**St Joseph’s Pre-school Playgroup**

**Equality and diversity and inclusion policy**

**Introduction**

St Joseph’s Pre-school Playgroup is committed to the equality of all people of any age. We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

**Aim**

We aim to:

* provide a secure environment in which all our children can flourish and in which all contributions are valued;
* include and value the contribution of all families to our understanding of equality and diversity;
* prepare children for living in a multicultural society by fostering positive attitudes and behaviour and imparting a sense of citizenship;
* provide a curriculum which promotes the view that cultural diversity is a positive advantage and that racism is unacceptable

The legal framework for this policy is:

• The Equality Act 2010

• Disability Discrimination Act (DDA) 1995, 2005

• Race Relations Act 1976

• Race Relations Amendment Act 2000

• Sex Discrimination Act 1976,1986

• Children Act 1989, 2004

• Special Educational Needs and Disability Act 2001

*Employment*

* Posts are advertised and all applicants are judged against explicit and fair criteria.
* We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
* All job descriptions include a commitment to equality and diversity as part of their specifications.
* We monitor our application process to ensure that it is fair and accessible.

*Curriculum*

The curriculum offered in the setting encourages children to develop positive attitudes about themselves. We encourage children to value both similarities and differences between themselves and others. We encourage children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

* ensuring that children have equality of access to learning;
* recognising the different learning styles of all children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities. For example, we provide a range of dressing up clothes, we keep group times short as we understand that many children find sitting still for extended periods of time difficult. We provide a range of opportunities outdoors as well as inside as many children prefer to learn outdoors.
* positively reflecting the widest possible range of communities in the choice of resources. For example, we provide a range of images displayed around the setting including those of men in caring roles, positive images of disability such as those depicting paralympic athletes, we have a families’ board which shows images of our ethnically diverse community, we have displays linked to work done on festivals e.g. Chinese New Year and Diwali.
* We use Persona dolls to encourage children to talk about differences and similarities and their home lives. The dolls represent a multi racial family.
* celebrating a wide range of festivals including Chinese New Year and Diwali, inviting parents/carers in to talk about festivals they celebrate at home, tasting different foods
* creating an environment of mutual respect and tolerance. We encourage pro-social behaviour through modelling, specific praise, use of visual aids such as Makaton symbols, our Please Remember Book which has photographs and simple ‘rules’ such as ‘we use the sand timer to help us take turns’.
* ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities. We work closely with families and outside agencies to meet the specific needs of children with SEND, enhancing resources on offer and adjusting planning as appropriate, using individual visual timetables and providing one-to-one adult support. Our SENCO is responsible for this.
* ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning. We use Makaton and visual cues such as Makaton symbols and photos, puppets, dual language books.
* ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages, through the use of text in home languages around the setting, days of the week and weather cards in different languages, staff speaking home languages where possible, use of Bilingual Support Assistants where possible. We liaise with the Ethnic Minority Achievement Service as required

Valuing diversity in families

* We encourage children to contribute stories of their everyday life to the setting. We do this through circle time activities, show and tell and informal conversations especially during snack and lunch times.

We value all families and recognise that many different types of families successfully love and care for children. We try to show this through inviting families to contribute to our families’ board, through the use of images around the setting which show diversity and through encouraging parents to share photographs and experiences to their child’s Tapestry (online Learning Journal) profile.

* We encourage parents/carers to take part in the life of the setting and to contribute to their child’s Tapestry profile and we welcome any parents who have relevant skills to share with the children.
* For families who speak languages in addition to English, we try to ensure their full inclusion wherever possible. We use text and email which facilitates communication where spoken English is difficult, make use of staff speaking home languages and of Bilingual Support Assistants where available.

Signed on behalf of St Joseph’s Pre-school Playgroup Limited:

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Name: Mandy Morgan

Role: Manager

Date: 06/09/23