



Our visions and values:
 *Protecting children's right to play learn and have a voice. *Keeping parents involved in children's development *Governors and staff leading the way on quality *Working partnership with health professionals and schools * Being ethical, respectful and tolerant



Name of organisation	Forest Alliance of Nursery Schools: Church Hill Nursery School and Low Hall Nursery School
Statutory responsibility for approval	GB free to delegate to a committee, a governor or the HT
Who reviewed these objectives?	Children's Learning and Development Committee
Objectives setting/review Date	Autumn Term 2018
Review date:	Autumn Term 2019

Equalities Objectives Autumn 2018 ~~2014~~ to Autumn 2022: 2019 review

We are an inclusive organisation and welcome children and their families from all backgrounds, all faiths and none, and from all cultures. We do not discriminate against anyone including those with protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This school is all about people; everyone is valued and is included fully.

Our staff follow and put into practice national and borough policies and guidelines on equality in education, support for disability and special needs, moral and religious education and child protection and safeguarding.

We aim to provide every child the encouragement and opportunity:

- To develop and build on earlier learning.
- To be active, enthusiastic, thoughtful and responsive.
- To experience new learning through a planned curriculum which covers appropriate aspects of language, social, cultural, moral, emotional, cognitive, mathematical, scientific, creative and physical development both indoors and outdoors.
- To take part in all activities, which are organised to take into account different languages, cultural experiences, backgrounds, beliefs and abilities.
- To progress in all ways, by using our professional knowledge to assess the educational achievements of young children.
- To feel happy and safe in a caring environment.

There is always more to do, so our Equalities Objectives for 2018 to 2022 for Church Hill and Low Hall are:

1. Increase our families' use of the opportunities that living in London presents.

In the academic year 2018-19 we made visits to (all free entry): Bethnal Green Museum of Childhood and the Science Museum, the local church and local mosque, the local book shop to spend the free World Book Day vouchers, a local café and two local parks, the local library and the market. We also visited Brooks Farm and Parliament Hill Fields, and the children went to a local light show funded by the London Borough of Culture 2019. We used school fund to go to Stratford Circus Theatre to see *the Gruffalo*, travelling by bus. For these trips we always took children who are eligible for EYPP, children who are vulnerable, as well as children from the whole group.

Our whole-school end of year paid-for trip was to Southend for Church Hill, and to Parliament Hill Fields for Low Hall.

We invited families to join us for Forest School at both sites to extend the opportunities that they can have in London. LH have invited families of Two Year Old children to attend a weekly Yoga session at Queen's Road Children and Families Centre, supporting their wellbeing and creating a link with the C&FC. We have are focusing on this area in our SDP as part of Cultural Capital extension work in both of our schools, and offering training on this topic to the local Early Years community.

All families have been given the school calendar, which contains 12 ideas for free places to go and transport information.

2. Work to make all parents 'school-ready'.

We have individual children seen by the local speech and language therapist and educational psychologist if they have developmental delay. Some children were diverted to Wood Street Health Authority. We had teachers coming from most of the local primary schools at the end of the year to find out about the children's development. We did more in-depth meetings with the schools for the families who are likely to need more support. We organised a meeting with a local school for a parent who has significant learning needs to work out who in the family was going to ensure that the child arrived to school in the morning having had breakfast and which adult was going to ensure that the child arrived at school and was picked up on time. The meeting was also to discuss who in the family was going to do homework and reading at home with the child.

We did transition meetings for some children with SEND. We also worked on raising the aspirations that some parents have for their child, particularly the children who were on EYPP or had previously been in the 2 year old provision. We encouraged them to bring the children to the drop-in speech and language therapy group. We also worked with an individual parent who with her previous older children had to get escorted from the school by the police because her behaviour towards staff was considered to be so threatening. We also worked with this parent and others to bring their child to nursery every day and on time so as to develop those crucial habits early on in a child's school career. We gave support to individual parents who had limited experience of primary schools and who may have experienced serious bullying in their school time and were afraid for their children. In addition we supported parents in applying for either a good or outstanding school for their child.

Our new postcard to alert parents that their child has missed a number of days at school builds on our practice of encouraging parents to share difficulties they might be having in a collaborative way.

3. Increase and improve how we listen to parents and feed back to them what we learn from listening.

We have an initial chat with parents and feedback relevant things about the child to the larger staff group, the same applies when we meet the parents after 1 term and at the end of the child's time at nursery.

If a request is made to speak to a senior member of staff we will get back to them at least within 24 hours, and usually quicker. We will listen to parents concerns and views and if necessary change school policy. We try to listen carefully to parents and allow them a private space so they can speak in confidence if necessary. We respond to parental surveys and visiting day surveys and reflect on the parents views at SLT and staff meetings.

We have added this Equalities Objective to our SDP this year, focusing on giving parents a greater voice in their child's assessment materials.

Signed..... *J. Allaway*

Name (please print)..... *J. ALLAWAY*

Chair of..... *CHILDREN'S LEARNING + DEVELOPMENT*

Signed Executive Head Teacher..... *A. G. L.*

Date..... *14.10.19*