

Ann Bernadt and Nell Gwynn Federated Nursery Schools



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*Working in Partnership With
SEEDS
Southwark Early Years Education Development in Schools*

Nell Gwynn Nursery School
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Lynne Cooper, Executive Head Teacher

7 February 2018

Equality Duties for Schools

The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.

Under this Act schools have two duties

Schools have a general duty to

- a) eliminate discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) advance equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between people who share a relevant protected characteristic and persons who do not share it.

They also have a specific duty

- to publish information which shows how they are meeting their general duty (outlined above). This must be updated annually
- to prepare and publish one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

School Statement on Equality

Ann Bernadt and Nell Gwynn Nursery Schools are committed to equality both as an employer and a service-provider. 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.

We are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Forums.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need 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.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

Please also see our Accessibility Plan.

Part 1: Information

Ann Bernadt

Pupil Numbers	Gender	SEND
140	Female 60 (43%) Male 80 (57%)	Female 3 Male 18 (15%)
Ethnicity	No.	%
Any Other Asian Background	1	0.72
Any Other Black Background	45	32.14
Any Other Ethnic Group	4	2.86
Any Other Mixed Background	17	12.14
Bangladeshi	3	2.14
Black-African	27	19.29
Black-Nigerian	3	2.14
Black-Somali	1	0.72
Black Caribbean	10	7.14
Chinese	1	0.72
Chinese and Any Other Ethnic Group	3	2.14
Indian	2	1.43
Latin/South/Central American	5	3.57
Turkish Cypriot	2	1.42
White British	8	5.71
White & Asian	1	0.72
White Eastern European	4	2.86
White Western European	3	2.14

Nell Gwynn

Pupil Numbers	Gender	SEND
171	Female 92 (53%) Male 79 (46%)	Female 7 Male 30 (21.6%)
Ethnicity	No.	%
Black African	66	38.59
White British	19	11.12
White European	7	4.09
Black Caribbean	19	11.12
Latino-American	18	10.5
Mix Black & White	7	4.09
Afghan	2	1.16
Any Other Black Background	3	1.75
Any Other Mixed Background	4	2.33
Any Other White Background	5	2.99
Chinese	3	1.75
Indian	1	0.58
Pakistan	1	0.58
Portuguese	1	0.58
Turkish	1	0.58
Iranian	1	0.58
Any other ethnic group	10	5.86
Not specified	3	1.75

Number of pupils on roll at the school broken down by gender, SEND and ethnicity.

Prejudice related incidents and bullying - None

Exclusions - None

Staff (only applies if the school employs more than 150 people)

Part 2: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

Training

Ann Bernadt 2017/18

- 4th September – Assistant Head presented on Levels of Involvement for Adults
- 4th September – Class teacher presented on outcomes of Swedish visit to all staff
- 7th September 2017 Ana Ephgrave training for all teaching staff at Early Excellence
- 14th – 18th September class teacher attended international conference in Latvia on ICT and setting up etwinning projects. As a result several eTwinning projects have been launched raising the profile of the school
- 28th-29th September – designated safeguarding person training for teacher.
- 4 – 6th October Assistant Head attended International conference in Bratislava on SEND as a result the Assistant Head was able to introduce new consultative ICT skills into the Borough which have been adopted by the LA in their training.
- 7th October Assistant Head led EYFS Network Meeting at Ann Bernadt on Early childhood Environment Rating Scale (ECERS)
- 17th October Executive Head Teacher attended presentation on availability of Early Help in Southwark
- 1st November 17 First Aid at work for one new member of staff
- 8th – 9th November two members of SEND support staff attended Makaton training
- 15th November EHT attended Head teachers breakfast briefing
- Assistant head led on Mental Health Awareness and block Play at staff meeting
- 29 January 2018 Food Hygiene Level 2 Training for Lunch Time Supervisor.
- 11th – 17th February week long course in Larissa Greece for 11 members of staff on the role of Drama, storytelling and imaginative play in supporting children with SEND, course will also cover emotional literacy and team building activities.
- All international CPD funded by application to Erasmus+ and not at the schools expense

Nell Gwynn 2017/18

- 4th and 5th September 2017: Paediatric First Aid training for teaching staff
- Autumn 2017: Four members of staff have undertaken tracheostomy training and ventilator training. One member of staff is about to learn how to use the nebuliser
- 7th September 2017 Ana Ephgrave training for all teaching staff at Early Excellence
- 27.9.'17 and 11.10.'17: Foundations for planning and learning (wellbeing)
- All teaching staff
- 7th October: TES SEN Show attended by Head of School and Early Years SEND Leader
- 17th October Executive Head Teacher, Head of School and Early Years SEND Leader attended presentation on availability of Early Help in Southwark
- 24th Nov: Refresher safeguarding training for Designated Leads – Nursery Manager

- 11th and 18th Jan (half day pending): Speech and Language Therapy training – Class teacher
- 10th Jan: Understanding the needs of children who have experienced trauma – Head of School.
- 25th Jan: The same training commenced at Kintore Way attended by class teachers and nursery manager.
- 19th Jan: Health and Safety Briefing – Premises Officer
- 24th Jan: Creating QR Codes – Class teacher led training during a NG staff meeting
- 26th Jan: Blogging course to learn how to create a maths blog for the website – Class teacher#
- 30th Jan: Executive Head submitted an application to Erasmus+ for funding to attend courses in Sweden on gender neutral language, practice and provision.
- 7th Feb: Motivating Boys course – EYE apprentice
- 19th Feb: Admin, premises, catering and new staff to undertake Paediatric First Aid training

Record keeping and monitoring

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

Policies which particularly contribute to the promotion of equality

Behaviour Policy

Special Educational Needs Information Statement

Complaints Procedure - sets out how we deal with complaints relating to our school.

Staff discipline and grievance

ICT & Online-safety Policy

Teaching and Learning Policy

Curriculum

- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Encourages children to think about the world in which they live and to broaden their understanding of others' beliefs, cultures and faiths.
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is evidence by See schools website.

Engagement/consultation

- We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult. This is evidenced by:
 - Individual parental consultations and feedback regarding children's learning experiences
 - Engagement through curriculum days in subject areas
 - Engagement through workshops in supporting children in various areas of the curriculum
 - Engagement through attendance on spiritual, moral social and cultural celebrations such as summer carnival, theatre trips, visits to art galleries and Christmas songs.
 - Engagement with school governors in meetings
 - Engagement through the provision of volunteering opportunities
 - ICT – websites, twitter accounts

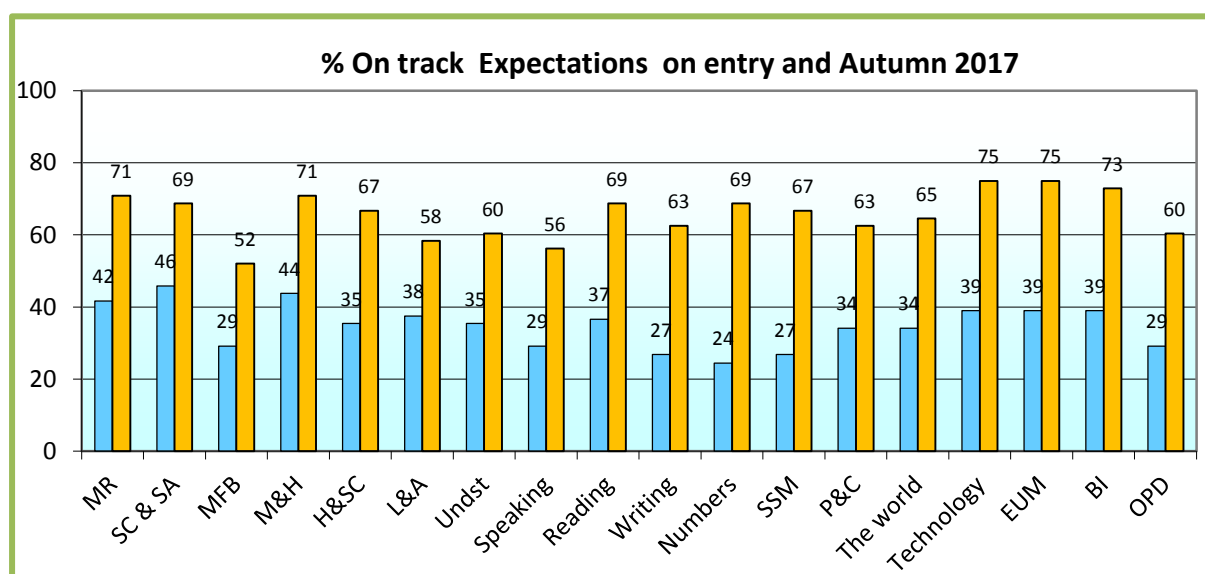
Disability

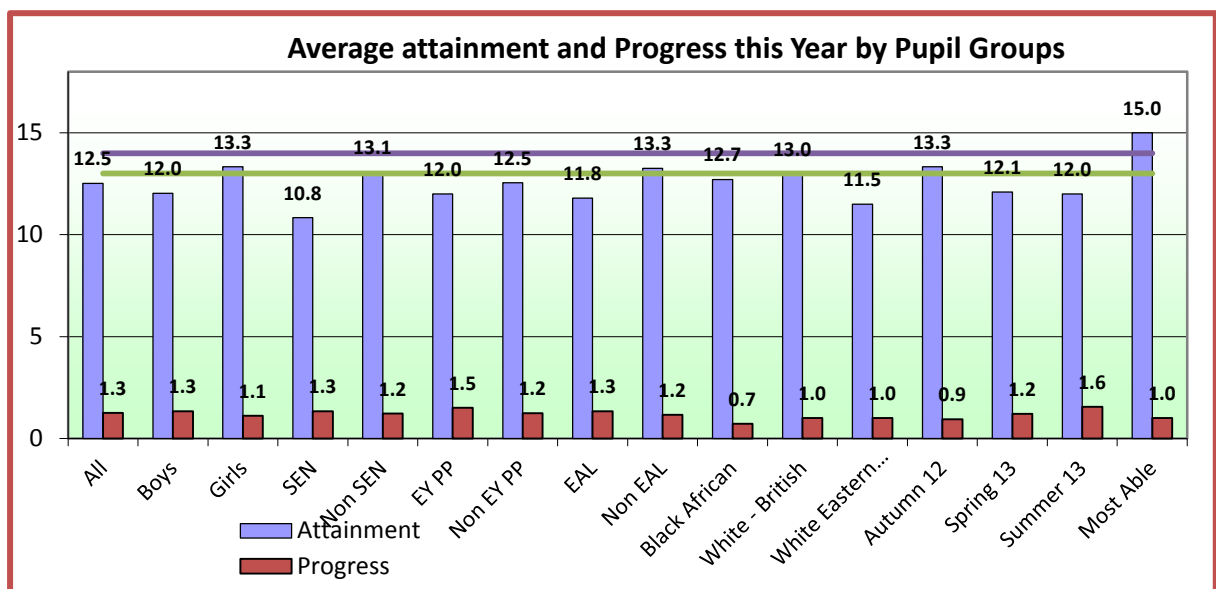
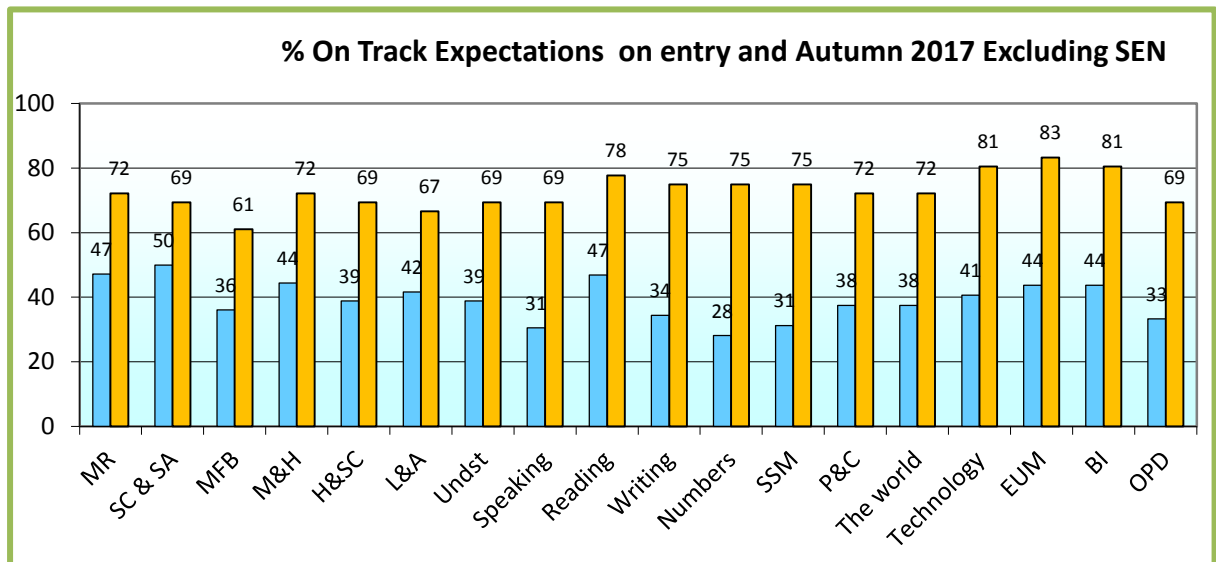
We are committed to working for the equality of people with disabilities

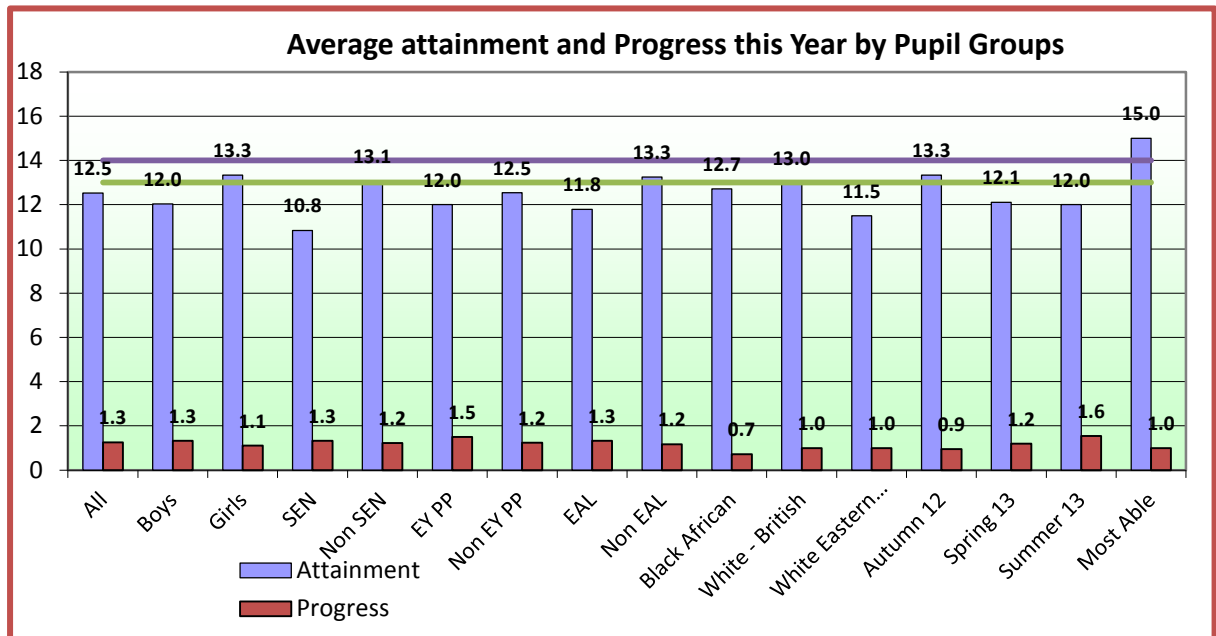
Please see Accessibility Plan, SEN Information statement and policy for supporting children with medical needs

Data summary of achievement and progress of pupils with SEND and those without

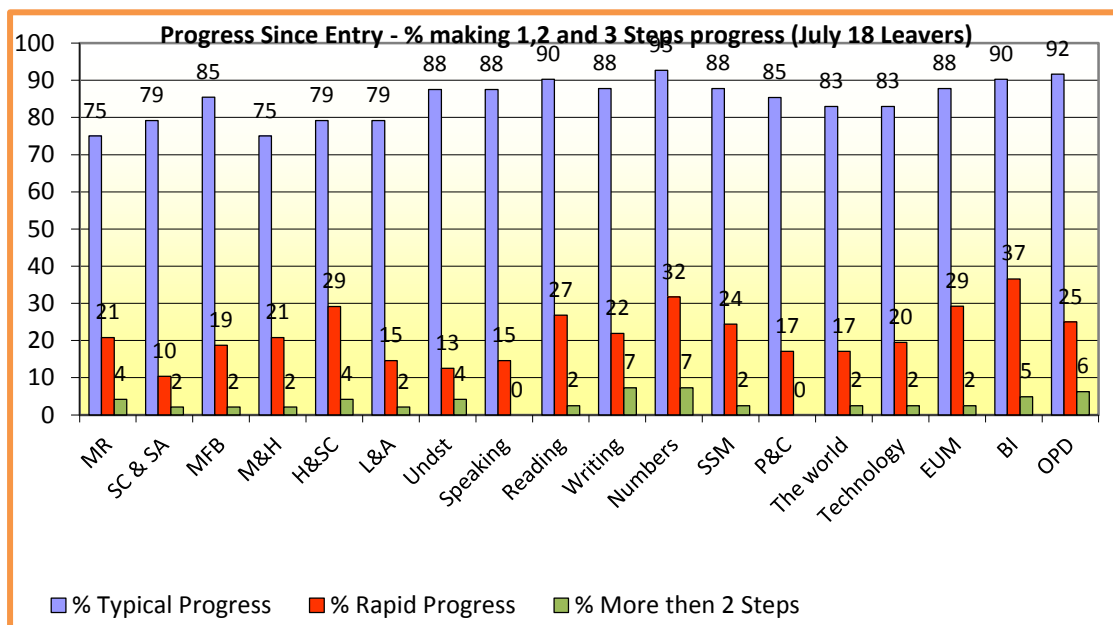
Ann Bernadt:







The above chart is inclusive of SEND children, Non SEND children just exceed on track expectations and rates of progress.



The term has been characterised by a steady rise in pupil numbers as the term has progressed. At the moment the leaving cohort is quite small and contains a high number of summer born pupils. In one class 70% of the children are summer born, therefore it is important to take into account the % of children who are on track.

Individual pupil progress meetings have been carried out for all children in the provision.

Nell Gwynn

Data is not yet available as moving to a new school management system (our existing company went bankrupt) has incurred a huge amount of additional work for the school admin team. If we couldn't get this system up and running we would not receive funding for our children. Admin staff therefore, prioritised the data for Ann Bernadt as it is still due an Ofsted.

Key:

MR	<i>Making relationships</i>
SC & SA	<i>Self-conscious and self-awareness</i>
MFB	<i>Managing feelings and behaviour</i>
M&H	<i>Moving and handling</i>
H&SC	<i>Health and self-care</i>
L&C	<i>Listening and attention</i>
SSM	<i>Shapes, space and measures</i>
P&C	<i>People and communication</i>
EUM	<i>Exploring, using and materials</i>
BI	<i>Being imaginative</i>
OPD	<i>Overall phrase of developing</i>

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We support learners with disabilities by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.☐

Children with disabilities are supported and enabled to take part in all school events and school trips.

In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils with disabilities 'generally'.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of people from different ethnic and racial backgrounds

Summary data on achievement and progress at EYFS

Ann Bernadt:

See above group chart.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

Achievement gaps and steps being taken to address barriers to learning

Data is monitored to identify gaps between groups and actions to close gaps.

In the summer term an annual Carnival helps promote community cohesion and pupils, families, caregivers understanding of different cultures and ethnic backgrounds.

Families/caregivers are welcomed weekly into school to share stories with children.

Families/caregivers are invited to participate in:-

- Termly pupil progress meetings
- Curriculum days
- Workshops to support children's development in key areas of the curriculum
- SEND support parents' group to learn about aspects of supporting children with diverse complex needs

Children are provided with:

- A menu that reflects cultural diversity for those children attending full days
- Culturally diverse and non-gender stereotypical stories
- Opportunities to learn about and experience a range of culturally diverse events such as Christmas, Divali and Eid
- Take part in charitable events with their families such as Sports Relief and MacMillan Cancer Relief

Our positive attitudes to diversity and equality is reflected in our school aims and objectives which are clearly displayed and accessible for all users.

The schools follow the Early Years Foundation curriculum which supports all pupils to understand, respect and value difference and diversity. Our language, practice and provision challenges racism and stereo-types and our pedagogy supports all those engaged with our schools to work in an anti-discriminatory way.

Gender

Summary data on achievement and progress of pupils by gender

A higher percentage of boys experience Special Education Needs and Disability, this is reflected nationally. If we examine achievement and progress for children without SEND there are no statistically significant differences between achievement and progress of children by gender.

At Ann Bernadt without SEND children there is a 0.5 difference between boys and girls, with girls achieving at a slightly higher level. However, boys have progressed at a slightly higher rate than girls in their first term, 1.4 steps of progress to the girls 1.1. This shows that attending nursery school is helping diminish the differences.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We actively promote gender equality, opposing discrimination in all its forms and foster positive attitudes and commitment to an education for equality.

Our current School Improvement Plan prioritises the need to:-

- Diminish gender differences through staff behaviours towards children
- Enhance the understanding of gender equality at children level
- To enhance the understanding of gender equality at family level

As part of our plan to diminish differences and work in a more gender neutral way we have been seeking financial support from Erasmus+ for staff to attend courses in Sweden which is ranked 5th in the world in gender equality rankings. We are also seeking to work collaboratively with schools in Iceland which is range the first in the work for gender equality rankings.

Religion and belief

At Ann Bernadt and Nell Gwynn Nursery Schools we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

At Ann Bernadt and Nell Gwynn Nurseries we actively promote the universal values of democracy, the rules of law, individual liberty and mutual respect and tolerance of those with different faiths or beliefs. We believe, for very young children this means learning to distinguish between and be guided by right from wrong, learning to take turns and share and develop feelings of empathy for others. We empower children to stand up for their rights and the rights of others whilst challenging negative views and stereo-types.

Links can be included to other parts of the school website where this information is provided

Sexual identity and orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We reflect the diversity of our families through our family boards and we familiarise children regarding the diversity of families through the stories we read. These books are also available to borrow from our school library.

We use non gender specific fabrics and props in our role play and dressing up areas. The curriculum supports diversity at an age appropriate level.

Part 3: Our equality objectives

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

Equality objective 1:

Close the attainment gap between girls and boys from Baseline to and on exit data.

Success criteria:

Time frame – 3 Academic terms

Key actions to meet this objective:

Termly individual progress meetings so that any barriers to learning can be addressed, interventions such as Forest School can be introduced and all children have the opportunity to progress and achieve.

Name of School

Ann Bernadt and Nell Gwynn Nursery Schools

Adopted and signed on behalf of
the school by the Governing Body

Oliver Kempton
Chair of Governors

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Lynne Cooper
Executive Headteacher

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7 February 2018