In Association With

Learning work book to contribute to the achievement of the underpinning knowledge for unit: SHC 33

Promote equality and inclusion in health, social care or children's and young people's settings

Credit value 2

Version 1- 01/04/10

Learner's Name: _____

Learner's Signature:
(Please sign inside the box)

Employer's Name: _____

Employer's Address: _____

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Start Date: _____

Anticipated End Date: _____

College Provider: _____

Learner's Enrolment Number: _____

Mentor's Name: _____

Assessor's Name: _____

Internal Verifier's Name: _____

I V's Sampling Date: _____

INTRODUCTION

This workbook provides the learning you need to help you to achieve a unit towards your qualification. Your qualification on the Qualification and Credit Framework (QCF) is made up of units, each with their own credit value; some units might be worth 3 credits, some might have 6 credits, and so on. Each credit represents 10 hours of learning and so gives you an idea of how long the unit will take to achieve.

Qualification rules state how many credits you need to achieve and at what levels, but your assessor or tutor will help you with this.

Awarding Organisation rules state that you need to gather evidence from a range of sources. This means that, in addition to completing this workbook, you should also find other ways to gather evidence for your tutor/assessor such as observed activity; again, your assessor will help you to plan this.

To pass your qualification, you need to achieve all of the learning outcomes and/or performance criteria for each unit. Your qualification may contain essential units and optional units. You'll need to complete a certain amount of units with the correct credit value to achieve your qualification. Your tutor/assessor can talk to you more about this if you're worried and they'll let you know how you're doing as you progress.

This workbook has been provided to your learning provider under licence by The Learning Company Ltd; your training provider is responsible for assessing this qualification. Both your provider and your Awarding Organisation are then responsible for validating it.

THE STUDY PROGRAMME

This unit is designed for individuals who are working in or wish to pursue a career in their chosen sector. It will provide a valuable, detailed and informative insight into that sector and is an interesting and enjoyable way to learn.

Your study programme will increase your knowledge, understanding and abilities in your industry and help you to become more confident, by underpinning any practical experience you may have with sound theoretical knowledge.

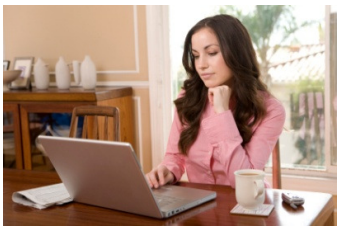
Where To Study

The best way to complete this workbook is on your computer. That way you can type in your responses to each activity and go back and change it if you want to. Remember, you can study at home, work, your local library or wherever you have access to the internet. You can also print out this workbook and read through it in paper form if you prefer. If you choose to do this, you'll have to type up your answers onto the version saved on your computer before you send it to your tutor/assessor (or handwrite them and post the pages).

When To Study

It's best to study when you know you have time to yourself. Your tutor/assessor will help you to set some realistic targets for you to finish each unit, so you don't have to worry about rushing anything. Your tutor/assessor will also let you know when they'll next be visiting or assessing you. It's really important that you stick to the deadlines you've agreed so that you can achieve your qualification on time.

How To Study



Your tutor/assessor will agree with you the order for the workbooks to be completed; this should match up with the other assessments you are having. Your tutor/assessor will discuss each workbook with you before you start working on it, they will explain the book's content and how they will assess your workbook once you have completed it.

Your Assessor will also advise you of the sort of evidence they will be expecting from you and how this will map to the knowledge and understanding of your chosen qualification. You may also have a mentor appointed to you. This will normally be a line manager who can support you in your tutor/assessor's absence; they will also confirm and sign off your evidence.

You should be happy that you have enough information, advice and guidance from your tutor/assessor before beginning a workbook. If you are experienced within your job and familiar with the qualification process, your tutor/assessor may agree that you can attempt workbooks without the detailed information, advice and guidance.

THE UNITS

We'll start by introducing the unit and clearly explaining the learning outcomes you'll have achieved by the end of the unit.

There is a learner details page at the front of each workbook. Please ensure you fill all of the details in as this will help when your workbooks go through the verification process and ensure that they are returned to you safely. If you do not have all of the information, e.g. your learner number, ask your tutor/assessor.

To begin with, just read through the workbook. You'll come across different activities for you to try. These activities won't count towards your qualification but they'll help you to check your learning.

You'll also see small sections of text called "did you know?" These are short, interesting facts to keep you interested and to help you enjoy the workbook and your learning.

At the end of this workbook you'll find a section called 'assessments'. This section is for you to fill in so that you can prove you've got the knowledge and evidence for your chosen qualification. They're designed to assess your learning, knowledge and understanding of the unit and will prove that you can complete all of the learning outcomes.

Each Unit should take you about 3 to 4 hours to complete, although some will take longer than others. The important thing is that you understand, learn and work at your own pace.

YOU WILL RECEIVE HELP AND SUPPORT

If you find that you need a bit of help and guidance with your learning, then please get in touch with your tutor/assessor.
If you know anyone else doing the same programme as you, then you might find it very useful to talk to them too.

Certification

When you complete your workbook, your tutor/assessor will check your work. They will then sign off each unit before you move on to the next one.

When you've completed all of the required workbooks and associated evidence for each unit, your assessor will submit your work to the Internal Verifier for validation. If it is validated, your training provider will then apply for your certificate. Your centre will send your certificate to you when they receive it from your awarding organisation. Your tutor/assessor will be able to tell you how long this might take.

Unit SHC 33: Promote equality and inclusion in health, social care or children's and young people's settings

About this unit

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of diversity, equality and inclusion
2. Be able to work in an inclusive way
3. Be able to promote diversity, equality and inclusion

Equality and inclusion in a work setting

Key terms

Diversity is about difference, and the value of diversity is the richness and variety that different people bring to society.
'All apples are red.' That statement is clearly silly. Of course they are not – some are green, some are yellow. When it comes to people, everyone is different. There are so many ways in which people differ from each other, including, for example:

- Appearance
- Gender
- Race
- Culture
- Ability
- Talent
- Beliefs.

Imagine how boring life would be if everyone was exactly the same. Whole societies of identical 'cloned' people have been the central theme of many films, and it is clear immediately how unnatural that seems. However, we are not always very good at recognising and valuing the differences in the people we meet.

You can think about diversity in different ways. There are specific differences between people, all of the features that make each of us an individual, and there are broader differences as you can see from the list above. Both of these are important and you need to take account of each of them, and value the contributions that are made by different perspectives, different ways of thinking and different approaches

Current practice is largely child centred and this means that we put the needs of the child first. The child is placed in the forefront of everything that we do. The child's needs and rights are paramount but this was not always the case. Let us first look at how today's attitudes and values have come about. The needs and rights of the individual were not apparent in, say, Victorian society, when children were expected to be 'seen and not heard'. The Greeks used to think that children were blank slates, 'tabular rasa', on which to write. We no longer think of children as blank individuals who we have to fill with knowledge. Now we see children as individuals who we interact with. In our society we have great respect for individuals, their rights and needs and this starts with the rights and needs of the child.

Generalisations and stereotypes

It is often easy to make broad, sweeping statements that you believe apply to everyone who belongs to a particular group. It is the exact opposite of valuing diversity, by saying that everyone is the same. This is the basis of prejudice and discrimination, and you need to be sure that you are not guilty of making generalisations and thinking about people in stereotypes. People are often discriminated against because of their race, beliefs, gender, religion, sexuality or age. Treating everyone the same will result in discrimination because some people will have their needs met and others will not. In order to prevent discrimination, it is important to value diversity and treat people differently in order to meet their different needs.

Stereotypes

One of the main causes of discrimination is the fear and lack of understanding of others that is spread because of stereotyping. Prejudice is what makes people think in stereotypes and, equally, stereotypes support prejudice. Stereotypes are an easy way of thinking about the world.

Stereotypes might suggest that all people over 65 are frail and walk with a stick, that all black young people who live in inner cities are on drugs, that all Muslims are terrorists, or that all families have a mother, father and two children.

These stereotypes are often reinforced by the media or by advertising. Television programmes will often portray violent, criminal characters as young and black, and older people are usually shown as being dependent and unable to make a useful contribution to society.

Challenging prejudice

Stop yourself every time you make a generalisation and look at the prejudice that is behind it. Think about why you think the way you do, and do something about it. The next time you hear yourself saying, for example, 'Social workers never understand what is really needed', 'GPs always take ages to visit' or 'People who live here wouldn't be interested in that', stop and think what you are really doing.

It is probably true that some social workers will not understand, maybe even all those you have met so far! But that does not necessarily apply to them all.

Perhaps most of the people you support would not be interested in whatever was being suggested, but some might. You cannot make that assumption. You need to ask. You need to offer people choices because they are all different. Do not fall into the trap of stereotyping individuals based on factors such as gender, age, race, culture, dress or where they live.

Avoiding stereotypes at work

It is a key part of your job to find out the personal beliefs and values of each person you support. Think about all the aspects of their lives, such as:

- Diet
- Clothing
- Personal hygiene
- Worship
- Language
- Relationships with others.

It is your responsibility to find out – not for the person to have to tell you. It will be helpful for you, and for other support workers, if this type of information is kept in the personal record.

Equality

How can you foster and encourage equality, which seems to be about everyone being equal, alongside diversity, which is about everyone being different?

It is not as impossible as it appears. The first key concept to understand is that what you are being asked to do is to promote 'equality' – and that is not necessarily the same thing as treating everyone the same.

Try thinking about a race. Everyone would agree that generally, for a race to be fair, all the competitors must be on the start line and start together. Before people have a chance to take part in the race, they have to reach the starting line. Yet many people in our society need considerable help just to reach the starting line before they can even begin to take part in the race.

If you are to support people in reaching the starting line, you have to be able to find out from them what additional support they are going to need. This is called positive action. It is not the same thing as positive discrimination, which is illegal.

Inclusion

Definitions of inclusive practice are varied, but broadly, it is about ensuring that there are no barriers that would exclude, or make it difficult for people to fully participate in society. People must be included in all aspects of life, not excluded from some of them because of an illness or a disability. Traditionally, we have developed separate worlds in order to meet people's needs – for example, separate workshops, education groups, living accommodation for people with mental health needs or any type of disability have kept people out of the mainstream of society. Older people have been separated with clubs, day centres and residential accommodation on the assumption that separate is best – but increasingly, we have come to see that separate is not equal, and we should have an inclusive society that everyone can enjoy.

Now, we ask a different question about how we organise society. We do not ask 'What is wrong with this person that means they cannot use the leisure centre or the cinema?' but 'What is wrong with the cinema or the leisure centre if people with disabilities can't use it?'

Inclusive practice is about providing the support that people want in order to live their lives as fully as possible. Examples of inclusive practice are:

- Providing a ramp to give wheelchair access to a building
- Providing information in a range of languages and in audio format.

Ensuring that systems and processes for obtaining support are easy to use and access allows people to work out the support that they need and find the best way to put it in place.

Overall, practicing in an inclusive way means constantly asking 'What changes need to happen so that this person can participate?' and then doing whatever is within your area of responsibility to make those changes happen.

How can we promote diversity?

Young children in the UK are being raised in a society with many sources of cultural diversity. Good early years practice needs to support equality from the earliest months of babyhood. But what does this mean as practitioners work to create a positive learning environment? In what ways should your early years setting reflect a range of sources for cultural identity?

Play materials, books and other resources can be offered in a constructive way by reflecting on how young children learn about culture and cultural identity.

- Shared culture is communicated through the events of daily life, such as food, ways of dress and familiar music or art forms.
- A sense of personal identity through culture is supported by shared language and ways of communicating and sometimes through a shared faith or religious backdrop to daily life.

- Young children of every cultural or ethnic background need to develop a secure and positive sense of their own identity. Children's family life will be the most significant source of that identity. Nursery or playgroup life should reinforce it.
- On a firm basis of 'my own culture', children are then able to make sense and learn about information highlighting less familiar cultures. Experiences outside the family, including within early years settings, can be a significant source of this broader base of understanding.
- So long as practitioners offer experiences in a thoughtful and well-informed way, there is a good chance that children will learn respect for ways of life with which they are less acquainted.

It is vitally important that children can see themselves and their family reflected in play resources, visual images and books. Good practice includes reviewing the messages given by all your resources and the experiences you offer. In a steady fashion, you have a responsibility to extend young children's understanding beyond their own backyard.

- Posters, photographs and other visual images can give the message, even to very young children, that all these people who look different in many ways are part of our nursery and our community. Children see themselves and people who look like their family.
- Children benefit from stories with characters who look like them. Children can feel excluded if 'people like me' only appear in books about 'children from other lands'.
- It is just as important that books present children who look different as characters getting on with life – not as problems or special issues.
- Good illustrated information books for children approach diversity through shared experiences: ways to welcome a new baby, family celebrations, different games or important transitions like going to school.

There is always some ethnic diversity in a neighbourhood, although large urban areas are likely to have populations with more obvious differences in skin colour, physical appearance and dress. It would be poor practice to restrict play resources in a mainly 'white' area on the grounds that 'nobody round here looks like that, so…' Nurseries and playgroups extend children's general knowledge in many directions that cannot be observed locally. You need to acknowledge the cultural diversity that is part of daily life, sometimes only an hour or so away by train or car.

Challenging discrimination

Direct discrimination-When a person is treated less well, in comparison with someone else, because of his or her racial or ethnic origin, religion or belief, disability, age or sexual orientation.

Examples of direct discrimination: a shop owner who refuses to hire suitably qualified people simply because they are of a certain race or ethnic origin, or an employer who specifies in a job advert that only young people should apply even though the job in question could be done perfectly well by an older person.

Indirect discrimination-When an apparently neutral specification, criteria or practice would disadvantage people on the grounds of racial or ethnic origin, religion or belief, disability, age or sexual orientation unless the practice can be objectively justified by a legitimate aim.

Examples of indirect discrimination: a translation company insists that all those applying for jobs as translators have driving licenses because there is an occasional need to deliver or collect work from clients. Since this prevents some people with disabilities from applying and as driving is not a core requirement for doing the job, the company is effectively discriminating against this particular group of people, unless it can demonstrate that there is an objective reason to justify this measure.

A department store prohibits its employees from wearing hats when serving customers. This rule means that people whose religious beliefs require them to cover their heads, such as Muslim women, are prevented from working in the shop. The store is indirectly discriminating against this group of people unless it can demonstrate that there is an objective reason to justify the policy.

Knowing what to challenge, and when to challenge, can be tricky and open to personal interpretation. There are some non-negotiables re inappropriate language/behaviour e.g. swearing, language that is racist/sexist/homophobic, etc. We can often find debate over questions such as 'what constitutes inappropriate banter?' or 'They meant no offence by a comment – do I still need to challenge?'
Not challenging is not a neutral act – it can be seen as colluding behaviour.

Principles when challenging

If in doubt about whether you should challenge someone's behaviour or not, consider the following.

- Is the banter/joke/comment excluding anyone or aimed at anyone in order to ridicule them?
- Could someone be offended by the behaviour?
- Lack of intention is not an excuse for behaviour. You are required to consider and manage the effect of behaviour.
- Is the banter/joke/behaviour open to misinterpretation or misunderstanding?

How to challenge

There is no definite way to challenge inappropriate behaviour and no doubt you will find your own approach to challenging effectively. The following may be useful to consider.

- Don't punish or blame – say what is better.
- Understand your audience. Think about your role in the situation –practitioner, colleague, manager – and consider this in your approach.
- State your position: 'That's disrespectful; we don't talk about patients like that.'
- Understand the situation. Do you challenge there and then, or quietly at a later date? What will be most effective for the person involved/for those witnessing the incident?

Equality and inclusion in the workplace

Today, with our understanding of genetics, we understand that children have their own unique set of genes. This means that individuals have their own individual physical appearance, talents and personality traits. Each child has its own potential for development. Think for a moment of the various children you may know or have in your care and how they differ. No two children are remotely the same and, as a consequence, we have to care for each child in a particular way.

Our principles and values that we hold today are firmly rooted in the past. Over the years different people have studied the way children think and learn and this has influenced the way we deal with children. These principles and values have become enshrined in law but let us think for a minute on how they have come about.

Early educators first looked at how animals learned and proposed that children learned in the same way. Charles Darwin wrote *The Origin of Species,* in which he set out his ideas on how man evolved from animals. In this book he recorded his investigations carried out around the world in the animal kingdom. He believed that human beings had slowly evolved from earlier life forms. As a consequence, he also believed that that by studying animals it would be possible to see human behaviour in a simpler form.

Another early educator also looked to animals in order to understand how human beings behaved. He was the Russian Ivan, Pavlov.

He investigated animal behaviour, which he likened to human behaviour. Pavlov noticed that his dogs salivated before they tasted their food when they saw the trainer who usually fed them. Anxious to test out his theories, Pavlov caused his dogs to salivate at the sound of a bell by ringing it when food was presented. The animals would later salivate when the bell was rung even when no food was given. The behaviour had been learned – this he termed 'conditioning'. A stimulus was presented (e.g. the bell) which was followed by a learned response (e.g. salivating). For example, we are conditioned to exit a building when a fire alarm goes off. Children were thought to learn in the same way.

B.F. Skinner (1904-1990) continued Pavlov's work on conditioning.

He developed this idea and came up with the concept of positive and negative reinforcement. According to Skinner, a child's behaviour can be increased by following it with a wide variety of reinforcers besides food and drink, such as praise, a friendly smile or a new toy. Good behaviour can be decreased through withdrawal of privileges, parental disapproval or being sent to one's room.

He thought that behaviour is shaped by its consequences. By this he meant that behaviour is likely to be altered by the effect that it caused.

If a child is pleased with the outcome of her actions, they are likely to repeat them. If we positively reinforce a child's behaviour by praising her or rewarding her, then this behaviour is likely to be repeated. If we reinforce bad behaviour (for example, by rewarding a badly behaved child with our attention, which the child might crave) this too is reinforced. By ignoring such behaviour it would not be reinforced and would likely to be discontinued.

Educators have argued over the years about the influence of nature or nurture over human growth and development. Some think that it is our genetic makeup that determines who we are. Others believe that it is our life experiences, such as our family, friends, life events, schooling, etc. which fashion who we are.

It could be argued that both nature and nurture are important factors. We are all unique individuals at birth with our innate, or inbuilt, intelligence levels, talents and physical abilities. We interact with our family and with life events to become even more unique. No two people have the same life experiences, even identical twins, and so we are all truly individual. This idea is one that is embedded in our work with children. Each of us is an individual and should be treated as such and respected for our own individuality.

There have been many studies involving identical twins because they have the same genetic material. Twins that have been separated at birth and brought up in different homes were of particular interest, because the influence of the nurture they had received could be evaluated. Research was also conducted on children who had been adopted and their intelligence was then measured and compared to that of their parents to see how much of a part environmental influences had played.

Genetic pre-dispositions can be overridden by environmental influences. For example, a naturally shy individual can be helped to be more assertive and difficult experiences can cause naturally extravert people to become more withdrawn. Can you think of an individual in your life whose behaviour altered after a life event?

Did they start to behave in a different way? Our personalities and abilities change and grow as we move through life.

Many individuals have studied children and their work has helped us to understand how they develop. Jean Piaget (1896-1980) had a big influence on the way we work with children and adolescents today. He thought that children were naturally curious and active.

He felt that they explore and interact with the environment, looking for challenges. Piaget arrived at the idea that children construct their world and reconstruct it as new information is received through their senses.

DID YOU KNOW?
Queen Elizabeth I regarded herself as a paragon of cleanliness. She declared that she bathed once every three months, whether she needed it or not

ACTIVITY ONE

Circle the words or phrases you would associate with child development

Onion	**Piaget**	**Active**
Skinner	**Carrot**	**Brain**
Curious	**Senses**	**Beetroot**

Piaget regarded the order of development as rooted in the biology of our species – the result of human brain activity becoming increasingly adept at analyzing and interpreting experiences common to most children throughout the world. He thought that children passed through several stages in a learning process. He stated that children pass through stages of learning that are broadly related to their age, from exploring with concrete objects such as toys until they were capable of reaching abstract thought. Piaget concluded that they cannot pass from one stage to another until they are ready.

And so our understanding of how children think and learn slowly developed as educators studied children. Now we have very sophisticated devices such as thermal imaging of the brain. Consequently, we are beginning to understand the physical processes that occur during brain activity.

It is important that we think of the child as a whole, not just consider the way they think and learn. Today we look at the child in a holistic way. This means that we look at the child as a whole.
We think about her emotional, physical, social, linguistic, moral and spiritual welfare.

Our current principles and values have been influenced by the educators and researchers that have gone before us. We are also influenced by the culture in which we live, its laws and attitudes. Other cultures may not put as much value on the rights of every individual as we do. And as we have mentioned, this was not always the case historically. As a society evolves and changes, so do public attitudes and values.

The welfare of the child has been the subject of the following recent important legislation.

The Children Act 2004

One of the most important pieces of legislation in recent years that has had an enormous impact in our sector is The Children Act.

The Children Bill received Royal Assent on 15 November and is now the Children Act 2004. The Act provides a legislative spine for the wider strategy for improving children's lives. This covers the universal services which every child accesses, and more targeted services for those with additional needs.

The overall aim is to encourage integrated planning, commissioning and delivery of services as well as improve multi-disciplinary working, remove duplication, increase accountability and improve the coordination of individual and joint inspections in local authorities. The legislation is enabling rather than prescriptive and provides local authorities with a considerable amount of flexibility in the way they implement its provisions.

The Children Act 2004 places a new duty on local authorities to promote the educational achievement of looked after children.

The Children Act Report 2004-05

The Children Act 1998 Report 2004 and 2005 describes a period of intense activity, as the Government and its partners worked hard to make a reality of the vision for children's services set out in Every Child Matters: Change for Children (December 2004) and the Children Act 2004 . Following the example of previous reports, it is based on the Government Objectives for Children's Social Services and provides information drawn from statistical collections and research. To help set the data in context, each chapter refers to relevant policy developments and publications.

The Children Act Report 2003

The Children Act Report 2003 was published in December 2004. Its publication is a statutory requirement flowing from the Children Act 1989.The report draws together information drawn from research, statistics and inspection findings and consolidated together.

The Children Act Report 2002

The Children Act 2002 is a report by the Secretary of State for Education and Skills and the Lord Chancellor, on the Children Act 1989, in pursuance of their duties under section 83(6) of the Act, presented to Parliament, July 2003.

This report pulls together the latest information from statistical returns, inspections and research into a single concise document. It tells the story of the vitally important work of councils in safeguarding and promoting the welfare of children and young people. It shows that progress is being made in a number of areas, but there is still much to be done to achieve our objectives for vulnerable children.

The Children Act 1989

The Children Act 1989 covers the following:

- Reforms the law relating to children;
- Makes provision for local authority services for children in need and others;
- Amends the law with respect to children's homes, community home, voluntary homes and voluntary organisations;
- Makes provision with respect to fostering, child minding and day care for young children and adoption, and for connected purposes.

The Act covers a wide range of issues including the inspection and registration of all childcare facilities. It also gives clear guidelines on child protection. The Act introduced the concept of abuse. It is important for all our settings to know about the legislation that it contains and to have set out policies so that the staff can adhere to this legislation. Under this Act it is the child who has the rights rather than the parents.

The Children Act 1989 states that a child should always be consulted and informed about what is happening to them.

If you are employed in a childcare setting, your workplace will have an Equal Opportunities Policy. This is to ensure that they are committed to equality of opportunity irrespective of gender, race or disability. This policy is necessary for schools, nurseries, etc. In order to meet their obligations under the wide range of antidiscrimination legislation.

Independent Safeguarding Authority

The Independent Safeguarding Authority (ISA) was created as part of the Government's Vetting and Barring Scheme (VBS) to help prevent unsuitable people from working with children and vulnerable adults. It is a Non Departmental Public Body, sponsored by the Home Office.

The ISA works in partnership with the Criminal Records Bureau (CRB) to help ensure that there is 'no known reason' why individuals who work or wish to work or volunteer with children or vulnerable adults shouldn't do so.

The ISA's role within the VBS is to make independent barring decisions and place or remove individuals on either the ISA's Children's Barred List or the ISA's Vulnerable Adult's Barred List, or both.

Increased safeguards were introduced under the Vetting and Barring Scheme, from October 12th 2009:

- It is a criminal offence for individuals barred by the ISA to work or apply to work with children or vulnerable adults in a wide range of posts - including most NHS jobs, Prison Service, education and childcare. Employers also face criminal sanctions for knowingly employing a barred individual across a wider range of work
- The three former barred lists (POCA, POVA and List 99) are being replaced by two new ISA-barred lists
- Employers, local authorities, professional regulators and other bodies have a duty to refer to the ISA, information about individuals working with children or vulnerable adults where they consider them to have caused harm or pose a risk of harm. Referral forms and referral guidance are available.

The Human Rights Act 1998

The Human Rights Act also guards the rights of all people including children to be treated with respect and as an individual.

It also gives children rights to attend a mainstream school – this gives parents who have children at a special school an opportunity to seek a mainstream place, if they feel it is in the child's best interests.

The Disability Discrimination Act 1995

The Disability Discrimination Act 1995 makes it unlawful to discriminate against anyone on the grounds of disability. It has become the duty of childcare and education settings to make all facilities and opportunities available to all. This notion of inclusion has resulted in Local Authorities having to arrange for provision and access for all. All children, including those with Special Educational Needs, should be taken into account when planning activities.

The Disability Discrimination Act 2005 and the Disability Equality Duty

This Act introduced new duties for most public bodies to:

- Promote disability equality
- Take steps to eliminate discrimination and harassment
- Publish a disability equality scheme, setting out how they plan to do so

The aim is to influence the way public bodies – including education providers - make decisions and develop their policies, encouraging them to consider the needs of disabled people as part of their everyday activities.

Special Educational Needs and Disability Discrimination Act 2001

This act gives more rights to children with special educational needs and disabilities. All children should have equal access to the curriculum in schools. They should have equal access to school trips, and sporting, social and recreational experiences.

The Sex Discrimination Act 1998

The Sex Discrimination Act 1998 ensures that there is no discrimination between boys and girls and it is unlawful if a person is treated less favourably than others because of their gender.

The Sex Discrimination Act forbids discrimination with regard to benefits, facilities and services. One exception, which may be relevant to your practice, is that it does allow single sex sport, on the grounds that there are physical differences between the sexes based on strength and physique.

Sex Discrimination (Amendment of Legislation) Regulations 2008

The SDA was amended to ensure compliance with the Equal Treatment Directive in two key areas, discrimination on grounds of pregnancy or maternity leave and harassment. All changes are with effect from 6th April 2008.

The Race Relations Act 1976 (Amendment) Regulations 2003

This makes racial discrimination unlawful and promotes equality of opportunity and good relations between people of different racial groups.

The main features of the regulations are:

- A new definition of indirect sex discrimination which is comparable with the definition under the Sex Discrimination Act 1975.
- It will be an offence to subject someone to harassment on racial grounds. Harassment is defined as engaging in unwanted conduct which has the purpose or effect of violating another person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment.
- A new defence is introduced, where race is a "genuine and determining requirement" for a job.

The burden of proof is reversed. If an Applicant is able to establish a prima facie case of indirect discrimination, then the burden shifts to the Respondent to prove that it was not racially discriminatory.
We have to be careful when selecting resources to ensure that all races are featured in images, play figures, puzzles, etc.

All institutions must have a code of practice that promotes multiculturalism and monitors racist incidents.

From September 2002, the Disability Discrimination Act 1995 (DDA) applies to all providers of early years services.

The DDA has applied to the provision of childcare since it came into force in 1996. At that time education was exempt from the DDA.

The Special Educational Needs and Disability Act 2001 brought in changes to both the special educational needs (SEN) legislation and to the DDA. The changes extended the coverage of the DDA to include education so that, from September 2002, it is unlawful to discriminate against disabled children in the provision of any service. The DDA duties apply to all early years settings: to schools and preschools, to mainstream and to special, to private, voluntary, independent and state-maintained settings, to individual child-minders and to networks of accredited child minders, to education and social services provision. The duties cover all providers of early year's childcare and education whether or not they are in receipt of government funding.

The DDA sets out two main duties. These apply to all providers under and are:

- Not to treat a disabled child 'less favourably';
- To make 'reasonable adjustments' for disabled children.

The DDA sets out a duty not to treat a disabled child 'less favourably' than someone else for a reason related to their disability.

Example 1

There may sometimes be justification for less favourable treatment, but it is the blanket policy in this example that is likely to make it discriminatory. The school has not explored the nature of the boy's condition. They have not taken advice about the management of the condition, nor considered whether they may be able to adapt the routine procedures that they have in place to deal with accidents that occur

Example 2

In certain circumstances there may be justification for less favourable treatment but in this example it would appear to be unlikely. The preschool does not appear to have considered how the girl might be supported in watching and enjoying the puppet show if she had accompanied the other children, or how they might prepare her for the show, perhaps with a picture book or with puppets played with in advance of the visit.

DID YOU KNOW?

A man named Charles Osborne had the hiccups for 69 years!

ACTIVITY TWO

Circle the words or phrases you would associate with legislation

Purple	**Treatment**	**Act**
Procedure	**Orange**	**Requirement**
Code	**Regulation**	**Turquoise**

What are 'reasonable adjustments'?

The DDA requires schools and other providers to make 'reasonable adjustments' for disabled children. The duties are 'anticipatory', that is schools and other providers need to think ahead and consider what they may need to do for disabled children before any problems arise. The following are some examples of adjustments that have been made for disabled children to ensure that they can be included in the life of the setting as fully as possible.

A pre-school checks its policies, including its admissions policy, and makes some changes to ensure that conditions in the policy do not discriminate against disabled children.

Two hearing impaired children are going to be admitted to a nursery education centre. The centre:

- Arranges training for staff in the appropriate use of radio aids;
- Draws up guidance for staff in the light of the training. This includes guidance on the use of radio microphones, the transfer of microphones to other children at group times, and checking that the children's aids are set correctly for different activities;

- Changes the location of the book corner. The rooms in this centre have large windows down one side. Staff decide to change the location of the book corner so that, at story times and at other times when the children come together as a group, the natural light illuminates the face, mouth and gestures of the staff talking to the children;
- Pays particular attention to having visual prompts to hand when they are planning activities with the children and using puppets and other props at story times.

One of the other key principles that is enshrined in the values of our sector is that of confidentiality. You are the person who comes into contact with children every day and they are most likely to tell you their problems. As a professional you must not pass on to any other person the things that children tell you in confidence.

There is, however, one exception to this rule. If a child discloses something that you believe puts her, or others, at risk, then it is your duty to tell someone in authority. Remember not to promise a child that you will keep what she tells you a secret. You may not always be able to do this.

Quite often we hear from other professionals certain information about a child and her family that is confidential. This information is shared with us because it may have an impact on the welfare of the child. For example, it may be that her father has been made redundant or that a family member is suffering from depression or abusing drugs. This information must never be passed on to individuals outside the circle of professionals who are taking care of the child.

We need to store information about the children and their families – this will be records of names and addresses, phone numbers, allergies, health and dietary needs. However, you must be very clear with whom you can share this information and why. These details have been given to us to help us maintain the welfare of the child and are not to be shared with others outside of the professionals within your setting.

Records are usually kept away from public areas and a limited number of people may have access to them. There is Government legislation on what sort of information we may retain and what period of time we may hold it for, for example The Data Protection Act 1988. Just as we put the child's rights (which are embedded in legislation) at the centre of our care, so the rights of adults are also protected.

Members of staff may also disclose personal information to us. This is useful because we may be able to help them or treat them with more tolerance and understanding if we know more about their own personal circumstances. We must always see ourselves as professionals and not disclose personal information to anybody.

At times we become worried about a child in our care and we may feel tempted to share this information with family and friends. It is difficult when you are upset or concerned not to share this information with others. You need to make a conscious effort to leave this information back at the setting where you work.

There are legal requirements that concern the keeping of information secure.

The Data Protection Act 1998 says that:-

- Information must be obtained fairly
- Be kept only as long as is necessary
- Be relevant to requirements
- Be used in a way that is compatible with requirements.

How can promoting equality and inclusion reduce discrimination?

The government has a mandate to 'build a safe, just and tolerant society for everyone in the UK, regardless of their race, religion, gender, gender identity, sexual orientation, disability or age. Practitioners who value diversity and promote equality of opportunity and inclusion will tend to work in a person-centred way, focusing on individual strengths and needs, striving to improve the quality of participation of all the children and young people with whom they work.

There are various pieces of legislation in place to promote equality and reduce discrimination. These include:

- The Disability Discrimination Act 2005
- The Special Educational Needs and Disability Act 2001
- Convention on the Rights of the Child (UN, 1989)
- The Human Rights Act 1998

The aim of all this legislation is to promote equality of opportunity for all, regardless of age, sex, sexuality, disability, race, religion or any other difference.

The legislation should have an impact on the way organisations provide and organise services and on the way practitioners approach their practice.

However, whilst legislation is important because it protects people, the one thing it cannot do is change people's attitudes. Good practice should ensure that practitioners are constantly able to evaluate what they do and to receive appropriate support and training in this area.

Supporting children with learning difficulties and/or disabilities

When working with children and young people with learning difficulties and/or disabilities practitioners should focus on what people can do rather than what they can't do. The Special Educational Needs Code of Conduct (DfES, 2001) sets out fundamental principles that should be used when working with children and young people with learning difficulties and/or disabilities.

Parenting workers

When working with parents to support children and young people with learning difficulties and/or disabilities, you will need to be aware of the principles of the Special Educational Needs Cod e of Practice and the models of disability which exist.

Prejudice and discrimination

Social inequalities are present in all societies in one form or another, influencing every aspect of people's lives and attitudes. This is because society is made up of individuals who hold a spectrum of values, beliefs and opinions. Some of these are based on prejudice and discrimination. Prejudice can be defined as unfavourable opinion or feeling formed beforehand without knowledge, thought or reason; discrimination can be defined as treating a person less favourably than others in the same or similar circumstances.

There is evidence to suggest that discrimination can lead to extremely negative life consequences for children and young people.

Key questions for practitioners are:

- How can I ensure my practice is not discriminatory?
- How can I promote equality of opportunity?
- What is good practice in this area?

All practitioners must understand that there is absolutely no form of discrimination or harassment that is in any way acceptable. If a child, young person, parent or colleague behaves in a discriminatory way, the practitioner has a responsibility to challenge them – with a clear idea about why they are challenging them and how to do it as effectively as possible.

Anti-discriminatory practice involves practitioners in the examination of their own values, beliefs, attitudes and expectation to ensure that they work proactively to give all children, young people and parents equality of opportunity at all times. To work in an anti discriminatory way practitioners need to have knowledge of relevant equal opportunities legislation and what this means for their practice, as well as knowledge of their organisation's policies and codes of practice.

Children, young people and parents have a right to a genuine commitment from practitioners to the concepts and practices that underpin equal rights legislation and policies, rather than tokenistic behaviours. The promotion of equality of opportunity involves respect for all people and valuing their individuality and personal circumstances. It also involves encouraging and fostering a positive learning environment.

Inclusive working is built on promoting equal opportunities and therefore antidiscriminatory practice. It means working flexibly, operating structures and systems that take into account what each individual can offer and what each individual needs.
Inclusion involves a focus on ensuring that everyone has the opportunity to be engaged and involved in mainstream community life. Practitioners need to be aware of and work to overcome any barriers to inclusion, because promoting inclusion and combating discrimination will:

- Enhance service users' satisfaction and better meet their needs
- Increase the confidence of local and diverse communities
- Create a safe and inclusive environment for all
- Enhance democracy and accountability

- Reduce personal and financial costs.

It could be argued that exclusion is a consequence of barriers to inclusion.

In addition to the barriers created by undervaluing diversity and inequality of opportunity, there are many other barriers to inclusion. One of the problems is that the longer the child, young person or parent is left outside the mainstream, the more problematic the task of re-engaging and reintegrating them becomes.

DID YOU KNOW? Fingernails grow nearly 4 times faster than toenails!	

ACTIVITY THREE

Circle the words or phrases you would associate with inclusive working

Orchid	**Barriers**	**Opportunity**
Reintegrating	**Daffodil**	**Outside**
Exclusion	**Tulip**	**Combating**

Child development

Children develop in many ways and at different times. No two children develop in the same way. Children reach different milestones at varying ages.

They also have individual inherent abilities, aptitudes and talents. They come from a range of backgrounds and family set ups. As a consequence, we have to treat each child as an individual.

We also have to treat each child as a whole. An unhappy child cannot thrive. A child with language delay may often find it difficult to learn. A shy child may find it difficult to make friends. We need to nurture every aspect of a child in order for it to thrive.

Physical, emotional, social, spiritual and linguistic development all go hand in hand. Child development is interlinked.

Recent research has also shown that physical development can affect intellectual development. Brain Gym is a series of fun exercises that children can do. These stimulate the body but also help to stimulate parts of the brain. Practitioners have related that there have been marked improvements in some autistic, dyslexic and dispraxic children when their learning is combined with specific large physical movement.

Other recent research was conducted on children who combined drinking water and physical exercise before lessons. The results showed a remarkable improvement in attainment. Many childcare and education facilities now make water available to their children all through the day and encourage them to drink.

The Whole Child

Nutrition is regularly in the news; again, research has proved that eating breakfast improves a child's performance over the day.
Oxford University conducted a study on some children who were not performing as well as expected at school. They gave half the children fish oils but not the remaining half, who acted as a control group. The results were not as expected. The children's reading ability improved but so did their concentration span, their handwriting and other small motor skills.

There are many other studies that highlight the impact that nutrition has on the all-round development of the child. As a result of these findings, many schools are starting breakfast clubs and the government has launched a healthy schools scheme where children are taught the value of eating healthy food.

As carers of children we try to develop every aspect of the child. A stressed or unhappy child is not able to grow and develop. A child's emotional stability is therefore of paramount importance in our work.

One child may excel when working with computers, but it is our job to make sure that his development is not one-sided. He may need encouragement and help in order to socialise and make friends. We help the child to grow and develop in every aspect and help him to become a well rounded, adjusted, useful member of the community.

How do we make a child aware of her own individuality and that this uniqueness is to be valued by her and others?

One of the ways is by allowing an individual choice. In this way we enable children to be aware of their sense of self. Where possible we allow children to choose activities, materials, groups, ways of doing things and ways of expressing themselves.

We also make a child aware of her own individuality by listening

We show that we value their experiences, ideas and feelings. By doing this we also demonstrate that this is the way to behave. We become good role models. We model behaviour that we want children to copy.

By treating each child as an individual and showing her respect, we hope that children will be aware of the individuality of other children and show them the love and respect that they seek, and which is also their right.

We have to ensure that all children are included in every activity

Individual needs should be considered when planning and setting out activities. For example, is there access for wheelchairs or children with restricted mobility? Has the visually impaired child enough light and are hazards highlighted for them? Children with hearing loss may need an especially quiet environment away from noisy machinery.

You might have to differentiate an activity in order to include the needs and abilities of all children. This includes the very able, or gifted and talented children, who may need an activity to extend their capabilities. If you are working from plans in your placement, you will often see how they are set out to offer differing degrees of difficulty or ability so that each child's needs are met. This is called differentiation.
The concept of inclusion is uppermost in our planning today. It is embedded in the ethos of our education system and nursery provision. The main principal of inclusive education is that all children have the right to be educated alongside their peers in a mainstream school. This often involves the employment of a learning support assistant.

If you are employed to support an individual child, your line manager will usually be the SENCo or 'Special Educational Needs Co-ordinator'. You will see an I.E.P. or 'Individual Education Plan', which has been drawn up with the help of experts such as an Educational Psychologist.

This will have targets set for the next period of time and ideas on how you might achieve them.

All previous plans should be kept in the child's file. You may be asked to help with setting up and reviewing targets along with the class teacher.

A child may need help if they have emotional and behavioural problems and support assistants are employed to help these children also. These children will also have an I.E.P. to help the child and staff to focus on areas for development. The I.E.P. will usually be reviewed by all the staff working with the child and also with the parents. This is so that they, too, are aware of the child's targets and the progress they are making.

At times it might be necessary to get help from experts from outside your unit. It may be that you need the services of a behavioural unit, which is usually run by the local authority. The behavioural unit will offer support and suggestions for dealing with pupils who have difficulty with their behaviour. They may come in to observe children or the children may be asked to work with them at their site.

Educational Psychologists visits all schools regularly. They support children and the people who work with them. They are experts and can offer you all sorts of help and advice about specific children and their needs. They will assess children's needs and be instrumental in helping to decide if a child should be statemented, i.e. the child's needs are such that they require extra support from an adult in order to access the curriculum.

In order for a child to receive a statement, the school sends information to the local authority to decide whether a child qualifies for extra support in school. This information will be detailed and confidential and if you are working in this area you will have to be aware of the issues of confidentiality.

Britain is now a very multi-cultural society. Some of the children we work with will not speak English. These children have English as an Additional Language (E.A.L.). As we have discussed previously, it is every child's right to have equal access. We try to meet the needs of children who don't speak English as their first language in many ways. Some areas have teams of experts who go into settings to help and advise the professionals there.

Many schools have bilingual classroom assistants who can help the children in their first language.

It is important that we do not view these children as having special educational needs. Their needs are very different from the needs of a statemented child and they need their own specialist help, where they can be stimulated and supported in different ways.

We also need to consider the needs of the gifted and talented children in our care. Gifted children often have exceptional ability in academic areas, whereas talented children tend to display exceptional ability in other areas where there is more of a public performance element such as art, design, music, P.E, dance or drama. Gifted and talented children will number about 10% of those in our care. In the past, these children have been neglected, but recent moves have resulted in more specialist help being made available to them.

All of us in charge of children have a duty of care. This, too, is embedded in law. This means that we have to ensure their safety and wellbeing at all times. This has particular implications when we are leading activities offsite. We act as good parents would; we are *in loco parentis,* meeting all the children's needs and keeping them safe.

We have to look at health and safety issues at all times. However, children need to face real situations and an element of risk in order to learn. For example, a child cannot learn to cut without effective scissors and a child cannot learn to climb if they are not allowed the chance to experiment.

The good practitioner balances the safety needs of the child with the knowledge that a child needs certain freedoms in order to grow and develop. This entails us using our common sense and being aware of what children should be capable of achieving at different stages in their development.

Studies carried out by the Government have shown that when professionals work closely with parents, the children succeed and are happier. The parents can provide us with a lot of useful information – what the child likes, her health, her disposition, her position in the family, her interests – the list is endless. The more we know about a child, the more we can meet their needs. The parents are the experts and we need their help in order for us to do our job properly. Parents' involvement within the setting enhances the children's relationships with the staff, and thereby also supports and encourages the quality of the care of the child.

One of the most important things to remember is that you only care for a child for a very small percentage of time. The child has her own family and home environment and these constitute the child's primary experiences. We share the care of the child – we do not take over. The parents must have the confidence that we are mindful of their needs and wishes. We must also be aware of the needs of different cultures – there might be issues such as religious dietary laws or the need for children to keep covered or change separately. Many religious communities have strong feelings about diet, dress and expected behaviour.

Parental expectations vary and we need to be aware of them. Some parents have strong views about how their children should be progressing; others might need our support and clear information about our activities. Some parents may have strong views on disciplining a child. Occasionally we may need to think hard about balancing the needs of the parent with that of the child.

Communication is essential. If there is a constant dialogue with parents, and they feel listened to, a good partnership will be built up. Different settings involve parents in different ways. Some have home school diaries, others involve parents in the running of the setting. Many now have open door policies where parents feel free to come in and talk with the professionals.

Some schools have a parents' room where they can meet and where professional help is offered regularly. This might be an opportunity to meet with a social worker, a speech therapist or an advisor from the citizen's advice bureau. It is clear that, today, our settings are becoming more of a hub for the community rather than isolated establishments.

As we have already discussed, each and every one of us is a unique individual; however, we all have the same human needs. One of these needs is to feel cherished for who we are.

We need to enjoy our differences and explore them but we also need to remember that all human beings have a deep need to be valued and appreciated.

One of the ways this can be done is by our equipment and displays showing visual images that reflect the children we care for. Are there images of children in wheelchairs, children with glasses, children from one parent families, children from different races and cultures in your place of work?

Some settings say that they are aware of diversity because they have multi-cultural displays and resources. This is known as tokenism – it is a token gesture. The very best settings embrace individuality: they ask parents from other countries to come in and share their traditions with their children, they allow children with special needs to blend in inconspicuously; they are quick to deal with bullying and unkindness. There are many ways a creative practitioner can make each and every one of their children feel unique, special and proud of who they are.

Promoting change

Within your role you may at times be required to challenge others over their behaviour because you feel it is potentially discriminatory.

You are required to challenge in order to:

- Ensure you create an environment that is free of discrimination and that values difference
- Reinforce the policies and procedures of your organisation
- Ensure you do not breach the equalities legal framework.

Knowing what to challenge, and when to challenge, can be tricky and open to personal interpretation. There are some non-negotiables re inappropriate language/behaviour e.g. swearing, language that is racist/sexist/homophobic, etc. We can often find debate over questions such as 'what constitutes inappropriate banter?' or 'They meant no offence by a comment – do I still need to challenge?'

Guiding principles for challenging

If in doubt about whether you should challenge someone's behaviour or not, consider the following;

- Is the banter/joke/comment excluding anyone or aimed at anyone in order to ridicule them?
- Could someone be offended by the behaviour?
- Lack of intention is not an excuse for behaviour. You are required to consider and manage the effect of behaviour.
- Is the banter/joke/behaviour open to misinterpretation or misunderstanding?

How to challenge

Discrimination usually arises from a lack of awareness and experience rather than deliberate intent. Each organisation needs a policy that will reflect its own ways of working, its activities and size. By examining in detail how you operate, you will learn to recognise how and where discrimination is manifesting itself and be able to deal with each instance.

Your policy should have four distinct parts:

1. A statement of intent to challenge discrimination and to take constructive steps to encourage participation
2. A list of objectives showing what you want to achieve
3. Procedures to put the policy's aims and objectives into action
4. Processes for monitoring, evaluating and reviewing the policy

Policy statement

This shows that your organisation recognises that certain groups of people are discriminated against in society, that it is opposed to such discrimination and will take steps to combat it. A possible equality policy statement could be:

[Organisation name] *recognise that many individuals and communities experience unlawful and unfair discrimination and oppression on the grounds of their gender (including transgender and transsexual people), relationship or marital status, race or ethnicity, disability, sexual orientation (because they are lesbian, gay, bisexual or heterosexual), age, HIV status, language, background, faith or religious belief, physical appearance and political opinions.*

We believe that equality for all is a basic human right and actively oppose all forms of unlawful and unfair discrimination. We celebrate the diversity of society and are striving to promote and reflect that diversity within this organisation.

Self esteem involves the image we have of ourselves and the way we feel about ourselves. This is not a constant phenomenon and changes at different times and in various circumstances. A child's self esteem will impact on the way she grows and develops. A child with poor self esteem will have low expectations and beliefs; she will believe that she is not able, worthy or clever enough to achieve very much. We need to build up a child's sense of self and sense of worth.

As we become older our identity changes. Some children experiment and struggle with their own identity at this time. Children who have a positive self-image think well of themselves and are more positive about life. Those with high self esteem form and maintain good relationships with others and are more likely to be independent, happy, self-reliant and achieve more in life.

Childcare and education workers should understand the importance of high self esteem and how to encourage it. The experience of good early relationships is of great importance and workers can help by forming good, caring relationships with children.

We form an image of ourselves by watching and listening to the reactions of those around us. Adults should value what children do and praise their efforts and achievements wherever possible.

Children's behaviour may be challenged but it should be made clear that it is the behaviour and not the child we disapprove of.

As children develop, they need to be acquiring self help skills, which make them feel independent, important and valued. They need to be presented challenges within their reach so that they do not repeatedly fail. We need to provide or differentiate activities so that all children feel that they can succeed. When children have strong positive self images they have acquired a degree of resilience and can take setbacks and disappointment in their stride.

DID YOU KNOW?

Months that begin on a Sunday will always have a "Friday the 13th."

ACTIVITY FOUR

Circle the words or phrases you would associate with policy statements

America	**Equality**	**Positive**
Challenges	**Europe**	**Resilience**
Celebrate	**Africa**	**Promote**

UNIT SHC 33: SIGN-OFF

Assessor's Name: _____

Assessor's Signature:_____**Date:**_____

Learner's Name: _____

Learner's Signature:_____**Date:**_____

Mentor's Name: _____

Mentor's Signature: _____**Date:**_____

UNIT SHC 33: ASSESSMENT

ASSESSMENT ONE

Explain what is meant by;

Diversity

Equality

Inclusion

ASSESSMENT TWO

Describe the potential effects of discrimination

ASSESSMENT THREE

Explain how inclusive practice promotes equality and supports diversity

ASSESSMENT FOUR

Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role

ASSESSMENT FIVE

Describe how to challenge discrimination in a way that promotes change

UNIT SHC 33: ASSESSMENT SIGN-OFF

Assessor's Name: _____

Assessor's Signature:_____**Date:**_____

Learner's Name: _____

Learner's Signature:_____**Date:**_____

Mentor's Name: _____

Mentor's Signature:_____**Date**_____

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