

Cowgate Under 5 Centre
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Edinburgh
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Head of Centre
Lynn McNair



POLICY ON RACIAL EQUALITY

Eco Schools[®]
Award 2005

BACKGROUND

The Cowgate Under Five's Centre is situated in the heart of the old town and is the first centre of its kind in Edinburgh, having opened its doors to pupils in August 2002. It offers flexible and affordable all year round wraparound care and education to children aged 0 to 5. It serves the area of South-East Edinburgh but many children come from further a field. There is a rich cultural, social and ethnic mix of families.

Accommodation is on two levels within a state of the art, purpose built facility. On the ground floor, there is a cloakroom, the Head Teacher's office, reception area, cleaners' cupboard, music room, pupils and adults toilets, nappy changing area and three bright, attractive classrooms each with its own kitchen, and quiet and storage areas. Upstairs, there is a parents' and community room, a staff room, staff toilets and a kitchen facility. Outside there is a sheltered terrace that leads out of the pre-school room and a main playground with a garden area. The garden is south facing. Trees surround it and these provide shelter against the elements. The ground is tarmac with some rubber matting.

The current school roll is - 57 children. The children can attend in a variety of ways, morning or afternoon, full day or families can buy extra hours.

Hours open 7.45am. – 5.45pm.

The staffing consists of Head of Centre, Deputy Head of Centre, Teacher and 12 Nursery Nurses. Qualifications vary amongst the staff. Some of the staff have no formal qualifications. The centre is used regularly for placements of students training as teachers and nursery nurses. There is an active parent/staff consultation group.

Enrolment data for the nursery clearly establishes that at present:

- The average class size in the nursery is 32.
- 12 %of the children have a full-time place at the nursery.
- 13 % the children are from a minority ethnic background.
- 13 % of the parents speak English as a second or additional language.
- 8 % of the pupils are identified as having additional support needs.

AIMS

This Race Equality Policy enables the Cowgate Under 5's Centre to meet its statutory obligations under the Race Relations Act 2000 to:

- Achieve racial equality and remove all forms of discrimination on the grounds of ethnic background or origin.
- Promote equal opportunities and good relations between people of different racial groups.
- Address issues of Fairness and Equality as set out in "The Child at the Centre", 2000 (HMIE).
- This policy, together with those, which it complements (e.g. Creating a Positive, Equal Opportunities, Behaviour, etc.), sets out the ethos for the whole school community.
- In accordance with the principles and aims of the City of Edinburgh Council Education Department, the CUC will celebrate diversity, promote equality and remove barriers to learning.
- The Centre will provide an inclusive environment where every individual is treated with respect and dignity.
- Each person involved in our centre will be given fair and equal opportunities to develop their full potential with positive regard to ethnicity, cultural and religious background.

- This centre will promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.
- Children in the centre will be prepared for life in a multicultural society and will be assisted in appreciating the benefits of diversity so that they understand race equality and demonstrate positive attitudes to all people regardless of their ethnic, cultural, linguistic or religious background.

WE AIM TO ACHIEVE THIS BY:

- Ensuring all members of our community (e.g. children, staff, parents and visitors), are treated as unique and equal in importance to others.
- Encouraging everyone within our centre community to celebrate diversity.
- Promoting mutual respect, acceptance, kindness and tolerance.
- Identifying and removing all practices, procedures or customs found to be discriminatory of a particular ethnic group.
- Preparing a race equality audit.
- Embedding race equality within the curriculum and in learning and teaching approaches.

- Positive steps are taken to gather the views of minority ethnic parents and members of the local community about the quality of service provided by the centre and its relationship with the local community.
- Opportunities will be provided for staff to evaluate the anti-racist work in the centre.
- Measures are in place to evaluate the success of promoting anti-racism in the centre. Parents are consulted with about race equality developments and given feedback on progress.
- The head of the centre and senior managers give full support to the member of staff responsible for promoting race equality in the centre and ensure that this work is given high status and priority within the staff team.
- Information on anti-racist education shall be made available to all staff.
- Time is given through the development plan to allow staff to openly discuss the success and failures of delivering an anti-racist curriculum in the centre.

SIGNING OFF:

This Race Equality Policy was formally adopted by the Cowgate Under Five's Centre on 24th May 2005.

Headteacher: Lynn Mc Nair

Teacher: Ana Miller

Parent: Xema Davies-Vengoechea

8. Equal Opportunities

- The centre will ensure children and families of diverse ethnic, cultural, religious or linguistic backgrounds to benefit from its educational services equally.
- Fair recruitment practices and positive action will be in place during staff recruitment procedures, specially in the case of members of minority ethnic communities.
- Opportunities are sought to provide children with positive minority ethnic role models.
- Where available, visiting English as an Additional Language (EAL) staff will be supported by the management and staff of the centre.

9. Management, Leadership and Quality Assurance

- A member of staff has responsibility for taking an overview of race equality matters in the centre.
- All policies in the centre will be "equality proofed" and race equality shall permeate our policies.
- The centre shall take full account of the local authority's Anti-Racist Policy and ensure all practices in the centre are consistent with this as well as race equality legislative requirements.

- Monitoring and reviewing our practice to ensure that racial equality is promoted at all times.
- Ensuring that children and families from different racial groups are equally involved in the life, consultation and decision-making processes within the centre.

ROLES AND RESPONSIBILITIES

Each member of the centre community has a role to play in meeting the aims of the race equality policy. However, specific responsibilities lie with different individuals:

The Head Teacher/Centre Manager is responsible for:

- Preparing and implementing an establishment race equality policy in line with the education authority's Race Equality Education Policy.
- Monitoring and assessing the impact of the Centre's Race Equality Policy.
- Monitoring the impact of all the centre policies on children and parents/carers from Black and Minority Ethnic backgrounds.
- Ensuring that all staff, children, parents/carers and external contractors are aware of the Race Equality Education Policy.

- Integrating race equality within the development planning of the centre.
- Providing the education authority with information regarding staff monitoring.
- Monitoring attainment of Black and Minority Ethnic children and taking steps to address any underachievement.
- Ensuring that information to parents is in a format accessible to parents for whom English is an additional language.
- Designate a member of staff to co-ordinate the response to bullying and racism within the centre.
- Record any racist incidents and treat them according to the authority policy and guidelines.

Equalities Working Group Members are responsible for:

- Working with the school to promote awareness of multicultural, inclusive initiatives within the centre staff, parents and children.
- Role-modelling a positive attitude towards celebrating diversity.

All staff (Teachers, Nursery Nurses and Support Staff) are responsible for:

6. Ethos

- The centre will ensure that all of its members, including those who identify themselves as part of an ethnic minority, identify strongly with the centre and are happy to be there, feel welcomed and supported.
- The promotion of diversity, equality of opportunity and a sense of fairness shall be at the core of the work of the centre at all levels.

7. Resources

- Diversity is celebrated in the ethos of the centre through displays of community languages, a range of cultures and religions, children's work and through evidence of links to local minority ethnic communities and groups.
- The centre will strive to keep and increase its good stock of resources for teaching about diversity and anti-racist education and teachers contribute to this by sharing books, packs and materials, which they develop.
- Posters and leaflets promoting positive racial equality and ensure that racism is seen to be unacceptable will be displayed in the nursery.
- Teaching and learning materials in different languages or that celebrate a diversity of cultural backgrounds shall be made available for children, staff and parents.

- Clear guidance is given for handling sensitive information such as refugee status.
- All racist incidents will be investigated and handled with concern and sensitivity. No racist incident reported will go unchecked.
- Where staff, parents or children are resistant to development of race equality in the centre, the management team drive the necessary changes forward.
- Children who demonstrate positive attitudes towards others (including challenging racism) shall be valued and praised accordingly.

5. Support for Staff

- Staff contributions to the development of anti-racist education will be supported and valued through the staff development and review process and such work will be disseminated where appropriate.
- The management team shall recognise and deliver Where staff require further support in delivering race equality education or in dealing with discrimination incidents.

- Promoting equality and fairness in all aspects of their work.
- Responding appropriately to racism and racist incidents where they occur.
- Delivering a curriculum that acknowledges and celebrates diversity.
- Making themselves aware of their duties under the legislation, the Race Equality Education Policy and their local establishment policy.
- Taking up CPD opportunities where appropriate to extend their knowledge of race equality within the context of their post.

Parents are responsible for:

- Sharing information with the centre about their cultural backgrounds.
- Supporting and working with the centre to promote tolerance and equality.

COMPLAINTS PROCEDURES

- If anyone in the centre feels that this policy is not being followed then they should raise the matter with the head of the centre. If there is a formal complaint then the centre's complaints procedure will be used.

IMPLEMENTING THE POLICY

This race equality policy is linked to the centre aims and values and all other policies, which derive from it. It also links to other plans the centre is obliged to produce such as its Development Plan.

ENFORCING THE POLICY

- A child or a member of staff who does not comply with the requirements of this Policy and their duties/responsibilities under the Authority's Race Equality Education Policy and the Race Relations (Amendment) Act, 2000, will be disciplined through the existing procedures.
- Parents are encouraged to support and work with the centre to implement the Policy.
- Visitors to the centre or contractors working in the centre shall be made aware of the contents of the Centre's Racial Equality Policy.

ASSESSING THE IMPACT OF THE POLICY

- As a centre we will strive to assess the impact of this and other policies on children, staff and parents from different ethnic groups. We will assess whether our policies have, or could have, an adverse impact

4. Support for Children and Families

- A clear, well-defined policy on dealing with racial incidents and bullying will be communicated to all staff and parents.
- Children will be made aware that racist behaviour will not be tolerated, condoned or ignored within the centre.
- A variety of mechanisms will be set up to enable children to feel comfortable in reporting racist incidents to staff and confident in challenging racism and racial incidents.
- Staff will be trained with regard to racism and dealing with racist incidents.
- Children who display racist behaviour will be given attention and will be helped in developing alternative behaviour and attitudes.
- A range of regularly updated resources and teaching methods will be used to put across the values of tolerance and inclusion to all
- In case a racist incident arises, parents of the children involved will be contacted and made aware of the situation.
- Racist graffiti would always be immediately removed.
- Children who encounter racial discrimination or harassment will be supported fully.

- Staff will be trained to identify and challenge the ways in which discrimination manifests itself in education against people of a different ethnic background, e.g. Gypsy Traveller families, asylum seekers, Muslim families, etc.
- Staff members shall ensure that stereotypical assumptions are not made about any children.
- The centre shall prominently and actively value bilingualism and provide bilingual children with resources in their own language.
- Information on the centre and its curriculum will be made available in different languages or offered through an interpreter as appropriate, to children and parents whose first language is not English.
- When children of a minority ethnic background requires additional support, the centre will acknowledge any particular needs and ensure the provision of services such as translation of the child's report is available to parents if required.
- The development plan will permeate the curriculum with a combination of race equality elements and clear references to anti-racism.

on children from different racial groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other centre policies.

HOW RACE EQUALITY IS PROMOTED

1. Curriculum

- All children will be given opportunities to explore issues of race equality and diversity in the curriculum. Children will be enabled to appreciate the diverse nature of the society in which they live.
- Every child's background will be acknowledged and valued in the centre.
- Multicultural and inclusive education will permeate the whole curriculum, differentiated to meet the needs of all the children.
- Staff should evaluate the effectiveness of the delivery and content of inclusive education regularly and use such information to make adjustments and improvements to the curriculum.
- Children will be made aware of the unacceptable nature of racial discrimination (name-calling, bullying, etc) and will be given tools to challenge it in themselves and others.

- Staff will incorporate multicultural and inclusive activities and materials in the centre's 'learn through play' approach.
- Consideration is given to a wide range of cultural approaches to play and learning.
- Parents and staff will be made aware of the purpose and aims of anti-racist education.
- Whether as a discrete course or embedded into areas of the curriculum, children's work on race equality is assessed and given equal status to other pieces of work.
- Anti-Racist and anti-bias programmes will form part of the Social Education Programme e.g. in Circle Time discussions, Story Time, etc. and will be delivered to all children, including those receiving learning support.
- A range of regularly updated resources and teaching methods will be used to put across the values of tolerance and inclusion to all pupils.
- Where appropriate, activities and planned programmes of work will be made available for minority ethnic children in order to promote cultural identity and self- confidence.

2. Children's Development and Progress

- Staff will ensure minority ethnic children are developing at least at a level equal to the average children in the centre and that bilingual children's attainment levels are consistent and are as good as or better than national averages.
- An inclusive learning environment will be ensured through classroom management (e.g. group work, seating arrangements, classroom displays, behaviour, etc).
- Course planning and resources shall recognise the diversity of children's ethnic, religious, linguistic and cultural backgrounds fully.
- The progress of minority ethnic children is carefully monitored and assessed for any evident or developing trends and strategies then put in place to address these.
- Children's awareness of race equality is reported to parents as part of the normal centre reporting process.

3. Development and Learning through Play

- Recognition of diversity in Scottish society is planned and progressed throughout the centre to ensure that it is embedded in all areas of the curriculum, at all stages and as discrete units of work where appropriate.

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