**Equality Objectives 2016 – 2020**

**Leadership and Management** Indicator: “Parents/carers are encouraged to be involved in school life, including their children’s spiritual, moral, social and cultural (SMSC) development, and school makes every effort to communicate with those who are harder to reach.”

**Objective 1:** We will celebrate further the variety of languages spoken by children coming to Homerton by having a ‘Language of the month’. Languages of the month will be chosen according to which languages are dominant in the Centre each year. In each classroom, languages spoken by fewer families will also be shared. Some ways this will be developed will be by notifying parents and children of our Language of the month, all staff learning a few words to share with children and their families, adding scripts to our office areas, sharing traditional tales in the chosen language when possible, inviting parents to read with children at Homerton in their home language and playing music, cooking and sharing food from the country of the Language of the month.

The success of this objective will be monitored at the end of a year through questionnaires or comment boxes for parents and by responses from children recorded in their Special books.

**Leadership and Management** Indicator: “There is a named governor or a committee and a senior member of staff who have responsibility for equality issues”.

**Objective 2:** Our outgoing ENCO will be replaced with a new ENCO who is also named as an EAL coordinator (English as an additional language). This is a new role to give staff greater support in developing children’s language, especially those new to English. The EAL coordinator will be responsible for resources, finding ways to encourage greater use of our bi-lingual books, developing displays and parent information for those speaking English as an additional language and adding more non-white images to our displays across the Centre.

The success of this objective will be monitored by our named equality governor taking a follow-up Learning Walk with our ENCO and EAL coordinator in 2018 – 2019.

**Quality of Teaching** Indicator:  “The curriculum addresses equality issues, reflects and values diversity. It encourages children to explore bias and to challenge prejudice and stereotypes based on disability, ethnicity, gender, gender identity, religion, sexual orientation and social class.”

**Objective 3:** We will address the imbalance of female staff within the Centre and to proactively include fathers in their children’s nursery experiences. Some ways this may be developed could be by making one of our events a ‘Dad’s day’, working with the Children’s Centre to see if we could jointly run a Sat Dads group, inviting fathers more often to share their skills in class e.g. cooking or playing an instrument.

The success of this objective will be measured by numbers and examples of father’s visits collected across a year.

**Personal Development, Behaviour and Welfare** Indicator: “There is a whole school approach to promoting equality and to tackling: …. e) inequalities, stereotyping and harassment on the grounds of disability”.

**Objective 4:** We will promote acceptance and challenge stereotypes around disability through staff CPD. 3 staff meeting times a year will be given to how we will plan for and resource our environment and children’s experiences in ways that reflect inclusion and acceptance, for example sharing and explaining disabilities openly, encouraging visitors with disabilities, providing more images through display and adding greater diversity to our library. Staff will be asked to come along with something they have done much in the way of our ‘Brilliant Ideas’ area in the staff room.

The success of this objective will be monitored by our ENCO annually.