeting) to analyse data and identify gaps for cohorts particularly the most vulnerable.

Establish system of progress for children in ASD resource base.

Identify criteria for defining a most able child.

Progress we are making towards achieving this objective:

Agreed by Governing Body: 30th November 2018

Review Date: November 2020