

Colleges Nursery & Family Centre

A POLICY FOR COMMUNITY COHESION: PROMOTING INCLUSION, RACE EQUALITY AND MANAGING DIVERSITY

We are more the same than we are different and that which makes us different is to be valued.

Legal responsibility

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
 2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
 3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- We are aware that the home environment shapes and moulds the child.
 - We treat all children equally and value them individually.
 - All children will have equal access to a curriculum which respects and develops an understanding of gender, culture, sexuality, language and ability.
 - We believe that everyone involved in the centre has an active role to play in promoting equality of opportunity in nursery, and that staff have an influential and significant role to play in equalising opportunity in the centre.
 - We will monitor and evaluate our practice regularly to secure equal opportunity in the nursery school.
 - Equal opportunities, gender and race equality form part of the Centre Improvement Plan.

Introduction

Colleges Nursery and Family Centre is situated in the north of Cambridge in an area densely populated with families mostly in City Council owned accommodation.

There are 80 children on roll and each year the centre comprises a culturally diverse mix. In recent years the school has regularly received children from up to 11 different ethnic backgrounds. Some families are permanently living in the area, others are visiting scholars with the University of Cambridge. This mix of nationalities provides a rich context for our children.

Generally we receive very few traveller families, who usually attend other schools which are nearer the traveller sites in the north of the City.

The composition of keyworker groups is carefully organised to include an appropriate balance of boys and girls each year.

The centre is a single storey building with easy access to the outdoor area for children and adults with a disability.

Statement of values and aims of the policy

Inclusion at Colleges Nursery and Family Centre is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole-centre policy - equality applies to all members of the centre community, children, staff, governors, parents and community members.

The aims of the centre are designed to ensure that the centre meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. The centre will take steps to:

- promote equality of opportunity and access
- promote racial equality and good race relations
- oppose all forms of prejudice and discrimination
- ensure pupils with a disability have access to the centre buildings and to the curriculum

This policy is reflected in the Centre Improvement Plan which outlines the specific tasks that the centre will undertake to ensure that we achieve the values and aims of this policy.

Centre ethos

This centre opposes all forms of racism, prejudice and discrimination.

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the centre.

All staff are expected to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups and range of abilities.

Clear procedures are in place so that all forms of bullying and harassment, including racism, harassment related to disability, sexism and homophobia are dealt with promptly, firmly and consistently (in line with relevant Cambridgeshire LA policies and guidance). All forms of harassment are recorded, monitored and dealt with in line with relevant centre policies.

We aim to train all staff in dealing effectively with bullying, racist incidents, racial harassment and prejudice. They are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in the centre take care to lead through example, demonstrating high expectations of all children.

1 **Partnerships with Parents and Community**

We welcome parents to share their expertise with us in the nursery and to work alongside us. We will be happy to liaise further with parents at home and provide interpreters/translators as necessary. We want to promote positive aspects of diversity of language, cultures and counteract prejudice and stereotyping through discussion and good role models. We ensure that there is equal access to policies, curriculum booklets and information for all parents. For examples of specific activities using skills and different perspectives of those in the community see Appendix 1. For further information see policy "Families and Staff Working Together".

Written profiles of children's progress are clearly written and free from jargon to encourage all parents to participate in their child's education. Where necessary staff will 'talk through' a report or provide an interpreter or translator for parents with a disability, a learning difficulty or those who speak/read languages other than English.

Parents are fully involved in the school based response for their child with special educational needs (SEN), understand the programme of action and are informed about the parent partnership service when SEN is identified.

Informal, social events are organised to include the whole community.

The nursery works in partnership with parents and community to address specific incidents and to develop positive attitudes to difference.

The centre's premises and facilities are equally available and accessible for use by all groups within the community.

2 **Behaviour**

The centre expects high standards of behaviour from all children, appropriate for their level. We believe that all children should be treated fairly and be given positive responses. Staff should not make unsubstantiated judgements and assumptions about children or adults and should be positive role models. Staff should respond on the spot to any prejudiced comment or actions from adults or

children in the nursery. (Please refer to the Behaviour Policy for information on behaviour management strategies and Appendix 5 for racial incident form).

3 **Leadership, Management and Organisation**

The governing body and centre management aim to create a clear ethos which:

- reflects our commitment to equality for all members of the school community.
- promotes positive approaches to valuing and respecting diversity.
- reduces inequalities and barriers.

The reviewing and drafting of all policies includes current local and national guidance on equality and inclusion and all staff contribute to the development and review of policy documents. Governors are involved and take steps to encourage the contributions of our families and children.

The governors and centre management monitor teaching and curriculum developments to ensure high expectations of all pupils and appropriate breadth of content in relation to the centre and the wider community.

Additional grants and resources (such as those provided for minority ethnic and Traveller pupils, Schools Access Initiative, etc.) are appropriately targeted and monitored.

The policy and action plan is available for staff, governors, parents, families and the centre community.

We ensure that there is access to all parts of the centre, indoors and outdoors, as well as equipment and activities for all children and adults, for example ramps and toilet facilities (see Accessibility Plan).

5 **Learning and Teaching**

We consider equal opportunities in all aspects of our curriculum, planning, assessing, keeping records with equal opportunities in mind. We recognise the individual needs of each child. We value all verbal and non-verbal languages equally.

We take account of pupil's experiences and starting points and are responsive to children's' different learning styles.

Our teaching styles include collaborative learning. All children are encouraged to discuss and collaborate in solving problems. They are encouraged in their play to help each other.

Staff encourage children to become independent and assist them in taking appropriate responsibility for managing their own learning and behaviour.

Staff challenge stereotypes and foster children's understanding of fairness, encouraging their awareness of inequality.

Resource and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the centre, e.g. the inclusion of images relating to minority ethnic, Gypsy and Traveller children; displays to be positioned at eye level, etc.

We try to foster an awareness and understanding of equal opportunities through planned and spontaneous activities, and discuss tolerance and understanding of differences with the children.

5 **Assessment, Pupil Achievement and Progress**

This centre expects the highest possible standards. Staff have high expectations of all children and continually challenge them to reach higher standards.

The centre recognises and values all forms of achievement. Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues e.g. equipment is in drawers labelled with pictures and photographs and situated at child level.

We can analyse pupil performance by ethnicity, gender, disability and special educational needs and social background. Identified disparities will be addressed through targeted curriculum planning, teaching and support.

6 **Staff Recruitment and Development**

We aim to create a workforce and governing body representing different ethnic backgrounds and to ensure all staff, governors and families are aware of this policy. Equality and diversity issues are reflected in our centre's employment practices. We make equal opportunities training available to all staff and review our policy regularly. Everyone associated with the centre is informed of the contents of this policy. All staff and visitors must support the ethos of the centre, promoting equality and challenging bias and stereotyping wherever they observe it.

Policies and procedures should benefit all employees and potential employees, e.g. in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

The Centre is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Education and Inspections Act 2006:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, e.g. anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

The skills of staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff and visitors provide a wide range of role models and the centre strives to reflect the diversity of the local and wider community.

Extra Curricular Activity - We recognise the difficulties encountered by parents in attending school meetings and social events and we take this into account at planning times. Staff are aware of differing needs of children on educational visits e.g. those with a particular religion that forbids exposure to particular animals.

Resources - We aim to ensure our equipment and resources reflect all aspects of gender, culture, sexuality, language and ability.

The Foundation Stage curriculum builds on children's starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion

Each learning area is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All learning areas contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

7 **Personal Development and Pastoral Support**

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seeker's children.

The nursery provides appropriate support for children learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

We expect all volunteers and students to demonstrate their commitment to equality including race equality.

8 **Admissions**

Steps are taken to ensure the nursery's admission process is fair and equitable to all children, including short-stay Traveller and Refugee pupils and those with English as an additional language.

This centre will not discriminate against a disabled child in the arrangements it makes for determining admission.

We will admit children with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the child's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at the initial meeting with parents.

9 **Linguistic Diversity**

We welcome the diversity of languages in our centre and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our centre community wherever possible.

Resources and displays reflect the multilingual nature of our community.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development. Pupils who speak languages other than English are encouraged to use them in school, and wherever possible, we offer bilingual support for pupils who are in the earlier stages of learning English.

10 **Attendance**

Although attendance at the Nursery School is non-statutory for 3-4 year olds, we expect all families to support children in attending regularly.

Non-attendance is followed up in a way that takes account of cultural issues and matters relating to a child's disability.

We make provision for leave of absence for religious observance for staff and nursery children.

The centre will fully support children with long term medical needs who may have erratic attendance for hospitalisation.

The Centre's Commitment to Race Equality

Our centre is a setting which reflects the multicultural society we live in and we are committed to promoting race equality (Race Relations Amendment Act (RRAA), 2000).

To meet the specific duties of the RRAA 2000 we will:

- *ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable.*
- *respect and value differences between people*
- *prepare pupils for life in a diverse society*
- *make the centre a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued*
- *promote good relations between different racial and cultural groups within the centre and within the wider community*
- *ensure that an inclusive ethos is established and maintained*
- *acknowledge the existence of racism and taking steps to prevent it*
- *oppose all forms of racism, racial prejudice and racial harassment*
- *be proactive in tackling and eliminating unlawful discrimination*

We will consider the implications for race equality and cultural diversity in planning and developing new policies. Each policy will include an explicit statement on race equality.

Ethnic background data is kept up to date and is used to monitor pupils' attainment and progress and to set targets.

Any pattern of inequality we find is used to inform future planning so that we can eliminate any racial discrimination.

We monitor the effects of our policies on parents/carers from different racial groups through various methods of consultation.

We monitor staff applications for posts, retention, professional development and promotion.

Within our regular review cycle, we assess, monitor and evaluate policies and strategies that are relevant to race equality, to see how effective they are in eliminating discrimination, promoting equality and good relations between different racial and cultural groups.

Monitoring of attainment for all children through the Early Years Foundation Stage Profile, racist incidents and other areas of centre life identified in the School Improvement Plan can be shared with parents/carers, governors and staff on a regular basis. However, we will ensure that no published information will identify individuals.

Responsibilities

All who work in the centre have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

- making sure the school complies with the amended Race Relations Act 1976 and the Disability Discrimination Act
- making sure this policy and its procedures are followed

The headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff and parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

All our staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle bias and stereotyping
- promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender or disability
- keeping up to date with the law on discrimination and taking training and learning opportunities

Visitors and contractors are responsible for:

- knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor. Responsibilities include:

- co-ordinating work on equality issues
- dealing with reports of harassment

We value daily personal contact with parents, creating mutual trust between families and staff.

We value diversity in our nursery curriculum and plan for this. Some examples are:

- telling everyday stories about our world and those living in it and using bilingual books
- providing a range of readily available equipment/resources from different cultures
- planning visual displays, images, art, music, cookery, role play to promote race equality
- a wide range of other opportunities

We work in the above ways to counteract racism and prejudice in the centre and in addition by:

- taking racist incidents seriously
- challenging racist comments/actions
- discussing specific incidents with individual children or groups and adults including staff, families and others
- completing racist incident forms when necessary (see Appendix 5)
- seeking advice from other professionals e.g. Quality & Diversity Service
- discussing and sharing incidents between staff to seek a solution and ensure those involved and supported, challenged and better informed
- providing training for all staff, who work with children and their families, in order to develop an awareness of racial issues and to understand the procedures to be followed in the event of a racist incident

Disability, Accessibility and Inclusion

Aim of the Centre's Policy and Accessibility Plan

The aim of our centre is to ensure wherever possible that disabled people should have the same opportunities as non-disabled people in their access to education and prevent any form of unlawful discrimination on the grounds of disability.

Meeting Statutory Duties

The governing body will take appropriate measures to ensure it meets its statutory duties:

- not to treat disabled nursery children and potential children less favourably than other non-disabled children
- to take reasonable steps to avoid putting disabled children at a substantial disadvantage

These measures are detailed in this policy and the centre's Accessibility Plan.

Staff Training

The governing body will take steps to ensure that employees and those working with the centre's authority:

- support the governing body in meeting its duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

The governing body will therefore ensure that all staff and those working with the authority of the centre are aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools. It will ensure that senior management of the school have a more detailed understanding of the requirements of the Disability Discrimination Act and the Disability Code of Practice for Schools.

Less Favourable Treatment and Reasonable Adjustments

There will be occasions where the treatment of disabled children is different from non-disabled pupils. In such cases the centre will be able to demonstrate that such treatment is justified. The reason for the less favourable treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The centre will also demonstrate that it has taken all reasonable steps to avoid the disabled pupil being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- *the need to maintain academic, musical, physical and other standards*
- *the financial resources available*
- *the cost of taking a particular step*
- *the extent it is practicable to take a particular step*
- *health and safety requirements*
- *the interest of other pupils*

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

Meeting the Centre's Anticipatory Duties

We recognise that the duty to make reasonable adjustments for disabled pupils is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for nursery trips and extra curricular activities can accommodate disabled pupils before making bookings in advance
- reviewing staffing arrangements to ensure the centre is in a position to administer medication if required
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and devise reasonable adjustments to overcome them: ensure that staff are trained and briefed on the Disability Code of Practice for Schools issued by the Disability Rights Commission

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- creating an ethos and culture which is opening and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- asking parents when they visit the nursery during the admissions process about the existence of a disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a nursery trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies

Accessibility and inclusion

The success of our centre will ultimately be judged by the extent to which it serves our community, and people with special educational needs and/or disabilities are an integral part of our community. We have produced an accessibility plan which shows how we propose to make our centre buildings as accessible as possible, how we intend to improve access to a full, broad and balanced curriculum, and how we plan to make information normally provided by the centre in writing, available to disabled pupils. The plan is available for any staff, governors, parents of community and is located in the headteacher's office.

Our centre believes that improving access to education and educational achievement by disabled pupils ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We will improve the accessibility of the physical environment within the resources available.
- Our centre accessibility plan includes a training programme for staff on further differentiating the curriculum and disability awareness.
- All curriculum policies include a reference to inclusive practices.
- Schemes of work, medium and short term planning include references to equal opportunities, special educational needs, English as an additional language, and travellers (as appropriate).
- We identify and monitor the progress of different groups of pupils: boys/girls; minority ethnic groups; special educational needs; disabled pupils; travellers; Looked After pupils; English as an additional language; chronic medical conditions.
- Assessment procedures take into account the Special Educational Needs Code of Practice (2001) and its Toolkit; the needs of English as an additional language pupils; the needs of minority ethnic pupils, including Travellers.
- We have a policy/procedure for involving all parents/carers in their children's learning and monitoring this involvement and the outcomes.
- Educational inclusion is an integral part of the centre development programme, continuous professional development and (at least annual) governors' meetings.
- We deploy resources to children with special educational needs in line with the expectations of the Special Educational Needs Code of Practice 2001.

Our centre's ethos promotes and values individuality and diversity.

Member of staff responsible for equality and race equality: Helen Snow

Member of staff responsible for SENCO/Inclusion: Gill Learmond

September 1996

Reviewed January 1999

Reviewed November 2002

Reviewed January 2003

Reviewed May 2005

Reviewed February 2009

Appendix 1**Parental and Community Involvement**

Examples of parental and community involvement:

- translating letters and notices
- writing labels and notices in other languages
- using signing with children and teaching staff to use sign language with children
- sharing their knowledge with staff and children
- bringing relevant objects into the nursery which reflect their way of life at home e.g. music tapes, clothes, religious objects, books, cards
- leading cookery/dance sessions
- sharing stories and rhymes
- liaising about home routines e.g. eating implements to provide continuity at nursery
- sharing in the celebrating of festivals
- racial awareness workshops for parents
- involving local community groups from different cultures e.g. Indonesian musician, Asian musician, Polish dancers

Appendix 2**Management and Room Organisation**

The centre is divided into easily recognisable activity areas, accessible to all. Equipment is stored at child level and labelled with pictures for easy identification. Thus children do not require a high level of language or manual dexterity to access equipment they want.

Appendix 3**Curriculum**

Examples of planned, spontaneous activities:

- talking about all aspects of ourselves and valuing the differences
- learning phrases and rhymes in other verbal and non-verbal languages
- engaging girls in construction/building activities and boys in domestic role-play
- singing songs and participating in dances from different cultures
- cookery from different cultures

Appendix 4**Resources**

Examples of the sorts of resources we provide:

- variety of fiction and non-fiction books showing differences in a positive way
- dual language books
- pictures/posters/photographs of people of different races and abilities
- musical instruments, taped music and songs that reflect diversity of culture
- fabrics and clothes from around the world
- dolls reflecting different races
- variety of cooking utensils, tools, food and recipes from around the world
- paper, pencils and paint to match different skin colours