

45: Equality and Inclusion

Equality and Inclusion statement

Superkids is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment free from discrimination for everyone in our community. Our setting actively promotes equality of opportunity, tolerance, fairness and anti-discriminatory practice towards all children, families, members of staff, students and volunteers.

We fully and wholeheartedly adhere to both the spirit and detail of the Equality Act 2010, the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000, which outlaw discrimination against anyone on grounds of race, colour, nationality or ethnicity.

This policy sets out our approach to equality and the avoidance of discrimination. Superkids accepts its duty to try to eliminate discrimination and to promote equality of opportunity and good race relations. All staff and children at the setting are entitled to an environment free from harassment and discrimination, as outlined in the Equality and Diversity policy. At Superkids we will ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community including children with additional needs. Superkids believes that all children and adults are individuals and have an equal right to be listened to and valued.

Superkids is open to children of all cultures, religions, linguistic backgrounds and abilities. All children are treated as individuals with equal concern, in order that they should feel equally valued regardless of their sex, disability, religion, nationality, ethnic or national origins **(protected characteristic)**. Any publicity will state our commitment to Equal Opportunities and promote positive images of those groups in the community who suffer discrimination. All staff work to encourage each child's self-esteem and respect for others by promoting the positive values of diverse cultural identities through anti-racist activities and resources.

Superkids is aware that some children have disabilities/additional needs and are proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development in partnership with parents/carers and other relevant parties.

Superkids is committed to the integration of all children with disabilities/additional needs and comply with the current Code of Practice on Special Educational Needs, the Special Educational Needs and Disability Act 2001, and the Equality Act.

Superkids also believes that children with disabilities/additional needs have a right to play, learn and be able to develop to their full potential alongside other children.

Superkids will do all it can to ensure children with disabilities/additional needs have access to the same facilities, activities and play opportunities as their peers. Everybody stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages that they may face.

Superkids equal opportunities procedures aim to help everyone involved in the setting to counteract and eliminate both direct and indirect discrimination in decision making, employment practices and service provision and to ensure that our services strive to achieve equality of opportunity for all.

Superkids will endeavour to challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability towards staff, parents/carers, children and visitors.

Complaints and challenges regarding our anti-bias practice will be seen as a positive part of Superkids development towards being an equal opportunity setting.

We recognise that the active involvement of parents/carers in the development and monitoring of our Equality & Diversity policy is vital to its success as set out in the Partnership with Parents/Carers policy. As such, Superkids will both welcome and encourage parents and carers to get involved in aspects of the running and management of Superkids, and to comment on the effectiveness of its policies and procedures.

Superkids will facilitate regular opportunities for consultation with parents/carers about the service that the setting provides, as a means of monitoring the effectiveness of the Equality and Diversity policy.

Policy Objectives:

- To ensure that all children attending the setting have equal access to activities that will support and extend their knowledge and experiences in all areas of learning and development
- To identify children with disabilities/additional needs as early as possible through continuous observation and assessment.
- To ensure that any child with a disability/additional need has access to all areas of the Early Years Foundation Stage offer
- To keep parents/carers informed and encourage them to work in partnership with the setting

Equal Opportunities Procedures

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

- Ensure that all children, including those with learning difficulties and disabilities, will be included and supported – with reasonable adjustments made for them.
- Ensure each child, parent and staff member knows that they are valued, and that their background (culture and religion) is understood, respected and reflected.
- Ensure that its services are open and available to all parents/carers and children in the local community.

- Ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not inhibit a child from accessing the setting's services.
- Treat all children and their parents/carers with equal concern and value.
- Have regard for promoting understanding, respect and awareness of diversity and equal opportunities issues in planning and implementing the setting's programme of activities.
- Promote the positive values of diverse cultural identities through anti-racist activities and resources.
- 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 which make us all unique individuals.
- Encourage positive role models displayed through toys, imaginative play, resources and materials that promote non-stereotyped images. Books will also be selected that promote and encourage such images.
- Encourage all children to access all areas of learning and participate in all activities; activities are planned to reflect the interests of the range of children.
- Ensure that the setting's recruitment policies and procedures are open, fair and non-discriminatory.
- Endeavour to recruit a staff team that reflects the make-up of the setting's local community.
- Ensure that all members of staff, children and their parents/carers are aware of, and understand, the policies and ethos Equality and Diversity policy as it relates to all aspects of its work.
- Encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes, and challenging any discriminatory incident, according to the provisions set out in the Staff Disciplinary & Grievance Procedures and the Behaviour Management.
- Treat seriously any member of staff found to be acting, or have been acting, in a discriminatory way, according to the provisions of the Staff Disciplinary & Grievance Procedures policy.
- Work to fulfil all the legal requirements of the Sex Discrimination Act 1975, the Equality Act 2010, the Human Rights Act 1998 and the Race Relations (Amendment) Act 2000.
- We will ensure that our childcare practice is regularly reviewed in order to remove those practices which discriminate unfairly on the grounds of gender, culture, religion or sexuality.
- Ensure that policies and procedures for consultation and participation are in place and understood.
- Ensure the services offered will support opportunities for staff to recognise discrimination, seek to address areas of inequality, promote understanding and awareness.

Superkids has a Special Educational Needs Co-ordinator and an Equality Named Co-ordinator (ENCO) who are identified on the Parents Notice board and who will help to promote, co-ordinate and monitor equality of opportunity for children and families accessing the setting.

The manager will also be responsible for ensuring that the Equality and Diversity policy is implemented and that its effectiveness is regularly monitored. They will be responsible for ensuring that:

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

All the setting's policies and procedures will be kept under review to ensure they do not operate in a discriminatory manner or in any way against its commitment to equal opportunities.

Challenging Inappropriate Attitudes and Practices

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.

Harassment and Discrimination

The Club will not tolerate any form of harassment and or discrimination. The Club will challenge harassing or discriminatory attitudes and behaviour from the children at the Club, from staff and from any other adults on Club premises (eg parents/carers collecting children).

Identification of Children with Disabilities/Additional Needs and Support

The manager will appoint a member of staff as the Special Educational Needs and Disability Co-ordinator to manage provision for children with disabilities/additional needs. This individual will be fully trained and experienced in the care and assessment of such children.

All staff are responsible for identifying children's needs and supporting their learning. Any concerns will be discussed with the SENCO in consultation with the parent/carers.

All members of staff will also be expected to assist the Special Educational Needs and Disability Co-ordinator in caring for children with disabilities/additional needs.

Staff will work together with parents/carers as partners to give day to day care for the child. Parents/carers will be given support by the staff team. Parents/carers are consulted on a continuous basis and information exchanged regarding their child's progress.

All children will be treated as equals and are encouraged to participate in every aspect of the setting.

Children with disabilities/additional needs are fully considered when activities are being planned and prepared.

All children will be involved in the daily activities e.g.: outdoor play.

When outings are being planned, children with disabilities/additional needs will always be accommodated and included following a risk assessment.

Wherever possible we will promote positive images of those with disabilities/additional needs.

The setting will ensure that systems are in place to adequately plan, implement, monitor, review and evaluate the Equality and Inclusion policy.

Disability

Superkids agrees with the fundamental principles of the Equality Act 2010 that a disabled person should not be discriminated against when seeking or in employment.

The equality act 2010 defines a person as disabled if they have a physical or mental impairment that has as a substantial and long - term adverse effect on a person's ability to carry out normal day-to-day activities.

- 'Normal day-to-day' means things people do on a regular or daily basis such as reading, writing, using the telephone, having a conversation and travelling by public transport.
- 'Long-term' usually means the impairment should have lasted or be expected to last at least a year.
- 'Substantial' means not minor or trivial.

We are committed to equal opportunities We will aim to support and develop our team members regardless of whether they are disabled or non-disabled. Superkids will make reasonable adjustments where possible.

Superkids will be responsible for:

- Offering disability and equal opportunities awareness training.
- Considering all applications for employment based on skills and experience required for the relevant role.
- Addressing all act of disability discrimination.
- Ensuring risk assessments are carried out for a person with a disability.
- Promoting positive images of people with disabilities. Ensuring all team members are given a copy of this policy in their induction.
- Treating all children, parents and staff with a disability as an individual.
- Ensuring there is a named SENCO

Special Educational Needs

Children with special educational needs and or disabilities all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

At Superkids we aim to include all children and value them equally. We aim to ensure that all children with SEN have equal opportunity to access the Early Years Foundation Stage.

Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for the monitoring of children with SEN and ensuring a high quality of provision to meet their needs. They are responsible for supporting the team to do this.

At Superkids we observe all children to monitor their growth at Superkids children in Reception Yr1 and SEN will have a keyworker who will observe their progress across the Early Years Foundation Stage if applicable. If we have a concern, we follow the procedures as set out in the June 2014 SEN Code of Practise (COP). The procedures form a graduated approach that recognises that all children learn in different ways and can have different kinds or levels of SEN.

Whenever we have a concern, we always talk to parents and discuss with them the additional support we will provide to meet the needs of the child within the setting. At Superkids the SENCO will write down the additional help that will meet the needs of the child. This is known as Individual Educational Plan (IEP) which is monitored and reviewed on a regular basis with parents.

If, over a period of time, the child does not make sufficient progress the SENCO will discuss with the parents whether to seek advice from other professionals outside the setting e.g. early intervention team, educational psychologist, speech and language therapist or other health professionals.

Training for team in special educational needs

At Superkids we are committed to attending in service training for general issues around SEN and we encourage our SENCO to attend extra training. We also aim to train staff in specialist areas as and when the needs arrive. The setting will support other members of staff to become more skilled and experienced in the care of children with disabilities/additional needs. The setting will ensure that all staff are aware of all legislation, regulations and other guidance on working with children with disabilities/additional needs

Access to the Early Years Foundation Stage

At Superkids we follow the EYFS and our planning is modified to meet the individual needs of all children including those with additional needs. This could include, adapting the learning environment such as providing extra support (e.g. allocating adult support to a child who finds it hard to sit at group times) or providing carefully chosen resources.

Links with outside professionals

The setting will liaise with other agencies and seek advice, support and training for themselves and other staff as is necessary We work closely with a range of outside professionals/ agencies including Kaleidoscope, OFSTED and Early Help. we will always seek parental consent before approaching any outside agencies. Support will be accessed from the Borough that the child resides in.

Working with parents

At Superkids we recognise that parents/carers know their children best and have a great deal to contribute. Parent's views are valued and listened to and we operate an open-door policy where parents are welcomed. Where there is a concern, we encourage parents to approach a member of the team where time will be made available to discuss any issues in a confidential and supportive environment.

Children with English as an Additional Language

We welcome children with English as an additional language (EAL). To help us to achieve a good reputation in supporting children with EAL, we will take support and guidance from Lewisham council and the "English as an additional language - good practise" report.

In our setting we make extra effort to communicate to the family the children's progress with photographs and evidence of the child's work. We use visual timetables, bilingual books, multicultural toys and music to help children with EAL feel settled and learn through play.

Small group work and registration time help us to communicate with the children and adopt a sense of belonging. All team members will be experienced or supported with a mentor who has experience, to form close bonds with the child and family.

We value each child as an individual and welcome the diversity of different languages.

Monitoring:

Regular monitoring, observation, assessment and reviews of children's progress takes place, involving parents/carers, other members of staff, relevant representatives from statutory agencies and, if appropriate, the child themselves; and that any actions following such reviews are followed through.

Preventing Harassment and Discrimination

Proactive steps can be taken to prevent harassment and discrimination, and the setting believes that this is more effective than tackling a situation once it has already occurred. Therefore, alongside the procedures outlined later in this policy to deal with incidents of racial harassment and discrimination, the setting will:

- Ensure that all children are valued, irrespective of their race, colour, nationality or ethnicity.
- Encourage individuals to treat each other with respect, regardless of their race, colour, nationality or ethnicity.
- Acknowledge the existence of racism in society and take steps to promote harmonious race relations in our community.
- Promote good relations between different ethnic groups and cultures within the setting and in the wider community.
- Ensure that different cultural and religious needs are met, understood and communicated to all individuals involved in the setting.

Examples of Harassment and Discrimination

Harassment and discrimination can manifest itself in a variety of ways, some overt and others much less so. Some examples of unacceptable behaviour include:

- The use of patronising words or actions towards an individual, including name calling, insults and racial jokes.
- Threats made against a person or group of people i.e. their race, colour, nationality or ethnicity.
- Racist graffiti or any other written insults or the distribution of racist literature.
- Physical assault or abuse against a person or group of people

All staff and children will be encouraged to take responsibility for promoting racial tolerance and for protecting each other from harassment and discrimination by reporting any suspected incident to the manager or another responsible person.

Addressing Harassment and Discrimination

If a member of staff or a child becomes aware of an incident of harassment or discrimination occurring at Superkids, they will be encouraged to report the incident to the manager or other senior member of staff.

Any allegation made against a member of staff or a child will be investigated thoroughly. The individual concerned will be told that such behaviour will not be tolerated at Superkids, and that steps will be taken to ensure that it does not happen again.

Each incident will be fully investigated, and details will be recorded in the Incident Record Book.

In the case of **children**, incidents will be reported to their parent/carer and a course of action agreed upon to resolve the situation, in accordance with the provisions of the Behaviour Management policy; however, if a solution cannot be found, then Superkids may have to inform the child – and their parent/carer – that they are no longer able to attend sessions at the setting, in accordance with the Suspensions and Exclusions policy.

In the case of **staff**, provisions within the Staff Disciplinary & Grievance Procedures policy will be activated and a record of the incident will be kept and made available to statutory authorities if appropriate.

The manager is responsible for ensuring that all incidents are handled both professionally and sensitively. All incidents will be kept confidential, with initials being used in the place of names in the Incident Record book. In cases where the manager is involved in an allegation, the Registered Person will handle the incident, or nominate a senior member of staff in their place.

In all cases, continued harassment or discrimination from any individual will result in exclusion from the setting, where all other efforts have failed to provide a satisfactory resolution.

The Setting as an Employer

As an employer, the setting is committed to ensuring that the workforce reflects the multicultural community that it serves. To this end, the setting will:

- Advertise job vacancies in a variety of media sources and outlets and in a variety of places.
- Ensure that the setting's human resource procedures prohibit discrimination and harassment and investigate any concerns when this is suspected of failing.
- Investigate any allegation of discrimination or harassment according to the provisions of the Staff Disciplinary Procedures, Equality and Diversity and Behaviour Management policies.
- Collect and monitor information about the ethnic background of the staff team and children.

The policy was adopted by: Superkids Club Ltd	Date: 07.04.2020
To be reviewed: April 2021	Signed: Jo Murray & Jessica Baker

Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2017): Safeguarding and Welfare requirements: Equal opportunities [3.67], Information for parents and carers [3.73], and Child protection [3.7] Equality Act 2010, Single Public Sector Equality Duty.

The Equality Act 2010 harmonised nine major pieces of equality legislation and around 100 statutory instruments that have been introduced over the past 40 years including:

- The Sex Discrimination Act 1975
- The Race Relations Act 1968
- The Children's Act 1989, 2004
- UN Convention on the Rights of the Child 1998
- Race Relations Amendment Act 2000
- The Special Educational Needs and Disability Discrimination Act 2001
- The Childcare Act 2006