

Sandbank and Valley Nursery Schools Federation

Race Equality Policy



April 2023

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Our Inclusive Vision Statement

At Valley Nursery School we strive to create a happy atmosphere where learning is fun. Where children, parents and staff learn together and where all develop to their maximum potential.

We believe children learn most effectively by using all their senses and through their own activity and first hand experiences. The learning environment is planned so that children grow in independence and take increasing responsibility for themselves.

Each child is an individual and has needs that should be met in an atmosphere that celebrates diversity. Children need acceptance and approval in order to develop a positive concept of self and grow in confidence and self-esteem.

Our values and commitment to Race Equality

The nursery is committed to:

- promoting race equality, challenging racial discrimination and promoting good race relations
- respecting and valuing the differences between people
- valuing and meeting the individual needs of all children in our care
- providing an environment where everyone feels welcome and valued and able to achieve their full potential
- having high expectations of all children
- recognising the presence of racism in society and being proactive in challenging racist attitudes, language and behaviour
- preparing all children for life in a multiracial society
- challenging racial stereotyping through learning opportunities and positive images in resources
- regular assessment of policy and practice through self-review procedures

Implementation and responsibilities

All members of our school community have a responsibility to promote race equality and everyone involved with the nursery is required to adhere to the race equality policy.

The nursery implements the policy by:

- ensuring the inclusion of race equality targets in the school development plan and other strategic plans
- ensuring that the whole nursery community is aware of and understands the implications of the race equality policy
- using ethnic analysis of achievement against the National Foundation Stage Profile and pastoral assessments to identify specific strategies for tackling identified disparities between different groups.
- reviewing all policies to ensure that they are consistent with the race equality policy

The management body:

- ensures that the nursery fulfils its general duty under the Race Relations (Amendment) Act 2000 and that the race equality policy, its procedures and strategies are implemented fully
- is proactive in promoting race equality, challenging discrimination and promoting good race relations
- promotes a learning environment which encourages, enables and supports all children in meeting their individual potential

The Head Teacher:

- with the Governing Body, ensures that the policy, its procedures and strategies are implemented fully
- ensures that all members of the nursery community are aware of the policy and their role in promoting it
- enables all staff to access appropriate training and support to enable them to fulfil their responsibilities
- takes lead responsibility for race equality within the nursery
- develops an action plan for implementation of the race equality policy and monitors its effectiveness. The action plan is expressed as a Race Equality target within the School Improvement Plan and includes mechanisms for annual review.
- Takes lead responsibility for recording, reporting and monitoring all racist incidents in lines with the Local Authorities policy and procedures

All staff/adults:

- are aware of their duty to promote race equality, challenge discrimination and promote good race relations
- fulfil their role within the Local Authorities procedures for monitoring racist incidents

- ensure that children from all racial groups have equal access to the curriculum
- ensure that all children feel valued
- have high expectations of all children
- promote race equality and diversity through their relationships with children, parents, other adults and the wider community

Children's personal development and pastoral care

The nursery is committed to providing an environment where all children feel secure, confident and valued. All children are valued as active, competent learners. The personal, social and emotional development of all children is central to all nursery activities.

Learning and teaching

All learning opportunities incorporate principles of race equality, challenging discrimination and promoting good relationships between all children. Staff have high expectations of all children based on full information relating to their achievements and needs. They ensure that all pupils are treated with equal respect and have equal access to the curriculum. Resources that are reflective of the culturally diverse community support the learning environment. Children's individual learning needs and styles inform teaching strategies and learning opportunities.

Admissions and attendance

The nursery ensures that:

- the admissions policy does not disadvantage children from particular racial groups and that action is taken to eliminate any inequalities identified
- the admissions policy is monitored and reviewed to ensure equality of opportunity for all families
- comprehensive information relating to children's ethnicity, home language and religion is collected as part of the admission and induction process
- provision is made for leave of absence for religious observance
- follow up of absence is sensitive to religious and community issues

Partnerships with parents

Parents are valued as a child's first and enduring educators. The nursery is committed to involving all parents in the learning journey that their children are

engaged in whilst they are with us. Information to parents is presented in an accessible way and takes into account the language backgrounds of parents. Where possible this includes use of translated materials and oral communication including community language support.

Staff recruitment and professional development

The nursery:

- adheres to the Local Authorities procedures for the advertising of posts to ensure fair and equal access to interview
- ensures that all those involved in recruitment and selection of staff are aware of their responsibility to avoid racial discrimination
- encourages all staff to develop and achieve their full potential through access to professional development opportunities
- monitors take up of professional development training by ethnic group
- monitors the performance management/appraisal procedures to ensure that they do not discriminate on grounds of race or ethnicity

Monitoring and impact assessment

The policy is monitored to determine the positive effect it has on:

- The whole school
- The children
- Parents and carers
- The staff

Monitoring of the impact of equality/inclusion strategies on individuals from different racial groups is through regular review of progress, achievements and wellbeing. The policy itself is reviewed as part of the nursery's rolling programme of policy review. Monitoring procedures will be as identified in the School Improvement Plan.

The nursery mainstreams race equality by building key assessment questions into policy development and review processes in all areas.

Breaches of the policy

The nursery opposes all forms of racism, racial discrimination and racial harassment. All incidents of discrimination or harassment because of race are taken seriously and are reported, recorded and monitored by the head teacher

using the Local Authorities agreed procedures. All racist incidents are recorded and monitored internally. A review of the types and frequency of these incidents is submitted to the Local Authority.

Any racist incidents which are severe or part of a repeated pattern are reported immediately to the Local Authority.

All parties involved in racist incidents are supported and fully involved in any investigation. The nursery takes action to resolve the incident and access support from the Local Authority where appropriate. All action taken is recorded and included in the termly summary submitted to the Local Authority.