



Meltham School's Out

Equality Policy

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Approved by:	Meltham School's Out Committee		
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1.0 Aims

The aim of this policy is to set out how MSO fulfils its duties stated in the Equality Act (2010). These duties are:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

2.0 Roles and Responsibilities

Meltham School's Out Committee are responsible for:

- monitoring each area of the policy to ensure implementation.

The manager is responsible for ensuring that:

- staff receive relevant and appropriate training.
- the Equality Policy is consistent with current legislation and guidance.
- appropriate action is taken wherever discriminatory behaviour, language or attitudes occur.

Meltham School's Out staff are responsible for:

- reading the policy and implementing all aspects of it in the day-to-day running of the club.

3.0 Policy

3.1 Protected Characteristics

Meltham School's Out welcomes its duties under the Equality Act (2010). The Equality Act establishes 9 protected characteristics:

- Disability

- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

3.2 Discrimination-free Environment

At Meltham School's Out we provide a safe and caring environment; free from discrimination for everyone in our community, including children with additional needs. To achieve the objective of creating an environment free from discrimination that is welcoming to all, the club:

- respects 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.
- does not discriminate against children on the grounds of disability, sexual orientation, class, family status or HIV/Aids status.
- helps all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities.
- strives to ensure that children feel good about themselves and others, by celebrating the differences which make us all unique individuals.
- ensures that recruitment policies and procedures are open, fair and non-discriminatory.
- works to fulfil all the legal requirements of the Equality Act 2010.
- monitors and reviews the effectiveness of its inclusive practice by conducting an Inclusion Audit (Appendix I) on an annual basis.

3.2 Challenging Inappropriate Attitudes and Practices

We challenge inappropriate attitudes and practices by engaging children and adults in discussion, by displaying positive images of race and disability, and through staff modelling anti-discriminatory behaviour at all times.

3.3 Racial Harassment

The club does not tolerate any form of racial harassment. The club challenges racist and/or discriminatory remarks, attitudes and behaviour from the children at the club, from staff, or from any other adults on club premises (EG parents/carers dropping off or collecting children).

3.4 Children with Additional Needs and Special Educational Needs

The club recognises that some children have special educational needs, additional needs or physical disabilities that require particular support and assistance. We assess the individual needs of each child in consultation with their parents/carers prior to their attending the club and make reasonable adjustments to ensure that children can access the service and are made to feel welcome. Where one-to-one support is required, careful consideration is given to the club's ability to meet the child's needs, along with further discussion with parents/carers.

4.0 Appendices

4.1 Meltham School's Out Inclusion Audit

Completed by:

Date of completion:

Inclusive Practice:	How is this Implemented:	Further Actions:	Priority
How do you ensure that every child is welcome to attend and what reasonable adjustments can you make to enable this?			
Are there any simple modifications that can be made to make your premises more accessible?			
How do you reflect the cultures of the wider community at your club?			
How do you promote a caring, supportive and positive atmosphere for children and adults within the club?			
How do you encourage children to feel safe and confident to make requests or to question the actions and behaviour of staff and children within your club?			
How do you promote mutually supportive relationships with the parents?			
What steps do you take to implement your club's Equalities Policy?			
What are your procedures for welcoming new parents and children to your club?			
What resources do you have - or need - to			

positively reflect disability and diversity?			
Do you use visual prompts to support children, eg visual timetables?			
Do you have resources in place to support children whose first language is not English?			
What strategies do you implement to support children's different emotional needs?			
Why is it important to observe the social interaction of children during play? How do you do this?			
How can you adapt your practice in order to accommodate the needs of all children?			
How do you encourage children to be tolerant and to celebrate difference?			

Priority levels: High: vast room for improvement; safeguarding and welfare requirements not met; immediate action required

Medium: generally good practice, but some room for improvement

Low: good practice, but needs reviewing to ensure best practice maintained