

# Ann Bernadt and Nell Gwynn Federated Nursery Schools

## Equality Duties for Schools

### Ann Bernadt Nursery School

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Gregory Doey, Interim Executive Head Teacher

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## Equality Information 2022-23

The Federation of Ann Bernadt and Nell Gwynn Nursery Schools is committed to ensuring that everyone is treated fairly and with respect as we want our schools to be safe and inspiring learning environments for all our pupils. We recognise that people have different needs and we understand that treating people equally does not always involve treating everyone the same. The Federation creates inclusive processes and practices where the varying needs of individuals can be identified and met.

This document explains how we show our commitment to equality for our school populations and how we plan to tackle inequalities that may impact at the Federation.

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**

Peckham is a very diverse community and this is reflected by the diversity of children who attend our nursery schools.

### **Pupil population as of: October 2022 - Ann Bernadt**

<b>Pupil Numbers</b>	<b>Gender</b>	<b>SEND</b>
<b>55</b>	Female 33 (60%) Male 22 (40%)	Female 20(61%) Male 13(39%)
<b>Ethnicity</b>	<b>No.</b>	<b>%</b>
<b>Black African</b>	<b>11</b>	<b>20%</b>
<b>White British</b>	<b>8</b>	<b>14%</b>
<b>Black – Somali</b>	<b>1</b>	<b>1.5%</b>
<b>White Eastern European</b>	<b>3</b>	<b>6%</b>
<b>Bangladeshi</b>	<b>0</b>	<b>0</b>
<b>Latin/South/Central American</b>	<b>5</b>	<b>9%</b>

<b>Black Caribbean</b>	<b>2</b>	<b>3.5%</b>
<b>Chinese</b>	<b>2</b>	<b>3.5%</b>
<b>Black – Nigerian</b>	<b>2</b>	<b>3.5%</b>
<b>White &amp; Black Caribbean</b>	<b>3</b>	<b>6%</b>
<b>White Western European</b>	<b>0</b>	<b>0</b>
<b>Any Other Ethnic Group</b>	<b>6</b>	<b>11%</b>
<b>Any Other Black Background</b>	<b>6</b>	<b>11%</b>
<b>Any Other Mixed</b>	<b>6</b>	<b>11%</b>
<b>Any Other Asian Background</b>	<b>0</b>	

<b>Pupil Numbers - 55</b>		
<b>Religion</b>	<b>No.</b>	<b>%</b>
<b>Christian</b>	<b>15</b>	<b>27%</b>
<b>Muslim</b>	<b>7</b>	<b>13%</b>
<b>Roman Catholic</b>	<b>4</b>	<b>7%</b>
<b>Buddhist</b>	<b>0</b>	<b>0</b>
<b>Other Religion</b>	<b>1</b>	<b>1.5%</b>
<b>No Religion</b>	<b>9</b>	<b>16%</b>
<b>Information Not Provided</b>	<b>19</b>	<b>35.5%</b>

At Ann Bernadt 33% of the children speak English as a second language with many at the early stages of English when they start Nursery. In October 2022, 67% of our children were registered as speaking English with many of these having parents who speak another language at home and often still need support in Nursery with English. There are 11 different languages spoken through the Nursery and 13 different ethnic groups represented, 14% of children are White British and 86% of children are from minority ethnic groups.

#### **Ann Bernadt Cohort**

33 of the 55 on roll (60%) need additional support and are included on the SEND provision map

4 children (12%) have a diagnosis of autism

A further 18 children (54%) have suspected ASD/Social Communication Concerns)

0 children (70%) have an EHCP

1 child has an EHCP in process (3.5%)

8 children have a Tier 2 SENDIF (23.5%)

1 further children application for SENDIF in process (3.5%)

1 Pupil with Health Type 1 Diabetic, soon to be 2 Pupils (3.5%)

#### **Nell Gwynn pupil population as of October 2022:**

<b>Pupil Numbers</b>	<b>Gender</b>	<b>SEND</b>
<b>72</b>	Female 35 (25%) Male 37 (27%)	Female 18 Male 17 (10%)
<b>Ethnicity</b>	<b>No.</b>	<b>%</b>
<b>Black African</b>	<b>20</b>	
<b>White British</b>	<b>3</b>	
<b>Algerian</b>	<b>1</b>	
<b>White European</b>	<b>2</b>	

<b>Bangladeshi</b>	<b>2</b>	
<b>Latin/South/Central American</b>	<b>13</b>	
<b>Black Caribbean</b>	<b>11</b>	
<b>Black – British</b>	<b>2</b>	
<b>White &amp; Asian</b>	<b>1</b>	
<b>White &amp; Black Caribbean</b>	<b>4</b>	
<b>White &amp; African</b>	<b>1</b>	
<b>Any Other Mixed Background</b>	<b>5</b>	
<b>Any Other white Background</b>	<b>4</b>	
<b>Any Other Asian Background</b>	<b>3</b>	

<b>Pupil Numbers - 72</b>		
<b>Religion</b>	<b>No.</b>	<b>%</b>
<b>Christian</b>	<b>26</b>	<b>36%</b>
<b>Muslim</b>	<b>20</b>	<b>27%</b>
<b>Roman Catholic</b>	<b>13</b>	<b>18%</b>
<b>Buddhist</b>	<b>0</b>	
<b>Other Religion</b>	<b>0</b>	
<b>No Religion</b>	<b>13</b>	<b>18%</b>
<b>Information Not Provided</b>	<b>0</b>	

#### **Nell Gwynn Cohort**

- 21 children on SEND Register in Nursery (subject to change)
- 11 due to depart to primary school in September 2023
- 1 child with Down Syndrome
- 1 child with ASD
- 12 children with suspected ASD
- All 21 children have speech and language needs

#### **Summary of current EHC Plans and SENDIFs**

- 0 EHC Plans
- 2 SENDIFs at Tier 2 Level
- 1 SENDIF at Tier 2 has been applied for
- **Further action:**
- Apply for 3 EHC Plans

#### **Prejudice related incidents and bullying - None**

#### **Exclusions - None**

## **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.

### **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

Accessibility Policy

Behaviour Regulation 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

### **Training**

#### **Ann Bernadt 2021/22**

- Training on changes to EYFS and introduction of Birth to Five Matters (teaching staff)
- Sept 22: Safeguarding Training delivered by David Powell on latest updates (all staff)
- Fire Marshall Training: **Terry, Rebecca, Sherrella and Joan**
- Diabetic Training: **Levia, Amelie, Ana and Rebecca**

#### **Training: Nell Gwynn 2022/2**

- September INSET: Safeguarding Training delivered by David Powell on latest updates (all staff)
- Fire Marshal training for 5 staff (Alicia, Taneisha, Annette, Sam and Terry)

### **Curriculum**

- Is highly positive, offering memorable experience 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' belief, 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 evidenced by Federations Website and social media accounts including twitter and Facebook.

### **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
  - Parent View
  - Parent Hub
  - Newsletters
  - 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

### **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

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

Staff use Birth – 5 Matters to guide them in assessing where children are in their learning. Staff regularly observe children and have a deep understanding of where each child is on their learning journey so that they

can plan individual curriculum events to move a child forward in their learning so that each child reaches their maximum potential.

The school shares its' teaching approach with parents so that and is able to incorporate the parent's knowledge of their child to enhance learning even further.

Families/caregivers are invited to participate in: -

- Termly pupil progress meetings
- Reading to their children during book lending sessions

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

### 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
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## 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 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.

Objective	Action
To continue to address racism in all its forms	To provide staff with “unconscious bias” training.



	<p>To work with other schools on the creation of an anti-racist curriculum</p> <p>To engage with Southwark on “Southwark Stands Together” initiative.</p> <p>To provide positive role models within the school community which reflect the diversity of our users.</p> <p>To ensure our resources reflect the lives and experiences of the families which attend the setting.</p>
<p>To address pupil and staff mental health and wellbeing as part of our commitment to preventing mental health difficulties.</p>	<p>Train staff members to become Mental Health First Aiders</p> <p>Guide staff to where they can find support regarding their own stress</p> <p>Continue to develop research led initiatives within school and across the federation to drive forward improvements</p> <p>Ensure full regard is given to children’s emotional well-being in light of pandemic and missed time in nursery</p> <p>Ensure all staff are differentiating the curriculum according to each child’s needs.</p> <p>Continue to drive forward initiatives to improve the emotional, physical and mental health of children, families and staff</p> <p>Staff to support children through emotional coaching to identify and manage their emotions</p>
<p>Continue to promote gender equality/neutrality so that children have equal opportunities to all areas of the curriculum and families grow in understanding of gender issues</p>	<p>Continue to monitor and refine the provision and delivery of the curriculum to ensure all children have equal access to all areas of the provision/curriculum to maximise equal opportunities for children.</p> <p>Continue to monitor and refine the use of language within the school to ensure the extinction of gender stereotypical language and commentary.</p> <p>Develop emotional coaching within the school to ensure staff and children develop the understanding</p>

	and vocabulary to manage their emotions.
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