

The Public Sector Equality Statement

We are implementing a 'Single Equality Scheme' (SES) which is a word document including our vision, aims, policies, objectives and future goals for the setting around Equality and inclusion. Stalham Pre-school believes that no individual or family member should be excluded from the setting, specific activities or events. The Equality Act that came into effect in 2010 replaced all existing legislations and introduced a single key document. As the settings ENCO (Equalities Named Co-ordinator) and EAL co-ordinator (English as an additional language) I have duties that need to be recognised and addressed that are part of our legal requirements set out from the equality duty. This consists of general equality duties, supported by specific duties.

The general duties of the public sector equality duty which we must aim to achieve are:

- To eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- To advance equality of opportunity between people
- Foster good relations across all people; between those who share a protected characteristic and those who do not.

Stalham pre-school is fully committed to fulfilling its duties and responsibilities as laid out in legislations such as 'The Equality Act 2010' and our own equality policy. We recognise that prejudiced attitudes and discriminatory behaviours are both unlawful and hurtful to all, especially against people with protected characteristics:

- Age
- Gender
- Disability
- Religion or belief (including lack of belief)
- Race/Ethnicity
- Sexual orientation
- Gender reassignment
- Pregnancy and Maternity
- Marriage and civil partnerships

The pre-school as well as the main school has a vast array of policies in place which shows commitment to actively promoting equality of opportunity for all. The main policies surrounding equality of opportunity are:

- Our Equality and Diversity Policy
- SEND policy
- Behaviour and Anti-Bullying code
- Accessibility Plan

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The public sector equality duty requires our school to regularly monitor, evaluate and revise our policies, procedures and practice. As well as publishing regular information regarding our equalities vision and objectives, we aim to meet each child's individual needs and wishes. Stalham pre-school is fully committed to fulfilling its duties and responsibilities as laid out in legislations such as 'The Equality Act 2010' we have our own equality/inclusion policy, which is reviewed annually. We recognise that prejudiced attitudes and discriminatory behaviours are both unlawful and hurtful to all, especially against people with protected characteristics.

We understand the need to promote an educational programme which provides an equality of opportunity for all children to learn, develop and achieve whatever their, age, gender, ability, ethnic origin, disability and/or special educational need, also how the children and families choose to communicate whether it be through speech, gestures or sign-along. We aim to break down all communication barriers between children, staff and also parents by building good relationship and fostering an all-inclusive practice. Families that speak another language are provided with text in their preferred language and any additional support that they require. We have used the google translate app before to help communicate with parents in their own language.

Our Vision

We are committed to creating a safe, welcoming and caring setting that is fully inclusive to all children and families. We aim to ensure all individuals feel fully accepted in our school community especially those with a protected characteristics or with social, economic backgrounds. We provide equal opportunities to all children, families and employees, who are all encouraged to achieve and develop to their full potential. Our pre-school is committed to anti-discriminatory practice where we promote equality and value diversity. All staff members are committed to taking positive and proactive steps to ensure that we provide a secure support system free from discrimination.

The settings manager, the deputy and the ENCO (who is also the settings EAL co-ordinator) working closely together to achieve our aims and objectives. We aim to regularly evaluate the settings approach to equality, diversity and inclusion. As a setting with an 'open door policy' we understand the importance of being fully inclusive. Our mission is to combat any discriminatory attitudes and behaviours and to break down any barriers that are conflicting with our inclusive vision.

Our Aims:

- To provide a secure and accessible setting in which all children feel safe and happy which will entitle them to flourish.

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- To educate parents and carers of the role of the ENCO/EAL co-ordinator and the settings values and aims towards being fully inclusive. We want parents to feel comfortable enough to raise any concerns or issues they may have.
- To ensure all staff and students feel welcomed into the setting and are treated fairly. They should feel that their views, opinions and contributions are listened to, valued and appreciated.
- To Include and value the contribution of all families with a regard for their understanding of equality and diversity and to be willing to educate where needed.
- To provide a positive non-stereotypical atmosphere including information given out, displays or conversations regarding different ethnic and cultural groups, gender roles and disabilities
- To identify, understand and break down any barriers that may arise of concern to our inclusive status.
- To continuously improve our own knowledge and understanding around equality and diversity through courses and relevant frameworks and publications.
- Is to ensure our setting is fully accessible for all those who wish to attend, including all activities and equipment.

Inclusion is a principle that all children have the right to and deserve, every child should feel safe, happy and included. This is at the heart of our practise which we work towards achieving by following the guidance from the 'EYFS framework' and the 'EYFS outcomes'. We aim to make sure every child:

- Is valued as a unique individual
- Has an equal chance to learn, develop and achieve.
- Feels safe and included in our school community
- Feels strong and confident about who they are and their identity.
- Participate equally in all activities
- Is given the opportunity to communicate about their needs, likes and dislikes in their preferred format i.e. speech, gestures or sign-a-long
- Has their individual needs known and met

How activities comply with the equality duty:

- We have a regard for promoting understanding, respect and awareness of diversity and equal opportunities topics in planning and implementing the activities. The terms topic is planned with highlighted links to diversity and equality for age, ability and celebrations. Evidence of all activities, celebrations and festivals we participate in are documented in displays and folders.

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- We promote equality and diversity in all our activities by ensuring risk assessments are carried out and all activities and resources are both age and ability appropriate. All activities, resources and equipment that are set out daily are only available if everyone can access it independently or with support.
- We teach the children about diversity by providing books, puzzles, dolls, puppets, wall displays and figures for them to observe and understand through their play.
- We have whole class visual timetables and specific 1 on 1 timetable to ensure all children are aware of the routines in their surroundings, which allows them to clearly see and understand the now and then process. We also have experience in pecs communication.
- We have a sensory area within the classroom with appropriate resources for children to access when needed.

How we comply with the duty:

- The SENCO and ENCO work closely together weekly to provide support plans, EAL plans and IEPs for children who we have individual needs. This includes making the appropriate changes to the setting.
- We help all children to celebrate and express their cultural and religious identity by providing a vast variety of appropriate activities and resources. We gain this essential information from the registration and all about me booklets that are given before each child starts.
- We as a setting work together with the local children's centre in partnership, to make us fully accessible to the local community.
- We initially ask parents/carers to complete an 'all about me' booklet when their child starts pre-school so we can gain knowledge of the family and child, which is also helpful when settling in and building relationships.
- We build good relationships with parents/carers and extended families so we have a good understanding of their backgrounds, needs and wishes. We offer parents and carers the chance to discuss their child's progress and achievements with their key person at time suitable to them as well as two scheduled parents' evenings per year. We give all parents and carers the opportunity to share with us their customs, cultures and experiences.
- We gain knowledge and share data with parents and carers through such things as feedback sheets, questionnaires and our new online journey, Tapestry.
- We as a setting monitor all children's achievements and progress through tapestry. This helps us to track where the children are, their progress level

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and their next steps which helps to target support where needed. This indicates if any additional support needs to be put in place. Where necessary we adapt how we record the data for some individuals by using a summative assessment.

- We have a speech and language therapy assistant on our staffing team, who implements the targets set out by the SLT.
- We have a rising five session each morning to enable school readiness.
- We provide the opportunity for ladybird leavers to have transition sessions throughout the spring and summer term.

There are two equality folders in place, an inclusion folder and an evidence folder. The evidence folder is made up from written up documents of each celebration throughout the school year with photographic proof. The inclusion folder is divided into five categories;

- An Equality and inclusion section which includes all inclusion publications, staff training handouts, staff meeting minutes and the settings policies and procedures related to inclusion.

-An inclusion log which highlights all individuals in the setting that may need some additional support and what we can do to make their time at ladybirds as enjoyable and fully accessible as possible. This includes SEN and EAL children or children in one parent families.

-An EAL section that contains publications, training handouts, and contact details for additional support from other agencies.

-A British values category which includes publication handouts and all written up evidence which has come down from the class rolling display board. The display captures photos and children's thoughts for each event and celebration throughout the school year.

-The last section includes master copies of posters and visuals aids, this includes the settings areas.

If a parent does raise a concern regarding equality and inclusion there is a procedure in place to follow, staff will address the main settings complaint protocol and communicate all details with the ENCO.