

# Public Sector Equality Duty at Sheringham Nursery and Children's Centre

## *Update November 2017*

Welcome to Equalities at Sheringham Nursery and Children's Centre .You will find here information about how the Centre ensures it meets its Specific Equalities Duties.

The **Public Sector Equality Duty** requires our Centre to publish information about Equalities.

The **Equality Act 2010** clearly states that the following areas must be taken into account.

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment
- People identified in these groups are considered to have a protected characteristic.

### **General Duties**

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

- 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.

The information we publish and analyse must be clearly linked to the three aims of the Public Sector Equality Duty. These are known as the General Duties, which are the things that schools aim to achieve.

All the information will be from School and Centre data. We intend to use the information to improve outcomes for children and families who use the School and the Children's Centre.

A lot of this information is already being used by the School and the Centre to develop and improve our services. Some of the information may show us that we could be doing better.

We will use our evaluations and analysis 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 can contact us by phone on 0208 553 2479 or email us on [info@sheringham-nur.newham.sch.uk](mailto:info@sheringham-nur.newham.sch.uk).

## 1 Eliminate unlawful discrimination

Our commitment to equalities is set out in our equalities statement:

**Statement about equality** We are against all forms of discrimination, with particular reference to the following equality strands: gender, age, ethnicity/race, disability, religion/belief, sexual orientation, maternity and people who are transgender.

As individuals we are all different. The Nursery School and Children's Centre will ensure fair and equal access to our services for all our families regardless of which equality strands they belong to. We ask all families to respect other users and to uphold our equality policy.

This is communicated to all parents and they are asked to indicate that they agree to it. The statement is translated into our Goals and Values:



**Our goals**

The best for every child and family: we will always aim for the highest quality, we focus on what works, and we use research and evidence to improve our practice.

A warm, friendly and respectful environment: we welcome everyone, we include children and adults with special needs and disabilities, and we are positive about diversity.

Improving lives: we want to help children to be great communicators, make healthy choices and love learning.

**Our values**

We work in partnership with parents and we build on family strengths.

We will always act in the best interests of children and their families.

We believe that every child can become a more powerful, creative and successful learner with the right support.

We think it is important for all staff, users and visitors to behave in a respectful and tolerant way at all times.

We review these each year. The reviews at the end of the 2016/17 year lead to the following actions:

- To reflect parents' voice and parents as learners in displays around the centre
- Half termly reviews of Early Help Records for children with SEND to support even better partnership with parents
- Cycle of newsletters to give clearer messages to parents
- Training for staff on dealing with difficult situations

There are links to all our goals and values in our School Improvement Plan.

*The impact of our Equality Statement* can be seen because parents and families tell us that they feel welcome at Sheringham. Learning Walks by governors and senior leaders have found that there is a calm and respectful atmosphere and that children and adults from different communities and backgrounds interact positively with each other.

## **2. Advance equality of opportunity**

As a Nursery School and Children's Centre, our main function is to provide good access to services which are effective in promoting children's development, learning, health and wellbeing, and help parents to access training and employment.

We have to make sure we do not disadvantage anyone, and we have to make sure that we give more help to those who need it most.

All our services are voluntary: families do not have to use them. Our aim is to encourage all families to access the available services to promote the best life chances for their children.

### **Attendance/engagement**

The children's centre works with a significantly higher proportion of women (82%) than men (18%). This is largely because midwifery and maternity services, breastfeeding support and some specialist services such as support for victims of domestic violence are primarily aimed at women. Of course we actively encourage and welcome men to attend sessions that support pregnancy and birth but we find that the majority of attendees for some of our support services are women. We also offer specialist, counselling, support and outreach to women who have experienced domestic and sexual violence.

We currently do not collect data on sexuality and gender reassignment.

### Sex

In 2016-17 the nursery school roll was made up of 51% girls 49% boys.

The registered child users of the Children's Centre were 48% girls 52% boys.

## Ethnicity

Children from 19 different ethnic categories attend the nursery school. The biggest groups are

- Bangladeshi – 32%
- Pakistani – 15%
- White Eastern European – 8%
- Indian – 6%
- Sri Lankan – 4%

In the Children's Centre families access our services from 18 different ethnic categories. The biggest groups are;

- Bangladeshi - 20%
- Indian – 13%
- Pakistani – 11%
- Asian other– 8%
- White other – 6%

(20% of families chose not to complete this question on the Registration Form)

## Languages

There are 31 first languages spoken by families attending the Nursery. The most-spoken first languages are:

- Bengali – 25%
- English – 24%
- Urdu – 12%
- Romanian – 6%
- Tamil – 5%

There are 64 first languages spoken by families who have accessed Children's Centre services. The most-spoken first languages are:

- English – 25%
- Bengali – 16%
- Urdu – 8%
- Tamil – 4%
- Romanian – 4%

(24% of families chose not to complete this question on the Registration Form)

In 2016/17 a total of 40 parents accessed ESOL classes. 38 were women and 2 were men. The 40 participants were from 9 different ethnic categories, the five biggest groups were;

- Bangladeshi – 25%
- Indian – 15%
- Other White – 15%
- Other Ethnic Groups – 15%
- African – 5%

(15% of families chose not to complete this question on the Registration Form)

There were 16 different first languages spoken by families attending ESOL classes. Of these the 5 biggest groups were;

- Bengali – 25%
- English – 10%
- Punjabi – 8%
- Hindi – 5%
- Portuguese – 5%
- Pushto – 5%

(18% of families chose not to complete this question on the Registration Form).

We will report on the progress of ESOL attendees in 2018-19 once we have enough data on our system.

### Religion

In the nursery school, 8 religions are followed. The main religions are:

- Muslim - 59%
- Christian - 10%
- Orthodox Christian - 7%
- Hindu - 6%

In the Children's Centre, registered families also follow 8 religions. The main religions are:

- Muslim - 43%
- Christian - 10%
- Hindu - 7%
- Catholic - 3%

## Special Educational Needs and Disabilities

In the Nursery School, 28 children are recorded in the SEN support category.

In the Children's Centre, 12 children on the early help caseload are recorded as having an assessed Special Educational Need. The ChildView database does not allow SEND to be recorded as a category.

### Commentary

Manor Park and Little Ilford are very diverse communities and therefore the emphasis put on promoting equality and ensuring appropriate provision is in place for children learning English as an Additional Language are important. English classes for speakers of other languages (ESOL) are also important to promoting equality, as poor English language skills put adults at a significant disadvantage.

Data suggests that there are more children receiving SEND support at the nursery school, than there are children with SEN accessing Early Help from the Children's Centre. However at the moment the children's centre does not receive data about children with SEND so this is difficult to quantify. However, we are committed to early identification of Special Educational Needs, and support for families and we will continue to improve in order to promote equality for that group of children and families. The Children's Centre team are working with the Health Visitors and with the Child Development Clinic (CDC) to improve the support offered to families. Our aim is that when a child under 5 is assessed by health services to have a special need or disability, that information should be passed onto the Children's Centre so that support and early intervention can be offered.

Outcomes in the Nursery School are very strong. Our assessment information tells us that:

- Economically disadvantaged children who access a free nursery place at 2 years old make strong progress and have caught up with their peers by the end of their time in nursery;
- Children who are assessed as being vulnerable and who receive Early Help make progress which is as strong as all children's except in the area of their Self-Confidence and Self-Awareness. This may reflect the reality: not all early disadvantages can be overcome. But it is an area which we are prioritising in the 2017-18 Improvement Plan.
- Children from the different ethnic cohorts which are large enough to monitor all make strong progress ; the information tells us that no groups are disadvantaged.
- The progress of children with more complex SEND is monitored through the *Developmental Journey*. This group of children make strong progress from their starting points, in appropriately small steps. Progress of children with more complex SEND is celebrated through the *Inclusion in Action* banners.

- Boys as a group start nursery at lower levels of development than girls. They make progress which is as strong as girls' but the gap between boys and girls does not narrow during their nursery year. This is an area which we are prioritising in the 2017-18 Improvement Plan.
- Overall, children enter Sheringham at levels of development which are well below what would be expected for their ages, using *Development Matters* as a guide. During their time in nursery they make very strong and sustained progress. Our joint tracking with Sheringham Primary School shows that children maintain this strong progress through their Reception year. By the end of the EYFS outcomes are close to the national average. By the end of Key Stage One, children who attended Sheringham Nursery School have moved ahead of national average outcomes.

We have [published a booklet](#) for parents with children who have Special Educational Needs to provide information on how we will best support their child. This is intended to make the key information more accessible.

### **3. Foster good relations between people**

As stated in our equality statement we are against all forms of discrimination. We will actively challenge any discrimination we are aware of and we seek to foster good relationships in the community through groups such as 'Tea and Talk' where users have the opportunity to talk to each other, share ideas, recipes and crafts from their own culture and make friends.

We hold two annual community events. One at Christmas, where we invite those with young children to take part in various activities and share food from their own culture. The other, in the summer, involves families coming in their own cultural dress, sharing food, music and crafts from around the world.

During the year, Nursery School staff plan educational visits to broaden children's (and families') knowledge of the local community, including different faith groups. Families visit local places of worship including the Gurdwara, Mosque and Church. We take positive steps to help parents find their way around the local neighbourhood and beyond, through our community map (in the reception area and our booklets) and through helping parents use Oyster cards and become more confident users of public transport. This is part of our promotion of British Values: supporting families to be confident citizens of Britain, to make choices, to appreciate the opportunities and to respect democracy, equality, and the rule of law.