



Tiny Hands Big Futures Equality, Diversity and Inclusion Policy

(Updated September 2024)

Introduction

Tiny Hands Big Futures Ltd (THBF) is committed to being inclusive. We see our diverse population of both pupils and staff as one of the services greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all the services activities.

This policy applies equally to current and prospective members of the service, staff community, including parents.

This policy is made available on the service website and can be made available on request. All our policies can be made available in large print or other accessible format if required.

THBF is committed to a zero-tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under *the protected characteristics – Equality Act 2010* (www.legislation.gov.uk/ukpga/2010/15/section/4).

THBF is committed to promoting and developing inclusion & equality of opportunity in all its functions and will seek to do this by:

- Communicating its commitment to equality and diversity to all members of its community
- Ensuring all staff and pupils are aware of the aims of this policy
- Briefing for staff and pupils on the Equal Opportunities Policy
- Developing monitoring, evaluation and review mechanisms of THBF policies and procedures and decision-making
- Demonstrating our zero-tolerance attitude towards discrimination by taking all allegations seriously

Responsibility

THBF Senior Leadership Team have responsibility for ensuring that the service operates within the legal framework for equality and for implementing the policy throughout THBF.

Each member of the THBF centre is responsible for being alert to and challenging discrimination; embracing diversity; respecting different faiths and beliefs; and upholding equality of opportunity for all.

The Legal Framework

Discrimination can take the following forms. Including:

- Direct Discrimination – This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.
- Indirect Discrimination – This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic, and which cannot be justified as a proportionate means of achieving a legitimate aim.
- Victimisation – This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
- Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.
- Disability Discrimination – This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

Aims and Values

The aims of this policy and THBF ethos as a whole are to:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics
- Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
- Promote equality of opportunity for all members of the THBF community
- Comply with the THBF equality obligations contained in the Equality Act 2010
- Provide a secure environment in which all our children can thrive and achieve all of the outcomes of *Keeping children safe in Education 2023*
- Provide a learning environment where all individuals, through the Equal Opportunities Policy and other THBF policies such as PSHE, feel valued and feel they have a sense of belonging

To achieve these aims we will:

- Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide and promote positive information about the diversity of UK society
- Actively challenge discrimination and ensure that all members of the THBF community learn from these experiences
- Embed inclusion through all our activities
- Involve, where reasonably practicable, all members of the THBF community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share THBF policies to the whole THBF community
- Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst the pupil body
- Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning support needs and/or disabilities a pupil may have
- Ensure the wider THBF curriculum promotes and celebrates equality and diversity
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
- Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination

Under 'Compassion' THBF states that we want all pupils to "develop a sense of active social responsibility, respect for others, generosity of spirit, tolerance and compassion"

At THBF we aim to promote inclusion and tackle any form of discrimination and actively promote harmonious relations in all areas of school life and with our key partners such as parents and other schools. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

THBF welcomes all pupils and helps to make them feel valued and included whilst acknowledging their individuality. We recognise that some pupils face more barriers to feel included than others, for example pupils who require more specialist support and those with challenging behaviour. It is our aim to offer an integrated service providing we can meet the child's individual needs. We work closely with parents/carers and other agencies to ensure pupil's individual needs are identified and met within a caring inclusive environment. THBF recognises the rights of all pupil's (with regard to the 1989 UN Convention on the Rights of the Child) to be equally valued and to participate fully in the life of the centre with appropriate support. Many pupils will need additional support sometime in their school life. Others will have special needs and disabilities that may be present throughout their lives. Through early identification we hope to prevent or minimise difficulties at a later stage.

THBF acknowledges that there are many definitions of a family. THBF aims to place high importance on working in partnership with parents/carers. We consider this is essential at all stages of the SEN process. Parents will be listened to and their views will be incorporated into the next stages for supporting their child. Information should be shared sensitively, especially when parents are having difficulty understanding or accepting their child's special needs. Parents will be offered advice and support when needed.

THBF aims to ensure that all looked after children are fully included and receive regular meetings with all concerned agencies. Every child who is 'looked after' by a local authority must have a care plan. The care plan sets out the long term objectives for that child and will involve all agencies working with that child.

THBF acknowledges and values the importance of home languages. Some parents/carers may be anxious that their children learn English so that they are able to interact in social situations whilst at the centre and to assist their learning. For children whose home language is not English we aim to provide opportunities for children to use their home language in play and learning as well as ensuring that children have sufficient opportunities to learn English.

Admissions

THBF treats every application for admission in a fair and equal way in accordance with this policy and the THBF Admissions Policy. The THBF accepts applications from, and admits, pupils irrespective of any protected characteristic.

Parents must inform the THBF when completing the registration form of any special circumstances affecting their child (such as learning support needs) which may affect the child's ability to fully participate in the provision provided by THBF. THBF will not offer a place to a child if, after reasonable adjustments have been considered, the centre cannot adequately cater for and/or meet their needs.

Educational Services

THBF affords all pupils access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the obligations under the Equality Act 2010 and considerations of safety and welfare.

THBF aim to provide high quality teaching as we believe that this is key to pupil's learning and development and forms the basis for any additional or different provision for pupil's with SEN. High quality teaching is based on the highest expectations for individual pupil's, draws on what staff know about pupil's learning and development, is differentiated for individual pupil's and uses a range of pedagogic approaches.

THBF will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

THBF will seek to educate pupils in a multicultural, anti-racist environment using the curriculum, assemblies, PSHE programme and external speakers to promote understanding and appreciation of other faiths, races and cultures.

THBF recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Preventing and Tackling Bullying and Promoting Good Behaviour Policies.

THBF will:

- Treat all members of our community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics listed above
- Ensure those pupils with a statement of special educational needs (or Education Health and Care Plan) receive necessary educational and welfare support
- Ensure that pupils with English as additional language receive additional support, such as extra English tuition, where required
- Monitor the admission and progress of pupils from different backgrounds
- Challenge inappropriate discriminatory behaviour by pupils, staff and parents
- Foster a culture which promotes openness and encourages pupils to come forward if they have experienced discrimination
- Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities
- Ensure that all staff are aware of their responsibilities promote equality of opportunity and are given appropriate training and support
- Work with parents and external agencies where appropriate to combat and prevent discrimination in THBF
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

Children with Special Educational Needs and Disabilities (SEND)

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him/her. Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Our objectives are:

- to successfully implement the principles, procedures and practices recommended in the current Special Educational Needs and Disability Code of Practice
- to ensure implementation of the local guidelines on SEN and inclusion
- to meet the needs of all children identified as having special educational needs, ensuring progress, confidence and increased independence in learning and development
- to promote positive images of children with disabilities and encourage all children to feel they belong
- to remove barriers to achievement and ensure maximum participation and equality of opportunity for all children
- to guide, inform and support all staff and parent/carers on issues relating to children's individual needs

- to keep accurate records on all children's progress and development. These will be kept securely whilst being easily accessible, to maintain confidentiality.

Plan - SEN support outcomes, interventions and support are agreed in consultation with the Manager and the school and parents along with the expected impact on progress, development or behaviour and a clear date for a review. Plans should take into account the views of the child where possible. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do - The child's key person is responsible for working with the child on a daily basis. With support from the Manager/Deputy Manager and Lead Children and Families Practitioners, the key person will oversee the implementation of the interventions or programmes agreed as part of the support.

Review - The effectiveness of the support and its impact on the child's progress will be reviewed at an agreed date. The impact and quality of the support should be evaluated by the key person and the Lead Practitioner working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents will be engaged with the centre, contributing their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the centre, at agreed times.

The graduated approach should be led and co-ordinated by the Lead Practitioner working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources (information is available at the National Children's Bureau website).

Record keeping

Key persons maintain development records of children under their care as required under the EYFS framework. A child's development record includes how the nursery supports the child's additional needs.

Transition

SEN support includes planning and preparing for transition, before a child moves into another provision or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information will be shared by THBF with the receiving provision or school. THBF will agree with parents the information to be shared as part of this planning process.

Staff Continuous Professional Development:

At THBF we accept responsibility for ensuring that our staff are competent to carry out their responsibilities within their role by promoting continuous professional development which contributes towards the safeguarding and promoting the welfare of pupils and creating an environment where staff feel able to raise concerns and feel supported in their roles.

All staff are provided with an induction in line with the Sheffield City Councils Safeguarding Induction guidance and complete the SCSP E-Learning Modules. The induction includes initial meeting with the Centre Manager, an outline of their role and responsibilities, condition of employment, safeguarding responsibilities, signposting to THBF policies and procedures.

Monthly appraisal meetings are held with members of staff to review performance, workload and identify any further learning and support required.

Staff Qualifications:

All staff hold up-to-date enhanced DBS certificates that have been obtained through Aarons Department. All members of staff have relevant qualifications and have undertaken the following training:

Safeguarding – Sheffield Children’s Safeguarding Partnership, Positive Behaviour – Team Teach, Paediatric First Aid, Child Exploitation, Safer Recruitment, Prevent, E-Safety, Food Hygiene

Religious Belief

THBF is inclusive and welcomes and respects the rights and freedoms of individuals from all religions and faiths (or no religion or faith).

Reasonable Adjustments

THBF has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison to non-disabled pupils. THBF will inform and consult with parents about what reasonable adjustments, if any, THBF are able to make for their disabled child. THBF is on one level with disability access to all areas, including a ramp that allows all children access the garden area

THBF will carefully consider any proposals for auxiliary aids and services in light of a pupil’s disability and, for example, the resources available to the us. THBF has a duty to make reasonable adjustments (case by case considerations) for staff or pupils who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

THBF is not legally required to make alterations to the physical environment as part of the reasonable adjustments duty. However, THBF monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled pupils. THBF has an Accessibility Plan in place, a copy of which can be made available upon request.

Responsibilities

It is the Leadership Teams responsibility to:

- Ensure that staff act as role models of inclusive behaviour and practice
- Ensure that THBF complies with its equality obligations
- Ensure that the THBF policies & procedures are monitored in light of this policy and the THBF's wider equality obligations
- Be involved, together with the Director, in dealing with serious breaches of this policy.

It is the Directors responsibility to:

- Ensure effective implementation of this policy and its and procedures
- Ensure that all staff are sufficiently aware and trained within equality & diversity
- Actively challenge and take appropriate action in any cases of discriminatory practice within the service, be it by staff, pupils, parents or visitors
- Have procedures in place to deal effectively with any reported incidents of discrimination, victimisation or harassment
- Ensure that all visitors and contractors are aware of, and comply with, this policy.

It is the responsibility of all staff to:

- Positively role model inclusive behaviour
- Actively challenge any forms of discrimination, victimization, harassment or bullying
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the THBF's culture
- Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

Concerns and Complaints

We recognise that parents/carers may not always be satisfied with the service they receive or the way they are dealt with. By being accessible and listening to parents/carers we hope to resolve any differences quickly. Concerns should be discussed with the Manager or a deputy manager. Further information is available in the Compliments and Complaints Policy

Any pupil who harasses another pupil on the grounds of any protected characteristic will be subject to the THBF's disciplinary measures in accordance with the Behaviour Policy.

If parents feel this policy has been breached they should raise their concern or complaint through the THBF's Complaints Policy which is available on the THBF website or can be available upon request.

Monitoring and Review

This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.

This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the THBF's equality obligations.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to THBF.

Updated by T Rodgers

A handwritten signature in black ink, appearing to read 'T Rodgers', with a stylized flourish at the end.

Policy review date: Sept 2025