

We are Proud of our Diversity!

On this page you will find information about our approach to EQUALITIES and what we are trying to improve.

We wholeheartedly welcome and celebrate the diversity present in our nursery and the wider community. Our commitment is to provide equal opportunities for every child. We recognise that true equality doesn't come from treating everyone the same; while we all have equal rights, our individual needs may differ. We are dedicated to anti-discriminatory practices for children, families, and staff alike. We actively challenge discriminatory attitudes, promote respect for all, and prepare our children to thrive in a diverse society.



We welcome our duty under the Equalities Act 2010 to:

- Foster good relations across all groups;
- **Advance equality of opportunity** so every learner achieves their potential, whether or not they have a **protected characteristic**;
- Eliminate unlawful discrimination.

When we say **advance equality of opportunity**, we mean we always aim to:

- Remove or minimise disadvantage suffered by children due to **protected characteristics**, or any **other disadvantage**;
- Take steps to meet the needs of children where these are different from the needs of others;
- Encourage children and families with **protected characteristics** to participate in all the opportunities of school life.

Protected characteristics covered by the Public Sector Equality Duty are: age (including children and young people), disability, gender, including gender reassignment, pregnancy and maternity, race, religion or belief, ethnicity, sexual orientation, marriage and civil partnership.

Other disadvantages include; child in care or previously in care, newly arrived families, those children eligible for Early Years Pupil Premium or 2-year-old disadvantage funding, children with developmental differences, children of military service families, multilingual learners, etc.

We are committed to our duty to have 'due regard' when making decision or taking an action. We assess whether our decisions and actions may have implications for people with particular protected characteristics or other disadvantages.

You can read the legal guidance we use to guide us [here](#).

Our diverse nursery – overview

Percentage of children entitled to additional funding streams, July 2024								
30 hour funding for 3 and 4 year-olds	Early Years Pupil Premium	Free School Meals	Disability Access Funding	Additional Support Funding	2-year-funded - disadvantage	2-year-funded - working	10% most deprived lower super output areas	20% most deprived lower super output areas
63.8%	28.9%	22.4%	6.2%	7.4%	44%	51.2%	17.3%	26%

Percentage of children by groups from Vulnerable Pupil Register April 2024				
Child in Care / Previously in Care	Child Protection / Child in Need	Early Help	SEND	EAL
4.2%	0.7%	0.7%	13.3%	23.7%

Our largest ethnic group is white-British (64%), but the remaining 36% is made up of 14 different ethnicities, and 13 different languages are recognised as home languages amongst our children (and another 4 amongst our staff).

Whilst we have high numbers of disadvantaged 2-year-olds (supporting Brighton and Hove City Council to achieve the nation's highest take-up of Early Years Free Entitlement for this group – 100%), we also have a significant number of working families eligible for the extended entitlement of 30 hour funding.

Our numbers of children with Special Educational Needs and Disabilities currently appear relatively low, but as we often accommodate children with a high level of need (this year 3 children were recommended for specialist provision).

Learning about our similarities and differences throughout the year

Respecting and celebrating our differences and developing good relationships are at the core of our teaching and learning.



We have focused keyperson times to teach important personal and social skills (over 3s) and learning how to be kind and respectful is taught throughout the day at nursery.

Through our teaching and learning and our ethos we support the promotion of fundamental British values (democracy, the rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs) with an age-appropriate emphasis.

We promote disability equality by;

- Recognising the different abilities we all have whilst also acknowledging that some people have specific needs which require adaptations.
- Teaching young children to reflect on how to welcome and include everybody in our learning and play.
- Ensuring our resources (books, toys, etc.) reflect disability in a positive way.
- Working collaboratively with families of children with a disability to plan their provision at nursery.
- Ensuring we give all children access to all learning opportunities.
- Continuing to work to ensure access to our school grounds and buildings for those with a disability.



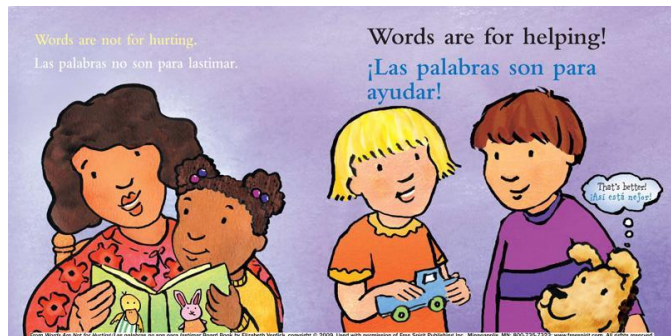
We promote gender equality and family equality by;



- Avoiding using gender as a way of grouping children.
 - Using gender equal language – fire fighters, police officers, etc.
 - Showing pictures of professionals who are different genders to prompt discussions, for example, photographs of astronauts who are all women and men who are all nurses.
 - Challenging any stereotypes or gender based comments.
 - Teaching about family diversity by celebrating all types of families through stories and family events, for example by celebrating a special person on Mothers' Day and Fathers' Day.
 - Monitoring parental involvement and having strategies to raise participation of under-represented groups.
- Recognising that children who are in care, adopted or under a special guardianship, have specific needs and additional steps may be required to provide for them, for example a Personal Education Plan.

We promote race, religious and cultural diversity by:

- Welcoming all families with equal respect.
- Ensuring that there are regular opportunities to reflect on and celebrate the wide range of cultural backgrounds, family festivals and languages spoken at the school.
- Recognising the positive role the home language has to play in the development of English language learning and in children's cognitive development.
- Ensuring that for families who do not have English as a first language communication about the nursery is clear and EMAS support is offered.
- Spending time with each family to complete a language map when the child starts nursery.
- Offering bilingual books in our lending library.
- Sign-posting families to the multi-lingual groups run by the Family Hub.
- Making sure that activities and resources represent our community, ensuring that the experiences children are exposed to are diverse, inclusive and relevant.
- Achieving and monitoring Nursery of Sanctuary status and teaching children about migration through stories



What we want to improve, our Equalities Objectives for 2024 - 2027

At Tarnerland we always strive to do better. We ensure no groups of children are underachieving by analysing attainment data. We have a particular focus on the following objectives;

- By the end of the 2026 / 2027 academic year, our self-auditing tools (Infant and Toddler Environment Rating Scale and Early Childhood Environment Rating Scale) demonstrate a level of 'excellence' (grade 7) in the aspect 'promoting acceptance of diversity'. This is in relation to the protected characteristic of race, ensuring that children see their own and others' racial, ethnic and cultural identities positively reflected, represented and celebrated throughout our environment, resources and everyday practice. (In 2023 / 2024 the average score on this aspect was grade 4.3.)
- By the end of this period (2024 - 2027), attendance at our termly family presentations and follow-up stay-and-plays reflects the proportion of families in receipt of Early Years Pupil Premium (EYPP) funding. This objective recognises the intersectionality between socioeconomic disadvantage and the protected characteristics of both race and disability. Children from black and racially minoritised (BRM) backgrounds and children with SEND (some of whom meet the definition of disability under the Equality Act 2010) are disproportionately represented within our EYPP group. Improving participation among EYPP families will therefore also help us address inequalities in engagement and ensure more equitable access to opportunities for all families.

(In 2023/2024, 28.9% of families were eligible for EYPP, whereas an average of just 16.5% of attendees at our presentations and stay-and-plays were eligible for EYPP.)

- 100% of parents/carers of children with developmental differences report that their child is given the support they need to succeed each year.

This focuses on the protected characteristic of disability, recognising that some children with developmental differences meet the definition of disability under the Equality Act 2010. It reflects our commitment to removing barriers to learning and participation, making reasonable adjustments and ensuring that children with disabilities have equitable opportunities to thrive and achieve their potential.

(In 2023/2024, 100% of parents/carers reported that their child was given the support they needed to succeed.)

How you can get involved or make your voice heard. We welcome your views!

We always welcome family involvement. Can you come and share a story in your language? Maybe you can come in and cook a meal from your country with the children? If your work challenges a gender stereotype maybe you could come and talk to us about this? Can you help us celebrate a festival that is important in your culture?

If you have any suggestions or concerns, please get in touch.

Contact the headteacher at louisecollings@tarnerland.brighton-hove.sch.uk

Representing the whole school community!

The governing body are always keen to recruit diverse members of the school community as we understand how important it is that the governors represent the whole school community and provide positive role models for all the children.

We especially welcome interest from people of colour and other historically marginalised people in our community.

Contact the chair of governors at ellaturner@tarnerland.brighton-hove.sch.uk to find out more.