



Equality information and objectives policy

Review

| Review Cycle | Date of Current Policy | Author(s) of Current Policy | Review Date |
|--------------|------------------------|-----------------------------|---------------|
| Annually | February 2026 | Clare Morton | February 2027 |

Ratification

| Role | Name | Signature | Date |
|--------------------|------------------|--------------------|---------|
| Chair of Governors | Enza Phillips | <i>E. Phillips</i> | 17/3/26 |
| Head Teacher | Charlotte Carter | <i>CCarter</i> | 17/3/26 |

Rationale

St Philip's Marsh Nursery School/Cashmore Early Years Centre are both located within the Lawrence Hill electoral ward. The 2025 IDACI (Income Deprivation Affecting Children Index) data for this area shows that only 5% of neighbourhoods in England are more deprived. Our settings are in the top 2% of most deprived areas within Bristol. At 54.2%, our area has the highest rate of child poverty in Bristol, which is more than double the Bristol average. This area has a richly diverse community. It has the highest global majority community in Bristol (57.1%), which is nearly double that of the next highest area and our area has the highest rate of EAL in Bristol (23.4%). Our school community is also richly diverse, and many members of our school community experience intersectionality of several protected characteristics.

Aim

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- **Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic**
- **Foster good relations between people who share a protected characteristic and people who do not share it. The protected characteristics are:**
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership

- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values.

Our Vision and Values

We put children and their families at the heart of everything we do:

Community

- We go above and beyond for our nursery community.
- We are an established setting at the heart of our neighbourhoods.
- We are warmly supported by our local communities.
- We value our strong connections with schools, professionals and other organisations, working together to meet individual needs.

Inclusivity

- We meet children where they are.
- We celebrate and encourage uniqueness.
- We bring together the culture and languages of our community.
- We really get to know children, allowing us to focus on their next steps.
- We build a learning environment that allows children to flourish.

Family

- We build respectful, trusting relationships with children and their families.
- We value each family's unique story. Every story is meaningful.
- We encourage children to develop friendships through our Key Group families.
- Our door is always open, and we always have time to help families.
- We know that when we support the family, we support the child.

Play

- We provide a learning environment that supports children to become confident communicators.
- We champion outdoor learning.
- We give children the freedom to explore.
- We value curiosity.
- We know that children learn best through play.

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

Roles and Responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with protected characteristics, including staff

All school staff are expected to have regard to this document and to work to achieve the objectives as set out below in *Equality Objectives*.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during staff training and in relevant meetings.

All staff receive annual refresher training relating to the Equality Act as part of their Continuing Professional Development.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they, or a member of their family, have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Analyse assessment data throughout the academic year, comparing development of pupils with different characteristics
- Use this analysis to determine strengths and areas for improvement and implement actions in response
- Identify improvements made over time for specific groups
- Publish data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

When showing how we meet our equality duties, we will ensure that individual staff or pupils will not be identifiable from any data we publish. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality. As a small school, we are not required to publish employee data.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting awareness, friendship and understanding of a range of religions and cultures through our curriculum, our environment and the opportunities we provide to mark the special times of year relevant to the children on roll
- Promoting self-esteem and emotional wellbeing within our curriculum
- Weaving the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs into our ethos, policies and curriculum
- Making pupils aware of our behaviour and anti-bullying expectations, in an age-appropriate way
- Inviting members of the local community to come to our setting and promote good relations (this can be as simple as playing alongside the children). For example, we invite local Police Community Support Officers (PCSO) into the setting to ensure that all pupils have the opportunity to have a positive interaction with a PCSO.
- Working with our local community, including organising local walks within the local community and building links with local businesses and organisations
- Working with parents supportively to promote knowledge and extend understanding of different cultures

- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- Providing thoughtfully curated books and resources that promote positive images and avoid bias, discrimination and stereotyping
- Ensuring that all staff work within a gender-conscious framework, to be inclusive for all parents and carers

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications when developing policies and making decisions and we review these on a continuing basis.

The school considers the impact of significant decisions and policies on those with protected characteristics and makes adjustments accordingly. This is known as an Equality Impact Assessment. The school does not require this assessment to be formally recorded. Instead, the assessment should form part of the decision-making process. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Coincides with any religious holidays relevant to those attending
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Venue is welcoming and supportive to the particular needs of children and families with protected characteristics

Equality objectives

As a school, we are required to report on at least 1 equality objective once every 4 years. We currently review all objectives every 4 years, on the review date of this policy.

Objective 1

Revise our admissions process and forms to enable families to better understand the information we provide and to gain more accurate, detailed information from the family about their child and the family's context.

Why we have chosen this objective:

We recognise that our admissions paperwork is challenging to engage with for adults with English as an Additional Language or those adults who are not fluent readers or writers. Our children and families are often experiencing multiple disadvantages and complex contexts. With prompt and accurate information-sharing, support and signposting can be offered at an early opportunity.

To achieve this objective, we plan to:

- Refine admissions forms to enable more inclusive data gathering
- Refine admissions forms and admissions information to make these more accessible, with fewer words to read, more visuals and less writing required from parents.

Progress we are making towards this objective:

(to be updated on review)

Objective 2

Provide policy summaries for core policies & procedures to make the key points more accessible to families and staff

Why we have chosen this objective:

We recognise that policies are often densely worded and detailed. These can be challenging to engage with for adults with English as an Additional Language or those adults who are not fluent readers or writers. Summaries for core policies and procedures will ensure that the main points are more accessible to all.

To achieve this objective, we plan to:

- Identify the core policies and procedures that require a summary.
- Implement a rolling programme to add a summary page to core policies and procedures as part of the policy review process
- Add Widgit symbols to the summary to aid understanding, where necessary

Progress we are making towards this objective:

(to be updated on review)

Objective 3

Increase the representation of people with protected characteristics within our books and resources for children. This includes consideration of authors.

Why we have chosen this objective:

We aspire to ensure that all children and their families have the opportunity to see themselves and other people from a wide range of backgrounds within the books and resources we provide.

To achieve this objective, we plan to:

- Audit our books and resources, taking into account the context of our school community, the global community and protected characteristics identified in the Equality Act 2010, identifying gaps in our provision
- Seek feedback from critical friends and research best practice to identify excellent resources
- Implement a programme of acquisition to enrich our books and resources

Progress we are making towards this objective:

(to be updated on review)

Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the Headteacher on policy renewal every four years.

This document will be reviewed every year by the Headteacher, to ensure continued compliance with the Public Sector Equality Duty.

This document will be approved by the governing body.

Links with other policies and documents

This document links to the following policies:

- School Improvement Plan
- Accessibility plan
- Risk assessments
- SEND Inclusion Policy
- Learning Behaviours Policy

