

Pre-school Equal Opportunities Policy.

Equal opportunities policy

Parkland pre-school believes in equal opportunities which is an entitlement for all, whether staff, children, parents or visitors. We believe that all children should have access to all aspects of pre-school activities, relevant to their needs, regardless of:

- .Race
- .Gender
- . Religion
- . Culture
- . Age
- . Disability
- . Academic ability
- . Socio-economic background
- . Sexuality

The staff at Parkland Pre-school intend to help all pupils develop an awareness of an increasingly diverse society, and presenting the world as it is and as we would like it to be. We do this by ensuring that all children within the Pre-school are encouraged to act as a community, which is fair and inclusive for all.

We make sure that all the children's names are accurately recorded and correctly pronounced. Children are encouraged to accept and respect names from other cultures. Parkland Pre-school will celebrate a range of cultural celebrations to encourage respect for all as part of our continuous provision and with British values in mind.

We aim to:

- Ensure that all children have equal access to all activities provided in the Pre-school setting.
- Ensure that all members of staff and children are sensitive to the needs of others. This includes those groups which may be discriminated against.
- Make the premises as accessible as possible to all members of the Pre-school.
- Ensure that the staff and management committee reflect the makeup of the local community.

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Staff

All staff will be entitled to performance reviews. Job descriptions will reflect the unique differences in responsibilities that all staff of Parkland Pre-school have. We expect all staff to be constantly aware of their own expectations, behaviour and not reinforce cultural and gender stereotypes.

Resources

Whenever possible staff will ensure that resources used are culturally diverse and non-sexist, containing positive images of all groups. Diversity in values and lifestyles should be acknowledged, and evident in the moral stories and information offered to the children through displays and activities.

Monitoring/ evaluation.

All children need to achieve their full potential. Their progress will be monitored through the observation, assessment and planning cycle. The children's next steps in learning will be planned for under the statutory requirements of the EYFS and using Development matters, Early Years Outcomes and Early Learning Guidelines. Activities and experiences that are planned or unplanned (child-led) will also have a strong focus on British values where appropriate and necessary.

We intend to offer help and give support to parents/carers/child at the earliest possible point if required under the Special Educational Needs and Diversity Reforms 2014 - (SEND).

Childs voice

We follow the interests of the children when planning and listen to their views on activities that are available. Children can share problems, issues and ideas with staff and staff encourage this. Planning is then amended and all activities are planned to follow children's interests, experiences, thoughts and ideas.

This policy was adopted for Parkland preschool by Jo Andrews	11.8.15
Signed on behalf of the Management Committee/Proprietor	



Parkland
Pre-School

Learning together

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Role of signatory (e.g. Chairperson etc.)	
Review Date: August 2018	