



McMillan Nursery School Public Sector Equality Duty

We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and we recognise that for some children extra support is needed to help them to achieve and be successful.

We are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove inequalities or disadvantages. This information is reviewed and updated annually.

The equality duty supports good education and improves pupil outcomes. It helps us to focus on what can be done to tackle issues and to improve outcomes by developing measurable equality objectives.

Our school is committed to equality both as an employer and a service-provider and we carry out our day-to-day work through our embedded values:

1. We ensure that everyone is treated fairly and with respect.
2. We ensure our school is a safe, secure and stimulating place for everyone.
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
4. We recognise that for some children extra support is needed to help them to achieve and be successful.
5. We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to children and parents/carers, and through our school staff and governors.
6. 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 welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

1. Pupils from certain cultural and ethnic backgrounds
2. Pupils who belong to low-income households and pupils known to be eligible for Early Years Pupil Premium
3. Pupils who are disabled, or who are in the process of being diagnosed as disabled
4. Pupils who have special educational needs
5. Boys in certain areas of learning and girls in certain other areas of learning.
6. Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations between people who share a protected characteristic and people who do not share it.

At McMillan Nursery School we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

Disability:

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. Where applicable our policies make explicit that we aim to consider equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement
3. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels
4. We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported to Governors.
5. We record any racist or homophobic incidents and report to Governors termly.
6. The Leadership Team of the school is concerned with closing gaps, this is reflected in the school's values.
7. We give due regard for equality issues in decisions and changes we make.
8. We deal promptly and effectively with all behaviour incidents.
9. We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability: We are committed to working for the equality of people with & without disabilities:

- We provide good quality training for our staff on inclusion.
- When required we gain external advice and support for many different professionals
- We promote positive links with our parents.

- Specific targeted support where appropriate.
- Reviews with parents.
- Liaising and working in partnership with a number of professional organisations.
- A wide range of resources stored in an easily accessible central location
- Our school admissions criteria which welcomes all pupils.
- We work with local schools ensuring transfer into Reception is effective & as smooth as possible
- Regular meetings/ contact with parents.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We ensure that the curriculum and resources we use have positive images of disabled people.
- Children experience a positive start. Parents are kept well informed.
- Effective, positive relationships with parents, school and home working in partnership to support the child.
- Effective inclusion of children with disabilities.
- 'Child's voice'.