

## EQUALITIES SLE



Areas of work:

### **Developing Leadership and Management:**

- to build a culturally competent and diverse workforce, reflecting the children and families in Early Years settings and in the local community , to include support for emerging leaders and provision of CPD to create diverse and culturally competent leadership and management
- to provide targeted mentoring and support programme to ensure high aspirations and confidence of BME children and their families
- to support a programme of positive action opportunities to enhance emerging leadership and management capacity of staff from BME communities

### **Learning and Development:**

- the develop provision of an inclusive and culturally diverse curriculum which engages all children
- to ensure that the needs of EAL children and their families are accurately assessed and met
- to support a professional learning network to share best practice, research, resources and expertise to support children with EAL.
- To supports settings in understanding data and strategically planning to narrow the gap for BME learners

### **Developing relationships: Partnerships with parents, carers and the community:**

- to provide appropriate family support for parents/carers of BME children, working in effective partnership with BME community groups and networks
- to ensure that the principles and practice of community cohesion are understood by all practitioners and that there is a shared culture which promotes and celebrates diversity
- 

### **Building a culture of participation and engagement:**

- to establish safe, secure, and trusted systems and channels of communication which are accessible and which build meaningful home to setting links
- to ensure effective, city-wide provision, for newly arrived children and families working in close strategic partnership with relevant colleagues and providers supporting the families .
- to positively showcase the achievement of BME learners
- to develop effective parental participation strategies and ensure that children and parental participation informs provision at all levels.

### **Priorities for this year include:**

- Prevent training follow-up to ensure understanding/appropriate EY response
- Research to investigate writing standards for Black Afro-Caribbean boys
- Cross-phase narrowing the gap project

- Parental engagement
- Designation of cross-phase Equalities SLES (building on TS NQT model)