

Meeting your duties under the Equality Act 2010 – An overview for Early Years and Childcare providers

This overview aims to provide settings with information about how they can meet their legal requirements under equality legislation.

Settings Equalities Information and Analysis

On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This Duty replaces the existing Race, Disability and Gender Equality Duties and applies to people/groups with protected characteristics

The act aims to ensure the barriers are removed and that there is equality for groups with 'protected characteristics'

People/groups with protected characteristics are:

- Age (as an employer – but not applicable to children in your setting)
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation

The **General Duties** of the Equality Act are:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Points to remember

- Take an approach that is proportionate to the size and resources of the setting and to the relevance of the issue to equality when deciding who to engage with and what methods to use.
- Be mindful of diversity within protected groups and of the multiple barriers that many people face.
- In practical terms, you will not be able to engage with every protected group on every decision. As a starting point settings will need to decide how relevant the policy is for equality and good relations and for a particular protected group.
- Engagement should be clearly structured, be clear about what should be achieved and allocated sufficient time.
- Ensure confidentiality is safeguarded.

You need to be collecting and analysing information about your setting to:

- Support your Equality of Opportunity policy (as required by the Early Years Foundation Stage (EYFS) and List of Providers (LoP)) by providing the tools to ensure that the policy is put into practice
- This will become an evidence based working document, assisting you to ensure that you meet the legal duties to prevent discrimination, harassment and victimisation.
- Above all it will ensure that your setting is in the best place to review and monitor that you provide equality of opportunity, access and good outcome for all children and families. This will become a working document which is reviewed annually or as and when required in line with policy changes.

Section 1: Who Comes to Our Setting?

This is our/my settings population. These are the groups we/I need to plan services for; we/I regard this aspect of our work as very important. This information also helps us to meet our duties under the Equality Act 2010. As a setting our/my main function is to provide good access to early learning opportunities and to help/support our children and their families. We/I have to make sure we do not disadvantage anyone in our setting. We use the following information to help us.

		In setting	
		Number of children	Percentage (%) of children
Gender	Girls	15	47%
	Boys	17	53%
Smaller settings	For settings with small numbers of minority ethnic pupils: Total minority ethnic children	3	9%
Ethnicity (for settings with significant numbers of minority ethnic pupils)	White British		
	Other White and European		
	Gypsy Roma/ Irish Traveller/ Other		
	Mixed Heritage		
	Black – Caribbean Heritage		
	Black- African Heritage		
	Black – Other		
	Asian – Indian		
	Asian – Pakistani		
	Asian – Bangladeshi		
	Asian – Any Other Asian Background		
	Chinese		
	Any other minority ethnic group		
	Refused/not known		
Religion/Belief	Buddhist/Taoist		
	Christian	6	19%
	Hindu		
	Jewish		
	Muslim		
	Sikh		
	Other	2	6%
	Refused		
Special Educational Need	No Special Educational Needs		
	Special Educational Needs	1	3%
	Education Health Care Plan	2	6%
Profile of Need (% based on total number of pupils with diagnosed Primary Needs)	Autistic Spectrum Disorder		
	Behaviour, Emotional & Social Difficulties		
	Hearing Impairment		
	Moderate Learning Difficulty		
	Visual Impairment		
	Multisensory Impairment		
	Physical Disability		
	Profound & Multiple Learning		

	Difficulty		
	Speech Language & Communication Need	1	3%
	Specific Learning Difficulty		
	Severe Learning Difficulty		
	Global developmental delay		
	Currently undergoing assessment		
In receipt of Higher Tariff Needs funding			
In receipt of 2year old funding		5	16%

* Ethnicity has to be ascribed by the parents/carers and not the setting and will be obtained through admissions procedures and practice

Analysis/comments:

Data can be obtained from Children's Centres to illustrate the local demographic. Does the analysis of the information above for the setting data reflect this?

Data previously collected shows that on refection we are accessing those two year old's that we should be. We are liaising with the children's centre by giving our new parents information packs from the children's centres so parents know what is on offer to them and when and where to access information.

Access to our setting for children and families from protected groups:

Steps we/I have taken to address the above.
Filling in this documentation ensures we reflect on our practice. Our policies and procedures are regularly updated. We update our local offer on the county website accessed by existing and prospective parents.

Things we/I do well

Regularly update information including the local offer
Review and update policies and procedures
Welcome and support all children and their families

Things we/I would like to improve

More displays in a languages to support those with English as an additional language.

Section 2: Advance equality of opportunity between people

As a setting we aim to provide good access to all areas of learning.
All children are supported to achieve the Early Year's Foundation Stage early learning goals. (As appropriate to the individual child)
We use this data so we can achieve this.

Steps we/I have taken e.g. positive action for children with disabilities, targeted provision for boys, support for a family for whom English is an additional language.

Lots of language based courses- 'Supporting children with English as an additional language, 'Listening, speaking and understanding' Raising achievement in early literacy'.

Updated and extended outside resources focusing on two year olds and boys

Implemented Makaton to songs and rhymes and visual props to support language

Purchased a mood egg and light table to promote sensory experiences.

Implemented a visual timetable

Ensure those children eligible for Early Years Pupil Premium benefit from it by choosing resources/activities to support their individual interests and their identified learning needs/requirements

Analysis/comments:

Things we/I do well

Including all children and basing activities on individual requirements and interests.

Tracking individual children's development

Working as a united team to support all children and their families

Reflecting on our own practice and being able to implement changes that we feel improve the setting and children's outcomes.

Things we/I would like to improve

Tracking cohorts of children to ensure all children's progress in different ways

Writing areas to encourage more boys to access continues to be a focus for future development.

More language displays focusing on children with English as an additional language.

Section 3: Foster Good Relations between People

We/I want our setting community to be a welcoming and comfortable environment for all who come here. We/I want to foster an open environment where people feel they are being treated with dignity and respect

08/09/2015

We/I work to remove barriers as we identify them and improve access to all areas of provision. The information below provides evidence of what we have done and shows how we foster good relations, to comply with equalities legislation

Examples	Steps we have Taken
Social and Emotional Wellbeing:	<p>We have a strong key person system in place and have enhanced this with introduction of home visits.</p> <p>Improved quiet cosy area with new den area and mood light to aid relaxation.</p> <p>Regular staff meetings, staff supervision and peer observations to ensure all reflecting on improving setting and personal development.</p> <p>Ensure British values are part of our everyday practice.</p>
Children's Voice:	<p>All children are valued and are given opportunity daily to share experiences and express themselves. All activities are based on children's specific interests and they have a folder from which to choose from if they are not out in session.</p>
Positive Imagery:	<p>We display posters to reflect this. We continually reinforce positive behaviour and constantly praise and support all children.</p>
Community Links:	<p>We liaise with St. John's who we rent the building from and other hall users.</p> <p>We are a charity and support local charities.</p> <p>We support Marie Curie, genes for jeans, sports and comic relief and children in need, world book day etc.</p> <p>Liaise with other local providers and attend local liaison meetings</p> <p>Felixstowe in Bloom</p> <p>Community dental hygiene/dentist visited the setting</p>
Removing Barriers and Reasonable Adjustments:	<p>Ensuring all toys are age appropriate, safe and clean.</p> <p>Provide parents with opportunity for private conversations.</p> <p>All staff wear uniforms so are easily identifiable to all.</p> <p>We have parents on our committee.</p> <p>We have reduced fees so assisting parent's financial needs and offer flexible payment plans.</p> <p>We provide an early start and late finish to accommodate parents needs/requirements</p>
Other....	

Analysis/comments:

<p>Things we/I do well</p> <p>All staff are very supportive of each other and all families attending</p> <p>Offering flexible payment options</p> <p>Providing and extra half an hour each end each daily session</p>
<p>Things we/I would like to improve</p>

More displays to support and reinforce positive imagery.
 Planning effective next steps- group training booked for 4th May 2016
 Liaise more with other settings

Section 4: Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps we have taken
Victimisation and Discrimination:	We have an open and transparent interview process to ensure the best candidate gains the position. We follow safe recruitment guidance. Regular staff meetings for people to share any concerns and their views. All staff have managers home number and reassured can contact at any time.
Monitoring of Incidents:	All policies and procedures are adhered to and reviewed and updated as required.
Anti Bullying and Harassment:	We have a Promoting positive behaviour policy and a grievance procedure that we adhere to.
Other...	

Analysis/comments:

<p>Things we/I do well:</p> <p>We hold monthly staff meetings. Everyone has access to the minutes which are kept in a folder in our store cupboard.</p> <p>Staff supervision allows time for all staff to share and reflect on their own practice and as a setting</p> <p>Our induction procedure includes information about discrimination and anti - bullying</p>
<p>Things we/I would like to improve:</p> <p>To attend training to ensure we meet these requirements to the best of our abilities</p>

Section 5: Participation and Engagement

How we have involved people in developing equalities at our setting.

Examples	Steps we have taken
Children's Voice:	Involve the children in learning about different groups of people – faith ceremonies, foreign languages, flags of different countries, foods of

	different cultures. Encouraging them to share their emotions and difference of opinions. Promoting British values through our daily routines and activities
Parents/Carers /Guardians:	Parent consultation forms have been sent out to ensure parents are involved in the development of the setting. Parents asked for uniform and this has been achieved. Regular newsletters are sent out to share what is taking place within the setting. Parents can join the parent committee and are regularly asked to support the nursery with fund raising and activities such as Felixstowe in bloom.
Staff/assistant (if appropriate):	Staff are involved in reviewing policies to ensure that there is no bias or unlawful statements. Regular staff meetings to discuss progress and development of the setting. Staff appraisals/supervisions and set personal development plans and peer observations ensure all staff can reflect on group practice Updated our interview process.
Local Community:	Regular liaison with other community groups using our setting building. Visits from groups such as Music project and Felixstowe in flower and have sought feedback from those groups about our setting. Advertised the setting in local magazines.
Committee/Management:	Manager regular consults with the management team in policy amendment and activities taking place at setting. We have parent committee members. Attending committee workshop to ensure all practice is inclusive and correct.
Support and guidance via the IAA (Information advice and assistance)	Have asked for support on ensuring all policies and procedures and other important paperwork is current and of correct standards
Outside advice/support	Manager has sought advice from Ofsted, IAA and Pre-School Learning Alliance and continues to develop and update policies and other paperwork to ensure current information is included.
Other....	

Analysis/comments:

<p>Things we/I do well</p> <p>Take part in community activities such as Felixstowe in Flower competition annually. Support charitable causes and organisations. Provide questionnaires to gain feedback from parents.</p>
<p>Things we/I would like to improve</p>

Have more visits from different groups/professionals to share different experiences and information.

Setting Objectives

The objectives should be SMART (**Specific, Measurable, Achievable, Relevant, Time-limited)**)

- Set out how the setting will measure progress towards the objectives.
- Setting Leaders and Committee members (where appropriate) should be involved in the choice of objectives and receive regular updates on the progress made towards the objectives.
- Set out how progress towards meeting the objectives will be monitored and what actions are required to achieve the objectives.
- Consider which staff will need to be engaged if appropriate.
- Consider how people/groups with a legitimate interest in equalities can be involved.

We have considered the information collected above and have identified (3) (*insert relevant number*) key objectives that my/our setting will focus on this year. These objectives will help us to meet the three arms of the general duties required in the Equality Act 2010 to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

From my/our analysis these are the things we would like to improve with regard to the equality objectives for the setting:

Objective	Action to be taken	Who will be involved	Timescale	How do we know we have been successful
<i>To review how we plan for children's next steps to ensure they reach their potential</i>	<i>To reflect on current practice discuss as a team our strengths and weaknesses and how we can improve</i>	<i>Manager to request group training on planning effective next steps</i>	<i>By end of next academic year (May 2016 training booked)</i>	<i>That staff are planning effective next steps for key children and children's outcomes improve</i>
<i>To develop and create displays with focus on English as an additional language</i>	<i>To use resources and materials to create displays</i>	<i>Allocated staff members to create displays. All staff to support by obtaining</i>	<i>By end of Summer term</i>	<i>Displays will be in place</i>

		<i>resources</i>		
<i>Develop writing area outside with particular focus on boys</i>	<i>Staff to discuss and share ideas and collect resources identified</i>	<i>Manager to release funds. All staff to collect resources</i>	<i>By the end of the Summer term</i>	<i>Writing area will in place and resources being used.</i>

Equalities information will be updated annually and progress towards our objectives will be monitored and reviewed every year

Date completed:

Signed:

Date monitored and progress updated:

Signed:

Review date:

Signed:

This document has been developed drawing on the good practice of the Equalities Network and Newham Local Authority.