



Equal Opportunities Policy

The Pre-School Learning Alliance is committed to helping pre-schools to provide equal opportunities for all children and families. As a member of the PLA, Frenchay Pre-School believes that all children, individuals or families, should be welcomed to the pre-school's activities regardless of gender, sexuality, class family status, means, disability, colour, ethnic origin, culture, religion or belief. We aim to ensure that all who wish to work in, or volunteer to help with our pre-school, have an equal opportunity to do so.

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. We always encourage children to value and respect each other whilst within our provision. Children will be treated equally regardless of disability and will be given an equal chance to take part in pre school activities.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich

diversity of our multi-cultural society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Language

Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the pre-school. An effort will be made to provide written information in appropriate languages to meet the needs of group members.

Food

Medical, cultural and dietary needs will be met.

Admissions

No child, family, or other adult will be excluded from the setting on the grounds of gender, sexuality, class, family status, disability, colour, culture, religion, language, belief, ethnic origin or status of residency. We will also welcome transient families such as travellers, refugees and asylum seekers for the length of their stay where possible.

Written by:	Diane Amesbury
This policy was adopted by the pre-school on:	25 th Feb 2014
Signed by the Deputy Manager of Frenchay Pre-School	Gemma Hughes
Next Review Date	November 2022
Links to EYFS	Safeguarding and promoting children's welfare Suitable people



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Employment

The pre-school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. No applicant will be rejected on the grounds of age, gender, sexuality, class, means, family status, disability, colour, ethnic origin, culture, religion or belief. Commitment to implementing the group's Equal Opportunities Policy will form part of the job description for all workers. Any inappropriate attitudes or practices will be challenged and if need be the Disciplinary Policy will come into play.

SENCO

Our Senco is Claire Frost. We are always updating and changing the way we manage all SENCO areas by using the SEN Code of Practice. Claire is also kept up to date on all issues and is regularly trained to ensure she is always up to date with any changes which may occur. We will where possible value and support any disabled child or any child with special needs by including them via making any reasonable adjustments we can for them.

Our commitment

Our commitment to equal opportunities is such that we will review this policy yearly and monitor the contents regularly whilst evaluating our

effectiveness as a setting. We will encourage the children to value and respect adults and other children within the pre-school by setting an example of always treating staff, parents/carers, other adults and children with respect and through our actions that all children and adults will be valued in our pre-school. The pre-school is committed to working with parents and all other agencies who may be involved with the children in our care.

Transitional Phases

All children and their families will be offered equal support and guidance throughout transition from home and onto school where required regardless of time spent with the pre-school, gender, sexuality, class, family status, disability, colour, culture, religion, language, belief, ethnic origin or status of residency.

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