

# Early Bloomers After School Club

## Valuing Diversity Promoting Inclusion and Equality

At Early Bloomers After School Club, we will ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community including children with special/additional needs and disabilities.

To achieve the Club's objectives of creating an environment free from discrimination and inclusive to all, the Club will:

- Work to fulfil all the legal requirements of the Equality Act 2010 by challenging and eliminating discriminatory actions on the basis of a protected characteristic as defined by this legislation: age; gender; gender reassignment; race; marital status; pregnancy and maternity; disability; sexual orientation; and religion or belief. Therefore, we will:
- Respect the different racial origins, religions, cultures and languages in a multi-ethnic society so that each child is valued as an individual without racial or gender stereotyping.
- Help all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities.
- Strive to ensure that children feel good about themselves and others by celebrating the differences that make us all unique individuals.
- Ensure that our services are available to all parents/carers and children in the local community
- We will challenge inappropriate attitudes and practices by engaging children and adults in discussion, by displaying positive images of race and disability, and through our staff modelling anti-discriminatory behaviour at all times.

### Promoting equal opportunities

The Club's Equal Opportunities Named Coordinator (ENCO) is Tal Kaur. The ENCO is responsible for ensuring that:

- Staff receive relevant and appropriate training
- The Equalities policy is consistent with current legislation and guidance
- Appropriate action is taken wherever discriminatory behaviour, language or attitudes occur.

### Procedures

#### *Admissions*

Our Club is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (wherever possible).

- We reflect the diversity of our community and wider society in the publicity and promotional materials.
- We provide information on the offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
  - Direct discrimination - someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service.
  - Indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting.
  - Discrimination arising from a disability - someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity.
  - Association - discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - Perception - discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

### *Employment*

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All our job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### *Training*

- We seek out training opportunities for [our staff and/myself and my] volunteers to enable them to develop anti-discriminatory and inclusive practices.

- We ensure that [our staff are/I am] confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review [our/my] practices to ensure that we are fully implementing [our/my] policy for Valuing Diversity and Promoting Equality.

### *Educational Programme*

The play activities offered in our Club encourage children to develop positive attitudes about themselves as well as about people who are different from themselves. They encourage development of confidence and self-esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance in line with the British values
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- positively reflecting the widest possible range of communities within resources.
- avoiding use of stereotypes or derogatory images within our books or any other visual materials.
- celebrating locally observed festivals and holydays.
- ensuring that children learning English as an additional language have full access to the programme and are supported in their learning.
- ensuring that disabled children with and without special educational needs are fully supported.
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and activities to accommodate a wide range of learning, physical and sensory needs.

### *Valuing diversity in families*

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully when this is possible.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

### **Food**

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met wherever possible.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

### **Meetings**

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the Club.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation - to ensure that all mothers and fathers have information about, and access to, the meetings.

### **Monitoring and reviewing**

- We monitor and review the effectiveness of our policies annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

### **Legal framework**

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

This policy was adopted by Early Bloomers After School Club: April 2014	Review date: August 2020
To be reviewed: yearly or following changes in practice or legislation	Signed by: Talvinder Kaur

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2017): Safeguarding and Welfare requirements: Learning and Development, Special Educational Needs [3.67], Information for parents and carers [3.68 - 3.73], and Staff qualifications, training and support [3.20].*