



Little Learners
NURSERY GROUP

RACE EQUALITY POLICY

Reviewed: July 2021

To be reviewed: July 2022

Rationale

At Little Learners Nursery Group, we are committed to tackling racial discrimination, promoting equality of opportunity, good race relations and safeguard all our children. Our ethos encourages everyone to treat everyone with equal respect, whatever their faith, origin or ability.

Introduction

In April 2011, the Equality Act 2010 came into force. This Act ensures discriminations (direct and indirect), harassment and victimisation are challenged to ensure equality. This policy, along with the SEN Policy, Disability Equality Policy, Equal Opportunities Policy and Promoting Positive Behaviour Policy, is written and reviewed in light of this Act to ensure the nursery is fulfilling its statutory duty.

Commitment

Little Learners Nursery Group actively promotes race equality; opposes racism in all its forms and fosters positive attitudes. Through this, we provide a positive environment for the nursery community as a whole. We do this by:

- ❖ Treating all those in the nursery community (e.g. children, staff, directors, parents and the community) as individuals who are respected and valued for their abilities, beliefs, experiences, aspirations and potential.
- ❖ Achieving a culture where Every Child Matters and plays a positive and active part within the community.
- ❖ Creating a nursery ethos which promotes and reflects racial equality develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- ❖ Encouraging everyone in the nursery community to have a positive self image and high self esteem so that they develop their full potential.
- ❖ Having high expectations of all the nursery community and helping one another fulfil their aspirations.
- ❖ Facing equality issues openly, positively, effectively and promptly always logging and recording issues and sanctioning children according to the nursery Promoting Positive Behaviour policy.
- ❖ Identifying and removing practices, procedures and customs which discriminate on racial grounds.
- ❖ Monitoring, evaluating and reviewing outcomes to secure continuous improvements in all that we do.
- ❖ Valuing the achievements and progress of children from all ethnic groups.

- ❖ Being open and fully accountable about our policy, its implementation and its effects.

RACE EQUALITY GUIDELINES

Roles and Responsibilities

Promoting race equality and raising the achievement of all children is the responsibility of the whole nursery. These guidelines outline the roles and responsibilities of everyone involved and connected with the nursery so that everyone knows what is expected of them.

Directors

The Board of Directors review the policy on an annual basis and monitor the impact of the policy. The Board of Directors will communicate the progress of its review to the Nursery Leadership Team.

Principal

The Principal demonstrates through personal leadership the importance of this policy. He/she ensures that all staff are aware of it and understand their roles and responsibilities. The Principal is responsible to ensure the procedures of race equality are followed and reported to the Directors. This reporting is recorded and forms part of the evidence base for the effective implementation of the Equality Act 2010.

Children

Children will contribute to the development of the race equality policy and be made aware how it applies to them. They will be encouraged to treat each other with respect and to report incidents of a racial nature to an adult.

1. Monitoring the race equality plan

Our nursery monitors the impact of this policy on children from different ethnic groups; we monitor the impact of our policies on the attainment levels of all our children. We collect information about children's performance and progress, including by ethnic groups. We will analyse it and use it to examine trends.

Monitoring information helps us to:

- ❖ Ask why these differences exist and test the explanations given
- ❖ Highlight any differences between children from different groups
- ❖ Decide what further action will be necessary to meet particular needs and to improve the performance of children from different ethnic groups

- ❖ Take action to make improvements, report statistics to directors and identify trends.

2. Assessing the impact of the policy

We assess the effectiveness of our policy on children from different ethnic groups through existing arrangements for developing and reviewing other nursery policies.

3. Complaints Procedure

If any director, member of staff, child or parent feels this policy is not being fully implemented, then they should raise the matter with the Principal who will take appropriate action. This may include an investigation and a report on the issue. If there is a formal complaint then the nursery's normal complaint procedure will be used. All complaints will be recorded.

The ethos of the Nursery

- ❖ The race equality policy is reflected in the ethos of the nursery and is explicit in all the nursery's policies.
- ❖ The nursery has a separate policy which clearly set out the procedures for handling and reporting complaints and incidents.
- ❖ Steps are taken to ensure that everyone associated with the nursery is kept informed about the racial equality policy and procedures and abides by them.
- ❖ Policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the nursery community.
- ❖ There is appropriate inclusion of all ethnic groups within all relevant communication and promotion initiatives.

Children's' achievements and progress

- ❖ Each child's attainment and progress in individual subjects is monitored by ethnicity and by gender and disability.
- ❖ The nursery has strategies for tackling differences in the attainment and progress of particular groups.
- ❖ Targets are set for individual children by ethnicity so staff are aware of the ethnic background of each child and are aware of current concerns regarding the underachievement of certain groups e.g., African

Caribbean, Bangladeshi and Pakistani boys in particular.

- ❖ The nursery values the achievements and progress of children from all ethnic groups.
- ❖ The nursery aims to positively respond to every child's support and guidance need.
- ❖ Staff challenge racism and stereotyping; they promote racial equality in education.
- ❖ Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

Curriculum

- ❖ The nursery promotes an inclusive curriculum which reflects the multi-ethnic and multi faith nature of the district and our society.
- ❖ Racial equality and ethnic diversity are promoted and racism and racial discrimination challenged in all we do.
- ❖ Planning takes a positive account of the ethnicity, religious background and language needs of all children.
- ❖ The nursery monitors and evaluates how appropriate the curriculum is for all children and makes changes where necessary.
- ❖ Assessment outcomes are used to identify the specific needs of minority ethnic children, to inform policies, to plan and allocate resources.
- ❖ Teaching methods and styles take account of the needs of children from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- ❖ The nursery takes active steps to ensure that resource allocation is used to promote a curriculum and learning experience which is relevant and appropriate to all children. It promotes a greater understanding of cultural diversity and challenges racism and racial discrimination in all areas of the curriculum.
- ❖ Resources available to meet the specific needs of children from minority ethnic groups including dual language resources are used appropriately.
- ❖ The nursery makes full use of resources available within local minority ethnic communities. It shares its own resources with the local community wherever appropriate.

- ❖ The nursery actively encourages and responds to partnership with supplementary nurseries wherever possible to raise attainment and to encourage community cohesion.

Guidelines on working with children who have English as an additional language (EAL)

- ❖ The nursery recognises and values bilingualism.
- ❖ The language and learning needs of bilingual pupils are clearly identified and appropriate support is provided.
- ❖ The nursery reflects and develops children's cultural and faith backgrounds. This is shown through the development of resources, displays and facilities throughout the nursery.
- ❖ The nursery will seek to provide community language and dual language texts, both fiction and non fiction, in order to promote children's and communities access in their first language.
- ❖ The nursery draws on the skills of parents and local communities to produce and develop language resources.
- ❖ Where appropriate, the nursery will seek to provide high quality interpretation and translation of key documents and activities.

Children's Behaviour

- ❖ The nursery's behaviour procedures are appropriate and fair and are applied equally to all pupils. Monitoring by ethnicity is undertaken and procedures modified where necessary.

Racism and racial harassment

- ❖ There is a clear policy and established procedure for dealing with incidents of racism and racial harassment which is understood by everyone in the nursery community.
- ❖ The nursery monitors and records racist incidents.

Admissions and transfer procedures

- ❖ The Directors will take active steps to ensure that the admission procedures are fair and equitable to children from all ethnic groups.