



Equality Information and Objectives Baylis Court Nursery School 2021 - 2025

The 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: -

- 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.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years



Equality Information and Objectives Baylis Court Nursery School 2021 - 2025

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

The head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff, parents and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff will:

- Have regard to this document and to work to achieve the objectives as set out in section 8
- Identify and challenge instances of discrimination

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

4 The head teacher and the governing body monitor equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

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



Equality Information and Objectives Baylis Court Nursery School 2021 - 2025

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

Advancing equality of opportunity through learning and teaching

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Reflect our commitment to equality in all subject areas and cross curricular themes, promoting positive attitudes to equality and diversity
- Offer pupils opportunities to explore concepts and issues relating to identity and equality
- Ensure equality of access for all children and prepare them for life in modern Britain
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Seek to involve all parents and carers in supporting their child's education
- Provide educational visits and extra-curricular activities that involve all children
- Take account of the performance of all children when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of children
- Provide equal access to all activities from an early age (e.g. girls playing football.)

There is a consistently high expectation of all children regardless of age, gender, ethnicity, ability or social background. All children are encouraged to improve on their own achievements and become independent learners. Parents and carers are also encouraged to view their own children's achievements in this light.

We recognise that:

- Teachers' enthusiasm is a vital factor in achieving a high level of motivation and good results from all children;
- Adults in the Nursery will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The Nursery places a high priority on the provision for special educational needs and disability. This Nursery creates an environment in which all children have equal access to all facilities and resources
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all children, taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.



**Equality Information and Objectives
Baylis Court Nursery School
2021 - 2025**

Advancing equality of opportunity through the learning environment, resources and materials

The provision of good quality resources and materials within Baylis Court Nursery School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally diverse British society
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

We recognise that it is important at Baylis Court Nursery School that all members of our community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups
- Creates the conditions for all people to develop their self-esteem
- Promotes British values of respect and tolerance towards others.

In order to advance equality of opportunity, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information. Performance is compared to previous years to ensure that children are making appropriate progress when compared to previous cohorts
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. For example, as part of story time, pupils will be introduced to literature from a range of cultures
- Working with our local community, including inviting members of the community into nursery, organising school trips and activities based around the local community
- Encouraging all pupils to participate in the school's activities. We also work with parents to promote knowledge and understanding of different cultures
- At Baylis Court Nursery School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- There should be an 'openness' of atmosphere which welcomes everyone to the Nursery
- The children are encouraged to greet visitors to the Nursery with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored



Equality Information and Objectives Baylis Court Nursery School 2021 - 2025

- The building accords easy vehicular access to people with disability.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges. We aim to work in partnership with parents and carers to help all pupils to achieve their potential. We are committed to ensuring that:
 - All parents/carers are encouraged to participate at all levels in the life of the school
 - Encouraging members of the local community to regularly join in school's activities.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Staff Recruitment and Professional Development

- All posts are open to the widest pool of applicants;
- All those involved in recruitment and selection are aware of what they should do to avoid discrimination and ensure equality and good practice through the recruitment and selection process
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policies and practices are covered in staff induction
- All supply staff and volunteers are made aware of equalities policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

8. Equality objectives

Objective 1:

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.



**Equality Information and Objectives
Baylis Court Nursery School
2021 - 2025**

Objective 2:

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 five 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 termly.
- Senior staff to 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.

Objective 3:

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 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.
- 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.



Equality Information and Objectives Baylis Court Nursery School 2021 - 2025

9. Monitoring arrangements

The head teacher will update the equality information we publish(in sections 4-8) at least every year.

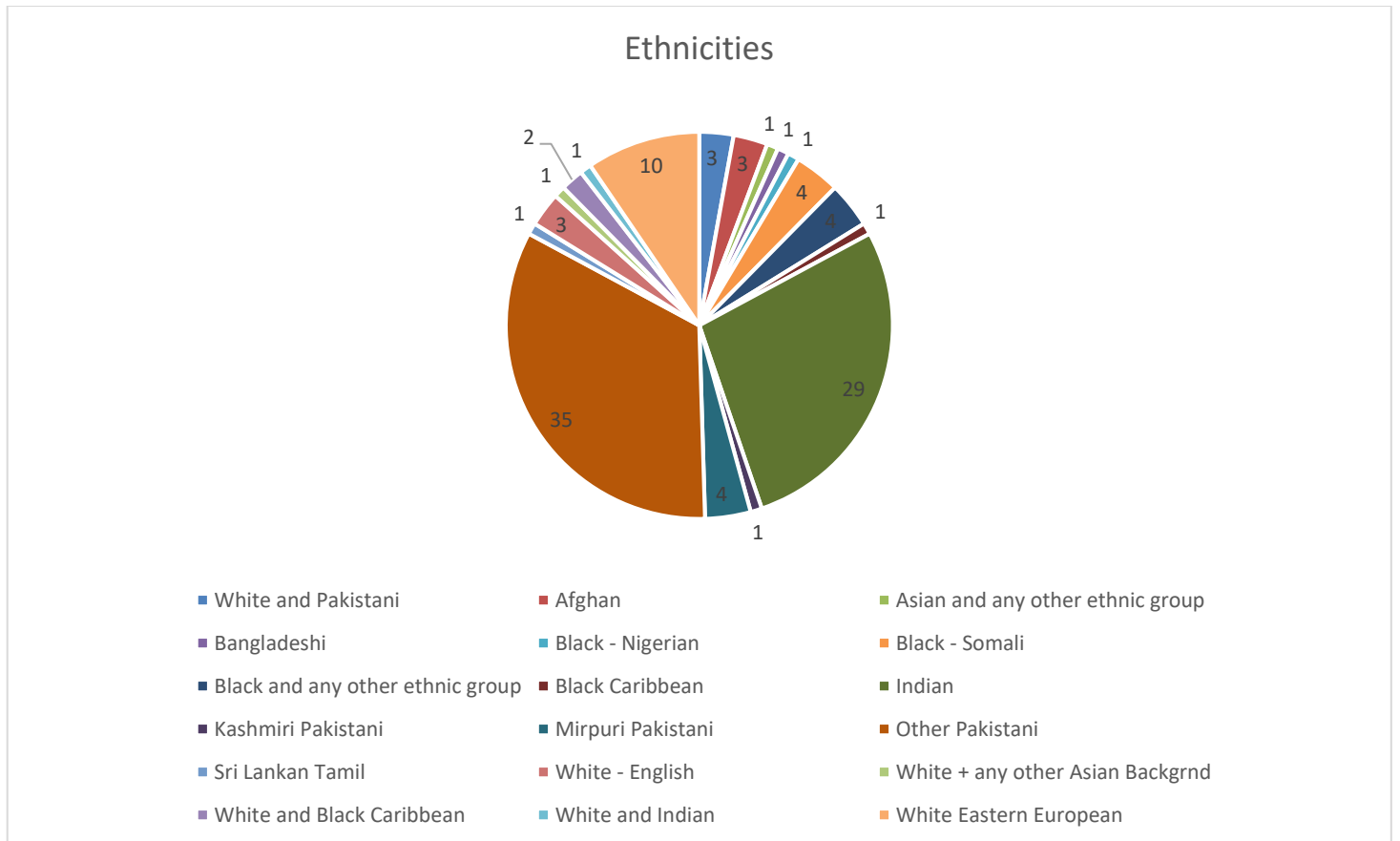
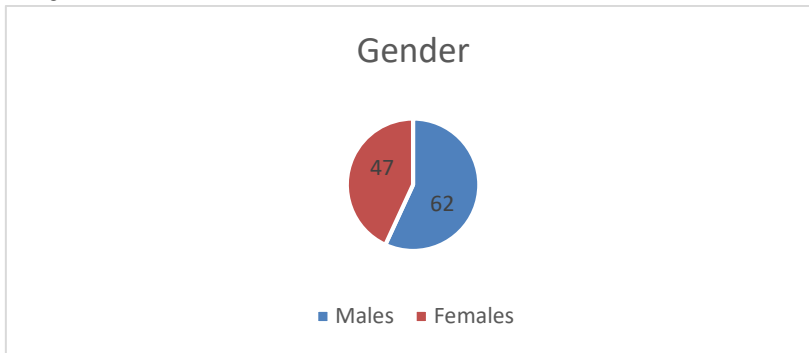
This document will be reviewed by the governing body at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments

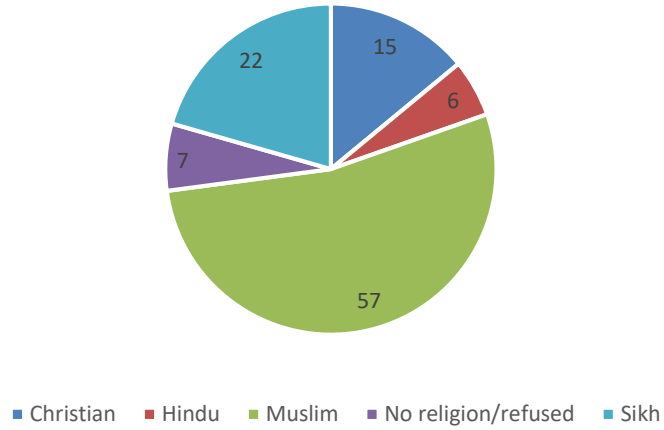
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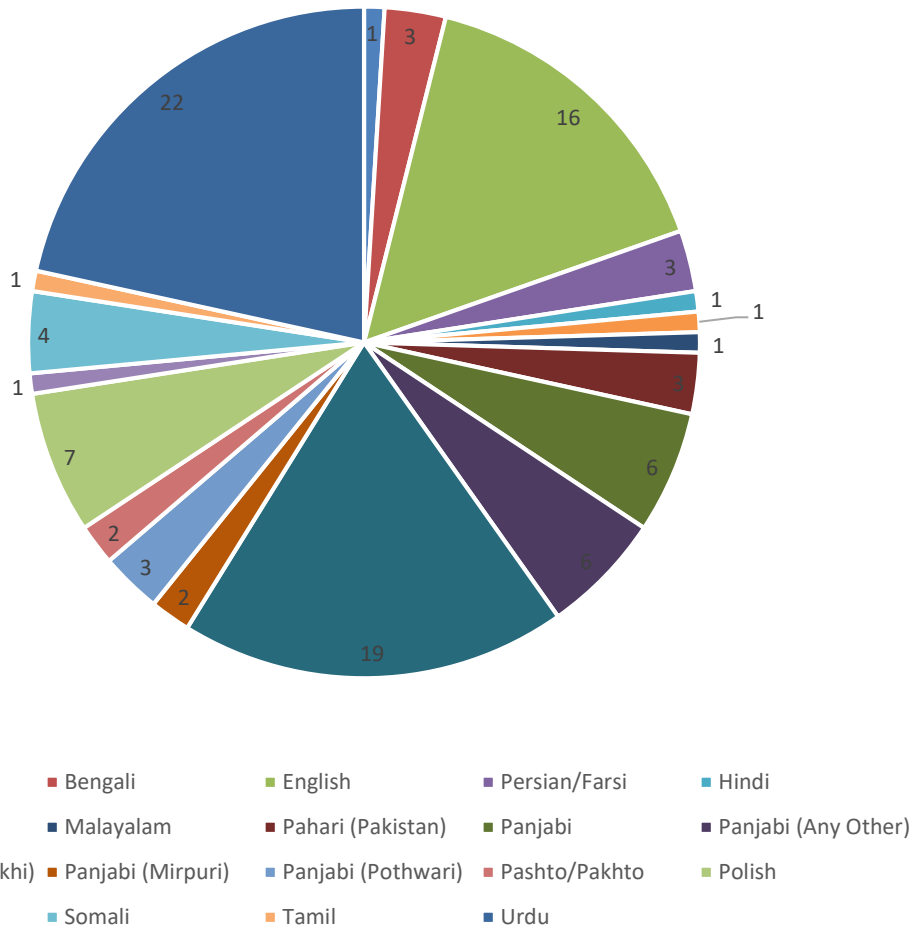


Equality Information and Objectives Baylis Court Nursery School 2021 - 2025

Religion



First Language





Equality Information and Objectives Baylis Court Nursery School 2021 - 2025

