



The ARK Pre-School

EQUALITIES POLICY

Updated July 2011

We believe that each one of us is wonderfully and uniquely made. God requires of each of us that we love and respect all children and adults with whom we have contact regardless of their class, culture, religion, background, race, gender or ability.

- We treat all children in our care with equal concern so they have the same opportunities to develop their own potential and to grow as individuals with different needs.
- We provide resources (reviewed annually) that give a balanced view and an appreciation of the diversity of our multi-cultural society.
- We will help children develop positive attitudes towards people who are different from themselves, and help them avoid prejudice.
- We will offer each child equal opportunity to learn and develop taking into account their age, stage of development, gender, ethnicity (providing appropriate aid for children with English as an additional language), Special Educational Needs, home language and any disabilities.
- We promote anti-discriminatory practice and equality of opportunity at all times.

ADMISSIONS POLICY

- Our Pre-school is open to all children from the community from 2 years old.
- We do not discriminate against the admission of any child on any basis.
- We will endeavour to ensure that the existence of the Pre-school is widely known in all local communities making it clear that we welcome both fathers and mothers, child minders, and people from all cultural, ethnic and social groups with and without disabilities.

PARENTS AND CARERS

- We recognise the God given role of parents and the respect and honour due to them.
- We will seek to ensure that all parents feel equally welcome and valued by our attitude of respect and friendliness.

* where parents are referred to in this and other policies, this also includes carers, child minders etc.)

- We will show by our actions, words and attitudes that we embrace the notion of parents 'complementary expertise' and that the value we put on parental contribution and involvement is not dependent on their job, marital status, age, literacy level, class or any other such factor.

CHILDREN AND THE CURRICULUM

- We will take steps to ensure that every child is enabled to gain full access to all developmental and learning experiences and opportunities that are appropriate to their stage of development, interests and needs.
- We will ensure that they are all given choices and their fair share of turns when resources or equipment are limited.
- We will be aware that spoken and body language are very powerful and need to be used with sensitivity and consideration for the impact they can have on a child's sense of self worth, security and confidence.
- We will ensure that harsh, negative, sexist, racist and undermining words will never be used about children in the Pre-school, either to them directly or during discussions about children.
- We will take steps to ensure that minority groups, females and people with disabilities are fully and positively represented in posters, books, toys and other resources.

STAFF

Equal opportunities representative is **NURIA SALCEDO**.

We are an Equal Opportunities Organisation. This means that we seek to ensure that no employee or prospective employee be discriminated against or treated less favourably on the grounds of gender, marital status, race, colour, nationality, ethnic origin, age, religious beliefs, sexual orientation or disability.

As a Christian organisation with a Christian ethos, the Pre-school has some designated posts for which there is a Genuine Occupational Requirement for the postholder to demonstrate a clear commitment to the Christian faith. This is for reasons of providing spiritual leadership and/or maintaining the Christian ethos. For all other posts, there is an expectation to respect our Christian ethos and uphold its values. To these posts, we welcome those of other faiths and of none.

We value diversity and welcome interest from all sections of the community and recognise that people from different backgrounds bring fresh ideas and skills. We are committed to building and reinforcing a culture where people value each other and treat each other with dignity and respect.

- All members of staff will have opportunities to receive appropriate review/appraisal and staff development.
- We will endeavour to keep all channels for communication open, through both formal and informal methods, so that staff members feel that their opinions, ideas and concerns are listened to and valued.

- New staff, including supply staff, will receive appropriate induction into their role and whatever support they need to ensure that they are clear about their role and the tasks relevant to it.
- Any staff or people involved with the Pre-school who are found to use sexist, racist or other negative language toward or about a child, family, colleague or other person connected to the Pre-school can expect to be questioned.
- Whilst accepting that people will not always be aware of the potential damage such remarks can bring and may not deliberately seek to hurt, it will be expected that when questioned and an explanation offered that such behaviour will not be repeated.

DIET

- Children's medical and personal dietary requirements will be respected and catered for.
- All snacks provided will be nutritious, avoiding large quantities of fat, sugar, additives, preservatives and colourings.

SPECIAL EDUCATIONAL NEEDS

- The Pre-school seeks to provide a welcome and appropriate learning opportunity for all children.
- Children with Special Educational Needs, like all other children, are admitted to the Pre-school after consultation between parents, the Pre-school manager, SENCO and key-worker.
- We operate a system of observation and record keeping in conjunction with parents, which enables us to monitor children's needs and progress on an individual basis.
- If a child is not able to fully access the curriculum in any area, an IEP will be written in accordance with the SEN code of practice.
- Support from PRESENS (the Pre-school SEN service) will be sought if after discussion with the parents/carers it is decided that additional support should be sought.
- If it is felt that a child's needs cannot be met in the Pre-school without the support of a one-to-one worker, funding will be sought to employ one.
- Staff will attend whenever possible training on special needs arranged by other professional bodies.

Special Educational Needs Co-ordinator (SENCO): **PAM WILLEMSE.**