

Equality Information Report

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Based on Model	DfE guidance, May 2014
Review body	Headteacher
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Version	Date	Notes
1.0	Feb 2025	New format; 2025 Objectives

Arlesdene Nursery School and Pre-school is committed to:

- Safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formulation and review of this policy and will be adhered to in its implementation and application across the whole school community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British values, including extremist views, will be actively challenged.

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1. Purpose

Arlesdene Nursery and Pre-school is an inclusive setting, dedicated to ensuring that all school stakeholders – adults and children alike – and members of the wider community are treated equally, fairly, and with respect.

2. Equality Act 2010

The Act applies to all maintained and independent schools in England and makes it unlawful for the governing body of a school to discriminate directly or indirectly against, harass or victimise a pupil or potential pupil:

- in relation to admissions, in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil.

2.1. Protected characteristics

Under the Equality Act, there are nine protected characteristics:

- age.
- disability.
- gender reassignment.
- marriage and civil partnership.
- pregnancy and maternity.
- race.
- religion or belief.
- sex
- sexual orientation

It is unlawful for a school to discriminate

- against a pupil or prospective pupil by treating them less favourably because of their protected characteristic
- against persons with whom the pupil is associated, because of their protected characteristic
- because of a characteristic you think a person has, even if you are mistaken

Note that age as a protected characteristic does not apply to pupils in schools, meaning the school is free to organise children in age groups and to treat pupils in ways appropriate to their age and stage of development.

2.2. Special provisions for disability

The law on disability discrimination is different from the rest of the Act - it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

3. Public Sector Equality Duty

3.1. General duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to public bodies, including schools, and extends to certain protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

3.1.1. Due regard

Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.

Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

The PSED has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.

Schools cannot delegate responsibility for carrying out the PSED.

In our school, staff are regularly reminded of the importance of avoiding discrimination, other prohibited conduct, and their responsibilities under the Act.

3.2. Specific duties

The specific duties require schools:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- to prepare and publish equality objectives.

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices but are not required to collect any statistical data which they do not already collect routinely. Note that the published information does not necessarily have to be statistical data.

Arlesdene Nursery and Pre-school is not required to publish information about staff.

4. Data we collect/publish

4.1. Eliminating discrimination and other conduct that is prohibited by the Act

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.

We value more qualitative information which may be given to us through a variety of mechanisms e.g. children's and parents voice.

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

We publish our key policies on the school website and these provide evidence that we are aware of the requirements of the Act and are determined to comply with the non-discrimination provisions. These include our admissions policy, behaviour and anti-bullying policy, and safer recruitment and pay policies.

4.2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We take steps to meet the particular needs of people who have a particular characteristic.

We encourage people who have a particular characteristic to participate fully in school activities.

We make regular assessments of children's learning and use this information to track children's progress, as they move through the Nursery.

As part of this process, we regularly monitor the performance of different vulnerable groups, to ensure that all groups of children are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Children's performance information is compared to national data and local authority data, to ensure that children are making appropriate progress

We monitor pupil outcomes by vulnerable groups and discuss the data regularly with governors.

4.3. Foster good relations across all characteristics

In order to achieve a cohesive community, we strive to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Tackle discrimination
- Increase life opportunities for all
- Ensure our teaching and curriculum explores and addresses issues of diversity

Our curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school. We promote tolerance and friendship; we mark a range of religious and cultural celebrations and celebrate differences and diversity of heritage amongst our pupils. Our curriculum goals are published on the school website.

4.4. Equality Objectives

We will publish annually progress against our Equality Objectives.

5. Equality Objectives 2022-2024

- 1 Monitor and analyse children's achievement in the Nursery by gender, race and disability and act on any trends or patterns in the data that require additional support for pupils
- 2 Ensure that resources and displays around the Nursery promote diversity
- 3 Celebrate cultural events throughout the year to increase children's and families' awareness and understanding of different communities
- 4 Monitor and track the progress of SEN children and develop staff knowledge and skills when supporting them
- 5 Work together with parents to support children with transitions

6. Equality Objectives 2025-2029

- 1 Ensuring Progress: Provide a high-quality, inclusive learning environment where all children, receive the support and challenge they need to make progress in their development.
- 2 Inclusive Learning Environment: Ensure that all children, including those with SEND, have equal access to a high-quality early year's curriculum by providing appropriate resources, adaptive teaching strategies, and specialist support, fostering an inclusive and nurturing learning environment.
- 3 Fostering Empathy and Understanding: Encourage children to develop empathy, kindness, and an appreciation for diversity by engaging them in inclusive activities, peer support opportunities, and discussions about different cultures, abilities and needs
- 4 Removing Barriers to Participation: Identify and address barriers that may prevent children with SEND from fully engaging in all nursery activities, including outdoor play, group learning, and creative expression, ensuring that every child can participate meaningfully.
- 5 Family and Community Engagement: Strengthen partnerships with parents, carers, and the local community by providing accessible information, tailored support, and regular communication to ensure families of children with SEND feel included and empowered in their child's early education journey.
- 6 Celebrating Diversity and Individuality: Embed a culture of diversity and inclusion within the nursery by celebrating different abilities, backgrounds, and needs through stories, activities, and displays that reflect the experiences of all children, fostering a sense of belonging and self-worth.

Appendix 1: Review of progress against equality objectives set 2022 - 2024

Objective	Success Criteria	RAG
		2024
1 Monitor and analyse children's achievement in the Nursery by gender, race and disability and act on any trends or patterns in the data that require additional support for pupils	Vulnerable groups make progress towards Arlesdene Curriculum goals and exit Nursery at expected or above expected levels	
2 Ensure that resources and displays around the Nursery promote diversity	Termly learning walk feedback details range of diverse displays and information	
3 Celebrate cultural events throughout the year to increase children's and families awareness and understanding of different communities	Representative range of cultural activities planned weekly.	
4 Monitor and track the progress of SEN children and develop staff knowledge and skills when supporting them	Children on ILPs make progress linked to their targets.	
5 Work together with parents to support children with transition	Information is shared by parents and ensures staff are able to support children appropriately. The school shares information with the next setting to ensure smooth transitions.	

Appendix 2: Review of progress against equality objectives set 2025 – 2029

Equality Objective	Protected Characteristics	General Duty	Responsibility	Measurable Success Indicator	RAG Rating			
1. Ensuring Progress: Provide a high-quality, inclusive learning environment where all children, receive the support and challenge they need to make progress in their development.	Gender	Eliminate discrimination	Head	- Regular assessments and observations ensure that all children are making developmental gains in line with their starting points, and Arlesdene Nursery Curriculum Goals - Monitor and analyse children’s progress by vulnerable groups, gender, race and disability - Targeted interventions are implemented for children needing additional support, with measurable impact. - Staff training ensures practitioners can differentiate activities to meet the diverse needs of all children. - Parent and carer feedback reflects confidence in the nursery’s ability to support their child’s development.	2025	2026	2027	2028
	Race	Advance equality of opportunity	SLT					
	Disability		Key Persons					
	Age		Governors					

2. Inclusive Learning Environment: Ensure that all children, including those with SEND, have equal access to a high-quality early years curriculum by providing appropriate resources, adaptive teaching strategies, and specialist support, fostering an inclusive and nurturing learning environment.	Gender Race Disability Age	Eliminate discrimination Advance equality of opportunity	Head SLT Key Persons Governors	• All staff receive training on SEND • Resources (visual aids, sensory tools) are available and used effectively in daily activities • Observations and assessments show that SEND children are actively engaged in learning and making progress in line with their individual needs • Feedback from staff, parents, and external professionals confirms that the environment is inclusive and supportive.	<table><tr><td>2025</td><td>2026</td><td>2027</td><td>2028</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	2025	2026	2027	2028				
2025	2026	2027	2028										
3. Fostering Empathy and Understanding: Encourage children to develop empathy, kindness, and an appreciation for diversity by engaging them in inclusive activities, peer support opportunities, and discussions about different cultures, abilities and needs.	Disability Race	Eliminate discrimination Foster good relations	Head SLT Key Persons Governors	• Regular activities and discussions focus on understanding differences and promoting kindness • Observations show children engaging positively and inclusively with their peers • Staff receive training to facilitate conversations about inclusion and diversity in age-appropriate ways	<table><tr><td>2025</td><td>2026</td><td>2027</td><td>2028</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	2025	2026	2027	2028				
2025	2026	2027	2028										

4. Removing Barriers to Participation: Identify and address barriers that may prevent children with SEND from fully engaging in all nursery activities, including outdoor play, group learning, and creative expression, ensuring that every child can participate meaningfully.	Disability	Eliminate discrimination Equality of opportunity and participation Foster good relations	Head SLT Key Persons Governors	• Adaptations (e.g., modified activities, alternative seating, sensory breaks and equipment) are in place and monitored for effectiveness • Staff monitor and review engagement levels to ensure all children are benefiting from the nursery’s full range of activities	<table><tr><td>2025</td><td>2026</td><td>2027</td><td>2028</td></tr></table>	2025	2026	2027	2028
2025	2026	2027	2028						
5. Family and Community Engagement: Strengthen partnerships with parents, carers, and the local community by providing accessible information, tailored support, and regular communication to ensure families of children with SEND feel included and empowered in their child’s early education journey.	Disability	Foster good relations Eliminate discrimination	Head SLT Key Persons Governors	• Regular communication with families • Parents and carers report feeling supported and well-informed about their child's progress and available resources • Strong links with local SEND support services and professionals (e.g., speech therapists, occupational therapists) are established and maintained • Parent feedback surveys show increased satisfaction with nursery support and communication	<table><tr><td>2025</td><td>2026</td><td>2027</td><td>2028</td></tr></table>	2025	2026	2027	2028
2025	2026	2027	2028						

6. Celebrating Diversity and Individuality: Embed a culture of diversity and inclusion within the nursery by celebrating different abilities, backgrounds, and needs through stories, activities, and displays that reflect the experiences of all children, fostering a sense of belonging and self-worth.	Race	Eliminate discrimination Advance equality of opportunity	Head SLT Key Persons Governors	• A diverse range of books, toys, and learning materials reflecting different abilities and backgrounds are used daily • Displays around the nursery reflect diversity in a meaningful and engaging way • Observations show that children demonstrate positive attitudes towards differences and inclusion in their interactions	<table><tr><td>2025</td><td>2026</td><td>2027</td><td>2028</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>				2025	2026	2027	2028				
	2025				2026	2027	2028									
Religion																
Disability																
Sexual orientation																