

Growing Together Federation

Bowerdean Nursery School
Henry Allen Nursery School
Mapledean Nursery School

INCLUSION POLICY

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Our nurseries provide care and education for a wide range of children in Buckinghamshire; they are multi-cultural and provide for the diverse needs of the communities they serve. We aim to enable children to learn to value and respect people who are different from themselves. We aim to promote the individuality of each child, irrespective of their ethnicity, attainment, disability, gender or background. We aim to reflect the multicultural nature of our local communities and we ensure that the education we offer fosters positive attitudes to all people.

The Equality Act 2010 places a duty on schools to

- Promote racial equality
- Promote good relations between people of different racial groups
- Eliminate unlawful racial discrimination.

Definition of inclusion

According to members of the National Early Years Forum in 2003, inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging. It reflects an aspiration to ensure everyone can be included and participate. It is actively promoting children's feelings of belonging, self-esteem, pride in their own cultural and family backgrounds and in the language they speak while respecting and valuing those of the rest of the group. Inclusion means removing sexism, ableism, racism and other inequalities.

To be effective we need to address the broader issues on inclusion which range from preventing physical and verbal bullying to developing positive attitudes between the children and between staff, children and families. The early years are critical for learning and developing attitudes and behaviour including towards those who are different from themselves. These differences include those of nationality, skin colour, language, religion and ethnic background.

Our nurseries will ensure that everything we do promotes equality and removes discrimination.

Inclusive Practice

Inclusive practice means working together with our families to develop a common understanding of the importance of removing stereotypes from their lives so that all children can benefit fully and equally from what we offer. We welcome children from all backgrounds regardless of their specific requirements. We create an ethos whereby all children, their families and staff feel equally valued. Each child is made welcome and has their needs met. Children's names are accurately recorded and correctly pronounced. They are encouraged to accept and respect names from other cultures. Children feel their own background is acknowledged and valued in the nursery. We view linguistic diversity positively; children are encouraged to use their home language. We create a warm, welcoming and relaxed environment in which all children feel safe, happy and at home. We provide children with enriching play opportunities which are available and accessible for every child; activities are adapted so that everyone can join in. We observe children to assess their levels of participation. We monitor children's achievement, behaviour and attendance. We encourage all children to feel self-confident, proud of themselves and their families without feeling superior or inferior to others. We focus on children's abilities not their disabilities. We provide a positive attitude towards disabled children where staff support and encourage children to reach their full potential. We actively intervene if children, students, parents or members of staff are physically or verbally abused. We attempt to reflect every child's culture, gender, religion, language, method of communication, disability and skin colour in the environment.

Provision of Opportunities

We provide regular opportunities for children to consider concepts of fairness and justice, to empathise and to take responsibility to ensure every child is included. We give children opportunities to express themselves and to feel their contributions count to build self-esteem and confidence. We provide rich and diverse cultural experiences, making cultural diversity an integral part of the curriculum and celebrated

within the day to day programme. We are aware of the profile of staff and governors and how it reflects the local community. We lead discussion on issues of equality, race, gender and disability. We actively intervene if children, students, parents or members of staff are physically or verbally abused. All forms of discrimination are treated seriously. A careful note is taken of such incidents. It is always made clear that such behaviour is unacceptable. Any adult who witnesses an incident must follow these agreed procedures:-

- Stop the incident and comfort the child who is the victim. Explain why the behaviour is inappropriate and make clear that it is unacceptable.
- If the incident is witnessed by other children, tell them why it is wrong.
- Racist behaviour and comments are never tolerated, condoned or ignored.
- Parents are informed if a child demonstrates racist behaviour or attitudes.
- Report the incident to the Headteacher and inform her of any action taken.
- Record what happens.

Training and Development

We continue to challenge our own views and explore how they can become more inclusive, through training and reflective practice. We continue to increase our awareness of the inclusion issues facing children and families and address them effectively. We will draw on local community knowledge of cultural, religious and social issues facing children and families. We will promote ECM's 6th outcome 'be equal'. We will keep up to date with equality legislation by attending training and information opportunities. We will collect and analyse attainment and other data by ethnic group, to put in place strategies to close gaps in attainment and achievement.

Promoting Principles

To have a culturally appropriate curriculum, checking with parents that the resources reflect the diversity of cultures and lifestyles represented in the nursery.

To ensure that equality is integral with quality.

To have a child-centred approach.

To have positive expectations of children.

To promote the importance of play.

To promote healthy eating and healthy living.

To involve and consult with children and families.

To challenge bias and prejudice.

To be part of multidisciplinary working and partnerships safeguarding children.

If anyone in the Federation feels that this policy is not being followed then they should raise the matter with the Headteacher. If this is a formal complaint then the nursery's complaints procedure will be followed.