



## Equality Policy

At Sports Focus Coaching Ltd we are committed to anti-discriminatory and inclusive practice for all children, families and staff. We respect and value the diversity which exists within our setting and in the wider community. We are committed to challenging attitudes that promote discrimination, ensuring respect for all and preparing all children for life in a diverse society.

The legal framework for this policy is the Equalities Act 2010. The legislation provides protection against discrimination for people who share the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual Orientation

### **Our Aims:**

To achieve the Club's objective of creating an environment free from discrimination and welcoming to all, the Club 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.
- Acknowledge the existence of prejudice and take steps to prevent it.
- Not discriminate against children on the grounds of disability, sexual orientation, class, family status or medical status.
- 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.
- Ensure that its services are available to all parents/carers and children in the local community.
- Ensure that the Club's recruitment policies and procedures are open, fair and nondiscriminatory.
- Work to fulfil all the legal requirements of the Equality Act 2010.



- We will monitor and review the effectiveness of our inclusive practice

In order to fulfil these aims we strive to:

Learn to understand what others actually believe and value, and let them express this in their own terms.

Respect the convictions of others about food, dress and social etiquette and not behave in ways which cause needless offence.

Recognise that all of us at times fall short of the ideals of our own traditions and never compare our own ideals with other people's practices.

Work to prevent disagreement from leading to conflict.

Ensure that other people's cultures, beliefs and practices are not misrepresented or disparaged.

Correct misunderstanding or misrepresentations not only of our own culture but also of others whenever we come across them.

Respect another person's expressed wish to be left alone.

Avoid imposing ourselves and our views on individuals.

Be sensitive and courteous.

Avoid violent action or language, threats, manipulation, improper inducements, or the misuse of any kind of power.

Respect the right of others to disagree with us.

Be aware that racial, cultural and ethnic identity are often inter-related with religion and faith.

Ask everyone how they would like to be addressed, how to pronounce their name and how to spell it.

Become well informed – if we are not sure, ask (appropriate/relevant) questions and find out more information.

Treat everyone with dignity and respect.

Recognise and guard against our own prejudices.

### **Attendees:**

Our setting is open to all members of the community: We welcome all families equally. We advertise our service in the community. We reflect the diversity of members of our society in our publicity and promotional materials. We provide information in clear, concise



language, whether in spoken or written form. We do not discriminate against any children, parents or carers on any grounds. We ensure that all parents and carers are made aware of our equalities policy.

We will ensure that everyone attending our setting is equally valued, treated with equal respect and concern, and that the needs of each individual are addressed. We will ensure that each child and family has equal access and entitlement to all available opportunities for learning, experiences and resources.

### **Children's Rights**

Central to all good inclusive practice are children's rights. By using the principle that inclusion is a right for all children, Entire aims to make sure that every child:

- has an equal chance to learn and develop.
- participates equally in activities.
- is given the opportunity to communicate in their preferred way.
- has their individual needs known and met.
- feels safe and knows they belong.
- is valued as a unique individual.
- feels confident about their identity.

### **Children with additional needs**

Our Club recognises that some children have additional needs or physical disabilities that require particular support and assistance. We will assess the individual needs of each child in consultation with their parents prior to their attending the Club, and will make reasonable adjustments to ensure that children can access our services and are made to feel welcome, supported and safe.

### **Ethos and Atmosphere**

The success of Sports Focus Coaching in achieving equality can be judged by the atmosphere within each setting. Everyone should feel welcome, secure and confident at all times. We treat everyone with respect and with consideration of their diverse needs. We provide a welcoming atmosphere with approachable staff – everyone is welcomed on arrival and wished well on departure in a way that is appropriate for them.

Equality is about seeing and accepting each other and all families as unique, and making sure that everything possible is done to give all children and their families the chance to develop their full potential, in an atmosphere of mutual respect. We have a commitment to promoting good relations between different groups. We have a commitment to challenging and eradicating prejudice. Entire are committed to ensuring that all adults are good role models for the children.



The settings manager is committed to the active participation of children, parents/carers, staff and others to ensure good quality provision and to ensure each individual's needs are met. Action will be taken against discrimination and offensive remarks will be dealt with by way of further training or disciplinary proceedings if necessary. We encourage parents and carers to be aware of our Equality, Diversity & Inclusion Policy.

### **Diets**

Our main aim is that meal times should be a pleasurable and rewarding experience. We believe that food is a very important part of the day and should meet each child's nutritional, cultural and emotional needs. Individual diets are catered for in consultation with parents and carers and, if necessary, other health professionals.

We feel very strongly that we have a responsibility to honour parents' and carers' wishes and cultural requirements, such as special diets on religious or other grounds. We also feel it is vital that no child should be made to feel self-conscious about special dietary requirements, so we try to offer foods which meet all needs wherever possible.

Children are encouraged to participate in cooking and tasting dishes from various cultures. Cooking and sharing food is a very enjoyable and social activity which allows for a great deal of practical work, and stimulates talk related to the senses of feeling, smelling, tasting and seeing food change during the cooking process. Children also have opportunities to learn about health, safety, hygiene, measuring, science, nutrition and to develop their vocabulary and language generally.

### **Staff and Employment:**

We are an equal opportunity employer; posts are advertised and all participants are judged against explicit and fair criteria. All job descriptions include a commitment to equality and diversity as part of their specifications. We will consider positive action when recruiting to posts, to attract people from under-represented groups into our workforce.

All new staff will receive an induction which includes reading policies. All staff are expected to abide by the principles of the Equality, Diversity and Inclusion Policy. Should staff encounter discrimination against themselves, the grievance procedure is detailed in the staff handbook.

### **Training**

We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish. We review our practices to ensure that we are fully implementing our Equality, Diversity and Inclusion Policy. We ensure that all staff have an understanding and knowledge of equality and diversity, and the characteristics of Equality, Diversity & Inclusion Policy.



All staff are aware that attitudes, environments, structures and policies should not disadvantage particular children, parents or staff. We actively seek ways to counter the learning of negative attitudes and behaviour towards differences. We check that our resources reflect diversity and do not promote negative stereotypes.

### **Taking Action Against Discrimination**

Discrimination can take several forms:

- Direct - when someone is treated less favourably than another because of a protected characteristic they have or are thought to have or because they associate with someone who has a protected characteristic;
- Indirect - when a condition or policy applies to everyone but disadvantages people who share a protected characteristic;
- Perceptive - when someone is treated less favourably because they are thought to possess a protected characteristic – it applies even if the person does not actually possess the characteristic;
- Associative - when someone is treated less favourably because they associate with another person who possesses a protected characteristic

All staff are expected to abide by the principles of the Equality, Diversity and Inclusion Policy. If a member of staff fails to challenge discriminatory behaviour, then this will be investigated and appropriate action will follow, either more training and support or disciplinary action.

It is not acceptable to make fun of any aspect of a person's identity, such as their skin colour, their name, their disability, their gender, their religion, language/dialect/accent, etc. Anyone who breaks the rule, adult or child, should be told that we do not allow behaviour or talk like that in the setting, and they should be helped to see how they have given offence. By supporting them with explanations (especially if it's their first time their prejudice has been challenged) rather than blaming them personally, it is more likely to help them change their ideas and behaviour. At the same time it must be clear to people, especially to the victim of such behaviour, that we are not excusing it, that we take it very seriously and do not expect it to happen again.

Whenever such an incident occurs, support for the victim comes first. We need to show we care about their feelings by saying so "I know it hurts when people call you names. He/she was wrong to say that and I will tell him/her not to do it again". Remarks are dealt with within a framework created by this policy and our knowledge of it to challenge discrimination and offensive attitudes.



We understand that it is essential that young children's curiosity and questions about physical and cultural differences are not avoided, but answered simply and honestly in a way that they can understand. We aim to handle questions about differences honestly, sensitively and openly.

### **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.

A. HEAR If you hear it, don't let it pass or walk away. Challenge it. Practitioners must always actively intervene if children, students or staff are laughed at, called names or injured because they are different in some way.

B. SUPPORT The victim must be given immediate comfort and the issue addressed with the perpetrator in a sensitive and supportive way immediately after the incident. It must be clearly explained to the perpetrator that what has happened is wrong and hurtful and that it will not be condoned.

C. RESPOND Say at once that this behaviour is not allowed in the Nursery. D. INFORM Point out untrue statements and give correct information.

E. ACTION: Anyone listening or overhearing the incident must be helped to understand that what was said or done was wrong, hurtful and unacceptable (this can be done through group circle time).

A member of the senior team will inform the parent/carer of both the perpetrator and the victim of any discriminatory incident in a non-threatening way as soon after the incident.

### **Complaints**

Please refer to our complaints policy.

### **Monitoring**

The data from all complaints will be used to identify trends and areas of concern, allowing the organisation to continually improve its equality practices.

We ensure that all employees are aware through training and regular communication. We can provide information on external resources or agencies that employees can turn to if they believe that any issues were not adequately addressed within the company.

At Sports Focus Coaching Ltd, we are committed to adhering to all relevant laws and regulations related to complaint management and discrimination. We encourage employees to provide feedback on the complaints process and how their concerns or suggestions will



be taken into account for future improvement.

All policy management and procedures will be reviewed regularly and updated to ensure that they remain effective and aligned with the best practices.

Our organisation has a commitment to addressing issues promptly and transparently, fostering a culture of accountability and continuous improvement.

This policy was last reviewed on Date: 01/09/25 To be next reviewed: 01/09/26