**Dorothy Gardner Centre**

**Mary Paterson Nursery School**

**Queen’s Park Children’s Centre**

**Equal Opportunities and Race Equality Policy**

We are committed to offering the opportunity to all children, parents and

staff to be included, respected and enabled to succeed. The school governors share this commitment. The federation recognises that discrimination and bias exist within society. Our aim is to work towards redressing this imbalance through our equal opportunities policy.

We believe that Dorothy Gardner, Mary Paterson Nursery School and the Queen’s Park Children’s Centre offer children, families and staff the opportunity to enhance their well-being and extend their learning. In order to ensure that this is the case we will work actively to provide equal access and opportunities for all by improving equality of opportunity for children and adults with protected characteristics. This includes all users irrespective of gender, sexual orientation, age, marital status, disability, race, colour, religion, ethnic or national origin and creed.

We recognise that equal opportunities does not mean treating everyone the same, but means recognising differences and consulting with those affected by inequality to eliminate discrimination.

PRINCIPLES INTO PRACTICE:

* All children and families have a sense of belonging and to feel valued and respected
* The learning/ work environment to be representative of the diversity within the nursery community and to be free from discrimination
* The learning/ work environment should be accessible to all and responsive to the school community and its needs.
* All users to interact with each other in a sensitive and respectful, non- stereotyping and non-discriminatory way.
* Services that are responsive to the community and systems that incorporate opportunities for discussion, contribution and change.
* Monitoring systems are in place to ensure that parents are equally included in the life of the school

What we will do:

* All families will receive a home visit prior to their child starting nursery
* Home visit packs are available in core languages
* Every child will have a key worker
* Senior leaders meet with new parents when their child starts
* Staff will make themselves accessible during the 15 minute opening up period for short conversations with parents/ carers
* At least one member of staff will welcome children, families and carers at the beginning and end of every session
* Dual text story bags provided for borrowing
* Make small adaptions to the nursery environment where possible e.g. for parents / siblings in wheelchairs, provide a private space for breastfeeding, use interpreter’s etc
* Invite parents/ carers to be a parent governor
* Parents/ carers invited to cook with children
* Termly parties/ concerts
* Race Equality

Rationale

We believe race equality is about the celebration of diversity, the prevention of racial discrimination, the promotion of equality of opportunity and the active encouragement of good race and cultural relations across all areas of the federations work linked to fundamental British values. We believe this is essential in encouraging the formation of positive self-esteem in children and families. This, in turn, enables them to fulfil their potential.

Purposes

* To recognise our duties under the Race Relations (Amendment) Act 2000 and apply Westminster City Council’s Race Equality Policy
* To ensure a whole school approach is used to promote racial equality and eliminate discrimination
* To ensure that diversity is recognised as having a positive role to play within the school
* To recognise the importance of language and culture to a person’s sense of identity and belonging
* To ensure that clear procedures are in place so that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently
* To ensure the environment and resources of the school are inclusive and promote diversity and racial equality.
* All racist incidents are recorded and reported to the governors and the WCC
* All racist incidents are dealt with, in the hope that they will not be repeated and those responsible understand why such behaviour is not acceptable
* Any racist behaviour by staff is dealt with under the disciplinary procedures laid out in our discipline policy
* We regularly monitor the achievement of ethnic minority pupils. If inequalities are found we will address them

Guidelines

1. The rationale and purposes above are applied to our full range of policies, procedures and practices including those concerning:
* Children’s progress, assessment and attainment
* Behaviour
* Teaching and learning
* The content of the curriculum
* The learning environment
* Partnerships with parents, schools and communities
* Staff recruitment and professional development

2. All staff will address any racist incidents that may occur; know how to identify and challenge racial and cultural bias and stereotyping; support children for whom English is an additional language; and incorporate principles of equality and diversity into all aspects of our work. We do this by encouraging and modelling:

* Positive attitudes about people different from ourselves
* Empathy and understanding between all children, families and staff
* We can also encourage children to: Bring stories of their everyday lives into the school as part of their learning. Think critically, to consider different opinions, to analyse information and make up their own minds. Recognise the interdependence of individuals and how their actions can affect the lives of others.
* Use links with the SMSC curriculum, trips and FBV to celebrate the cultural identity of children, parents and staff across the federation

3. As a school and as individuals we are aware:

* Of the need to assess our own attitudes, prejudices and opinions about different ethnic and cultural groups.
* That every child should have equal access to the full range of learning opportunities
* That the range of resources available and environment created at setting should reflect the lifestyle, culture and traditions of our community.
* That our own education may have been mono-cultural and that we may need to extend our knowledge of diversity

4. All racist incidents and complaints of racial discrimination and racial harassment against users or staff will be recorded and reported to WCC termly. Incidents and complaints are investigated within a specified time period. Action is taken to prevent incidents from recurring.

CHILDREN AND PARENTS WITH ENGLISH AS AN ADDITONAL LANGAUGE

Information about home languages will be collected on application forms and admission documents. This information will be used to inform staff’s understanding of the child and family so that we can provide appropriate resources.

The home visit and settling-in process will ensure that parents and children will feel

comfortable at school and will be the start of the partnership between home and school that is essential for young children’s learning. Interpreters will be used where necessary and possible to ensure that parents have information about school policies and procedures and their children’s progress and achievement.

During a child’s first term, staff will assess her/his level of understanding and use of English. This information will be used to plan appropriate experiences.

The achievements of EAL children will be analysed each term. We will compare the progress in English acquisition between different language groups and take appropriate measures if one group is taking significantly longer than another to progress.

We will also monitor the overall achievement of EAL children as compared with mono-lingual children to ensure they are learning in all areas of the curriculum.

Displays and resources throughout the school will acknowledge, celebrate and support the diversity of different cultures and languages in the local area.

**Approved by the FGB November 2018**

**Review date – November 2020**