



## **Cornerstone Nurseries Inclusion Policy**

As childcare professionals we have an important role to ensure that we act as good role models ensuring that all children receive fair and just treatment, and in turn that they treat others with respect. The diversity of individuals must be valued at all times and differences celebrated.

### **Procedure**

All children are entitled to enjoy a full life in conditions which will help them to contribute to society and develop as an individual with their own unique cultural and ethical beliefs.

We recognise that families who use our nursery come from different cultures and backgrounds and we must therefore ensure that all employees have a good understanding of these cultures and beliefs. It is Cornerstones policy for staff to embrace cultural diversity and ensure that activities and play equipment reflect living within different communities. We must ensure that our everyday life at nursery including displays, behaviour and resources reflect this. We should not “preach” about the different cultures and beliefs but to ensure that the children have a full understanding of living in a multicultural world.

All children have the right to be supported and to be treated with equal respect.

**There should be no occasion where any child cared for in our facility receives less favourable treatment than others.**

Cornerstone nurseries believe that “Every Child Matters” and that;

- Children deserve to be treated fairly,
- Children should be treated as individuals,
- Parents wishes are listened to,
- Staff must not impose their personal beliefs on any child,
- Staff should not be less favourable or treat any child different to what they would expect to receive themselves.

### **Employee Responsibilities**

Cornerstone nurseries employees must;

- Encourage children to develop positive attitudes to differences in cultures, language, race, disability, belief, and gender.
- Encourage children to develop and learn without prejudice,
- Ensure children have access to a range of resources for all ages and stages of development,
- Fully integrate equality and diversity with all activities and displays reflecting living in a

- diverse society,
- Plan all activities to reflect unbiased attitudes,
- Use resources to encourage a greater understanding of a diversity of people within the community and the world we live in,
- Challenge any racist, sexist or unkind remarks from children by communicating that unkind remarks are hurtful. (see also - Anti-bullying policy).

### **Children with English as an additional language (E.A.L)**

Children may enter the setting without use of or with limited English Language and may need some additional support when settling into and attending Cornerstone nurseries.

Employees will work in partnerships with the parents and the nursery SENCo to identify strategies and techniques to help the children gain an understanding of their new environment.

Parents will be asked to complete an all about me profile when their child starts with us at Cornerstone. Within this profile there is a section where parents can provide some key words in the child's home language, these can be used to support your child whilst settling into the nursery. We also have some simple word sheets displayed within the room for each language for the staff to refer to during the day or staff will speak with parents to learn key words. Staff in the nursery will use simple language for the children including one to two word instructions with signs and gestures, to help communication between the child and the member of staff.

We also have some recordable items that parents can talk into in their home language and record, we can then let the children listen to these if we feel this may help a child settle in and not distress them. We have these recordable items around each room and can be used to direct the children to different activities. For example these may be used during snack time to ask the children which fruit they would like or by the water table to ask the children if they would like a drink in their home language.

Alongside our recordable items, we also have a number of visual photos around the room to show the children where different toys and activities are kept. For example on our animal box there will be an image of animals and on a car toy box there will be an image of cars. As well as helping the children with choosing which activities they would like to play with, this also allows the children to begin to understand the routine including tidy up time. This is done in the younger rooms as children can see the toys in the older rooms

When it comes to ensuring children with English as a second language are able to understand and follow the routine of the day we will often use objects as a point of reference for them. For example before meal times we will often show them a plate or bowl and say "Lunch time" so that they can start creating links between the object, spoken language and the part of the routine that is happening

Visual folders are provided in the rooms with photos of the different activities and toys available for the children to look through, they can point to the different activities they would like to take part in if they find it hard to communicate. Also within these folders are a now and next board, choice boards and makaton signs. Our now and next boards are used alongside visuals of the daily routine to show the children what is happening now and what is going to happen next. For example if the children are having a snack and then moving on to the garden the now and next board will show a visual of their fruit and then a visual of the garden. Alongside our now and

next boards each room has a visual timetable with photos to show the routine of the day so the children can always see what is going to happen next. Makaton signs are used regularly throughout the daily routine of nursery and can be used to support language for all children. We have a Makton word of the week which is used throughout all of the rooms and is also shared on our nursery facebook pages for our parents to also use at home.

Language boxes are completed daily within our preschool rooms, and these can be beneficial for all children as well as those with English as an additional language. Our language boxes include a range of games and activities for the children to join in with to help promote the use of language and communication. These are usually carried out as part of a small group and give each child the opportunity to learn new language skills. As well as in our preschool rooms our 2-3's also take part in language boxes from time to time to get them introduced to language.

We have a range of multicultural books for staff to read to the children as well as our penpal books. The books are connected to special pens that will read stories in different languages for the children to listen and interact with. We have these in a range of different languages for the children to use and to hear stories in their home language. As well as being able to read stories in the child's language, our pen pal books can also tell the story in english. We also have a range of story sacks including books and props that can be used to show the story.

The nursery and parents can gain additional help and advice from the Ethnic Minority and Traveller Achievement Service (EMTAS) if needed.

<https://www.hants.gov.uk/educationandlearning/emtas>

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Reviewed 22/03/2024 CJS Review annually