



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 2020

Equalities Objectives Autumn 2018 to Autumn 2022: 2020 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.

The academic year 19-20 was a challenging year. We started the year planning trips for children and creative reactions to what they experienced on return to nursery as part of our whole school INSET. These trips were focused on local amenities and museums throughout London. We focused particularly on children from lower income families to ensure that their cultural capital opportunities were carefully planned. We also provided training for Early Years settings in Waltham Forest through the borough’s Systems Led Training on Cultural Capital to share our good practice. However from February onward this became very challenging due to COVID restrictions.

We also invited practitioners to work with our children at our nursery schools, such as a local Forest School practitioner and a yoga instructor. We used our EYPP money to pay for these activities and also provided free travel for families joining us on trips if they needed support.

We celebrated the diversity of London through our international day, dressing up in clothes special to us and eating celebration foods made by our families.

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 shared the children's development with local Primary schools remotely this year.** We did more in-depth meetings with the schools for the families who are likely to need more support over the phone.

We did remote transition meetings for some children with SEND or children with Early Help, Child in need, Child Protection or Looked After Children support. 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 until February. We worked with many parents and to ensure that they brought **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.

We used Class Dojo during the lockdown period to support families with home learning. We made play our focus, and supported families to help their child to become school ready through play-based phonics and practical activities so that children were ready for school, even though they were not attending nursery. We remained open for children of key workers and vulnerable children, initially at two local primaries schools and then in the summer term, opening small bubbles for those children who were going up to Primary School. For many of our families this was a very challenging time. We made links with a local school and took food parcels to families who indicated that they needed help. For some families we also applied to food banks on their behalf. We understood that over this period for children to be school ready, we needed to support families in new ways ensuring all children were safe. We made a number of Early Help referrals during this period for families with emerging needs.

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.

This was and remains a focus on our School Development Plan for 2019-20 (extended to 20-21). Over the lockdown we developed our remote learning through a platform called Class Dojo. Practitioners

shared play activities, read stories, sang songs and even walked their dog on shared videos. Teachers also did live sessions on zoom links to invite children to treasure hunts, phonics and Tales Toolkit sessions. Families fed back: "During the pandemic they were absolutely amazing and uploaded recording of the teachers doing phonics and reading stories which made a huge difference for us to have these **resources to rely on.**" ... "Staff put in a huge effort over lockdown to stay connected to the kids and provide activities and communication." ... "An example of how much they care - during lockdown in early 2020, Low Hall invested in an online learning platform for parents and children. Every day staff sent videos to us of activity ideas, phonics lessons, **singing and all sorts of fun stuff!**" We used this platform to engage families in home learning and feedback what their own child was doing through videos and photographs. We also made a leavers' video for each school, based on the WF Chit-Chat, Pitter-Pat model to celebrate our leaving children. You can watch these videos here: <https://www.fans.waltham.sch.uk/news/?pid=30&nid=5&storyid=155> <https://www.fans.waltham.sch.uk/news/?pid=30&nid=4&storyid=156>

Signed.....

Name (please **print**).....

Chair of.....

Signed Executive Head
Teacher.....

Date.....