



## **2.6 Equality and Diversity Policy**

Ecclesall Kids Club is committed to providing equality of opportunity and anti-discriminatory practice for all children and families. We aim to provide a positive and nurturing learning environment free from prejudice, discrimination and fear, in which all children and their families feel accepted, respected and valued.

### **Aims**

We aim to Recognise that all children are different and aim to identify how best to support each participant and family during all of our sessions. We value the contributions that all participants and their families can bring. We actively promote anti-discriminatory practice to build an inclusive environment where every participant can fulfil their potential. As a team we continually reflect on our practice and increase our knowledge around equality issues. We provide an inclusive environment recognising that as individuals, children and adults alike all require some form of support. However, we recognise that for some this may be specific and sometimes require the help of outside agencies. We adhere to relevant legislation to ensure equality in the service we provide.

### **Employment**

Ecclesall Kids Club strives to find the best candidate for every job vacancy regardless of race, religion, home language, family background, gender or disability and/or learning difficulty. All positions are advertised in the local community, all applicants are assessed against the same criteria. Each position is offered to the applicant who best meets the criteria for the position. Ecclesall Kids Club work with children, so all staff are required to undertake an Enhanced Disclosure and Barring Service check (DBS Check).

### **Staff**

Ecclesall Kids Club is committed to the fair treatment of its staff, volunteers, students, participants and users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age or physical/mental disability. All staff members have knowledge of our Equality and Diversity Policy and share the responsibility of ensuring that we provide a fully inclusive service for all participants and their parents/carers and families. They recognise the importance of their role in promoting equality and challenging discrimination.

We seek out ongoing training/professional development opportunities for staff to enable them to keep up to date with new developments, current research and appropriate practice.

### **Environment and Resources**

We aim to provide a secure environment in which all participants can flourish and in which all contributions are valued.

Where possible we provide resources that give a balanced view of the world. We encourage children through play equipment and activities that explore, acknowledge and value similarities and differences between themselves and others. Our physical resources take into account children's size, height and physical needs, e.g. we have child-sized tables and chairs and sinks at their level as well as using the correct size toys and equipment for the appropriate ages of all participants attending our sessions. Our premises maximise accessibility as far as is possible within the constraints of the school buildings. We are on one level and we have disabled access to all areas.

### **Our Inclusive Practice**

All staff members share the responsibility of ensuring that we provide a fully inclusive service for participants and their parents/carers and families.

When starting at any of Ecclesall Kids Club breakfast and after school care all EYFS children are appointed a Key Person who will be responsible for helping them reach their potential during their time under the Early Years Foundation Stage Planning.

We will identify and aim to provide additional resources and support for individual children, where needed. We aim to be fully aware of special arrangements that may be necessary to ensure that children with disabilities, learning difficulties or any additional needs are fully included in all activities planned for children.

### **Working with Parents and Carers**

We aim to include and value the contribution of all families to increase our understanding of equality and diversity. We ensure that our parents/ carers have access to our Equality and Diversity policy by making it available on our website. We value the contribution that parents can make to the setting and aim to make all parents feel welcome.

### **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.

### **Racial harassment**

The Club will not tolerate any form of racial harassment. The Club will challenge racist and discriminatory remarks, attitudes and behaviour from the children at the Club, from staff and from any other adults on Club premises (eg parents/carers collecting children). In Line with our **Managing Behaviour Policy, Equalities Policy, Parent/Carer Behaviour Policy and Staff Behaviour Policy**

### **Promoting equal opportunities**

- 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.

## Children with Additional Needs

Tammy Mason - Play Manager is our SENDCO, supported by Denise Bluff.

- Our SENDCO liaises with the parent and school SENDCO with prior parental consent to enable us to support a child.
- We ensure that the appropriate resource is in place should we receive SNIPs or other funding for 1:1 keywork care.
- We provide and support appropriate training for all our staff in understanding the equality and diversity agenda including to enable us to deliver an inclusive service for all our children and parents.
- Our Leadership Team are trained and experienced in the care of our children with additional needs and advise other staff on supporting our children with additional needs.
- We ask that parents/carers are open about their child's additional needs as part of the Club registration process, this allows us time to identify children with additional needs at the point of booking to ensure that we are able to adequately assess a child's needs **before** they start with club. We have a duty of care to children with additional needs to ensure that we deliver an assessment of need before they start with us, bringing in external expertise and training if necessary to ensure we are able to safeguard the child and support their health and wellbeing.
- Before a child with additional needs starts club we meet with a child's parents/carers to discuss how best we can support their child who has additional needs to ensure their child has a participative and inclusive experience at our club and settle well.
- We will request that the parents/carers share medical information/care plans, statements and EHCP to ensure that we understand the specific needs of each child **before** they start with us. We will need written consent from the parents/carers for our SENDCO to work with the school SENDCO to ensure consistency of approach and to allow us to work in partnership sharing what works for a child in our respective settings.
- Though we are not able to provide unfunded 1:1 care in the club, we will support parents by providing evidence to secure funding to help us to provide that 1:1 care, if funding is not available we will support the parents/carers in exploring other options for funded care eg voluntary help from specific agencies and charities. If an EHCP is in place which funds 1:1 care, as we are a private business we will not receive any funding as school do.
- Where a child has 1: 1 care in School either formally via an EHCP or informally whilst on an assessment pathway eg Ryegate, our starting position is that we must also assume that a child also needs 1:1 care in club. Where we need to assess whether 1:1 care needs to be provided ( as the school setting and our setting are different) we may agree a trial period with the parents/carers and we will work with the parents/carers to assess how their child is settling in club during this time. We will share progress reports and work with the parents/carers to explore solutions. In the past solutions have included swapping to a less busy day, club is busy and noisy on a Tuesday

and Wednesday and other days are more suited to children who cope better with a less busy environment, attending for a shorter session or attending on a phased or adhoc basis to build confidence and help the child to feel secure and safe whilst with us.

- We ensure all staff have the relevant information to best support any child with additional needs in our setting via staff meetings/ supervision for key workers and our SEN files. Keyworkers have a particular role in supporting a child with additional needs and will be given support from the SENDCO where appropriate.
- We have a clear direction of travel for our staff that they understand in the form of our SEND Strategy and supporting tools, eg our audits and action plans.

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| This policy was adopted by: Ecclesall Kids Club | Date: 4/3/17                                 |
| reviewed: 04/03/2024                            | Signed: <i>Ecclesall Kids Club Committee</i> |