**Level 5 Diploma for the Early Years Senior Practitioner**

**Unit SHC53 Champion equality, diversity and inclusion**



**Equality**

**Inclusion**

**Diversity**

*A guide to providing assessment opportunities which meet the detailed learning outcomes and assessment criteria within this unit*

**Introduction**

The purpose of this unit is to assess the learner’s knowledge, understanding and skills

required for a whole systems approach to equality, diversity and inclusion.

The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.

In this development area you will cover these four learning outcomes:

1. Understand diversity, equality and inclusion in own area of responsibility.
2. Be able to champion diversity, equality and inclusion.
3. Understand how to develop systems and processes that promote diversity, equality and inclusion.
4. Be able to manage the risks presented when balancing individual rights and professional duty of care.

***Explanation command verbs used in this booklet:***

***Analyse:*** Separate information into components and identify their

characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment.

***Complete:*** provide with the item, items or information necessary to make

(something) full or entire.

***Contribute:*** give something in order to help achieve or provide something.

help to cause or bring about.

***Demonstrate:*** Clearly show the existence of something. Give a practical

exhibition and explanation of (how a machine, skill, or craft

works or is performed).

***Develop:*** Progress/expand/initialise from a starting point

***Evaluate:*** Make a qualitative judgement taking into account different factors and using available knowledge/experience/evidence

***Explain:*** To find out about and to inform others in understandable and relevant terms. To provide to others a detailed account of actions or requirements (outcomes)

***Identify:*** Recognise, list, name or otherwise characterise

***Support:*** Offer and provide support and guidance to others in need of help

***Explanations………***

***Equality***

is about creating a fairer society where everyone can participate and has the same opportunity to fulfil their potential.

Equality is backed by legislation (Equality Act 2010) designed to address unfair discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. There are ***9 protected characteristics***:

* age
* disability
* gender reassignment
* marriage and civil partnership
* pregnancy and maternity
* race
* religion and belief
* sex
* sexual orientation.

***Diversity***

literally means ***difference.***

Diversity acknowledges and values the full range of differences between people both in the school, workplace and in wider society. Diversity acknowledges that entry into the school or workplace and an individual realising their potential once there can be influenced by a range of factors beyond the characteristics included within equality legislation, including:

* social, economic and educational background
* professional background
* hierarchical level
* working style
* nationality etc.

***Inclusion***

refers to an individual’s experience within the school or workplace and in wider society and the extent to which they feel valued and included. Inclusion ensures everyone has access to resources, rights, goods and services.

***Learning Outcome One:***

***Understand diversity, equality and inclusion in own area of responsibility.***

To meet this learning outcome, you must:

* 1. Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility.
  2. Analyse the potential effects of barriers to equality and inclusion in own area of

responsibility.

* 1. Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility.

Assessment methods used to support development of this unit will include

* Audio recorded professional discussion
* Direct observation of work products linked to the above criteria
* Direct observation of performance within the workplace
* Direct observation of team meetings covering safeguarding issues
* Reflective accounts on actions taken by you

**Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility.**

This first assessment criteria looks at the way in which you, a childcare setting manager, are responsible for ensuring that all individuals, their families, friends, carers and members of staff and those I am working in partnership with, are treated equally. Everyone should be treated with dignity and respect.

Look carefully and describe the code of practice, legislation and acts that determine the models of practice utilised by you within your setting. Look at how you work within legislation such as:

* Equality Act 2010
* Disability Discrimination Act 1995 and 2005
* Human Rights Act 1998
* Race Relation Act 1976
* Data Protection Act 1984
* UN Convention of Rights
* Sex Discrimination Act 1975 and 1986
* Care Standard Act 2000
* The Children Act 1989 and 2004

Explain how you promote equality, diversity and inclusion throughout the setting with staff, children parents, carers and working partners

**Analyse the potential effect of barriers to equality and inclusion in own area of responsibility.**

***“Analyse”:*** *Separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment.*

Inclusion, equality of opportunity and anti-discrimination are central principles in childcare. Talk about how activities around these areas need to be planned on the basis that some people may need additional support to overcome barriers they face.

Barriers are those things that prevent or make access to a service more difficult for certain groups and or individuals.

Look carefully at the types of barriers that may exist, these may include:

***Cultural***

can prevent for example, consideration of spiritual, relational or dietary needs that do not conform to traditional expectation.

***Personal***

for example, where childcare staff hold individual prejudices that influence their practice. These actions may be conscious but can often be unconscious or unwitting. Some vulnerable and disadvantaged individuals need more support to ensure their voice is heard and they are able to have power in the decision making process.

***Physical***

may be related to the build environment, for example, coming across difficulties in accessing building, the existence of narrow doorways, the absence of accessible toilets, etc. When any of the above occurs individual may feel oppressed, helpless and disempowered, etc.

***Communication***

may also occur as people have different communication needs. These barriers are not always related to a person´s impairment, for example providing information in accessible, clear and understandable formats.

***Institutional***

where policies, processes, practices sustain an organisational or service culture that exclude certain people or groups. Some barriers may occur as a result of external and other factors, such as the way services are produced; for example, frequently employing agency staff due to the organisation´s ineffective recruitment and retention strategy may not result in a positive experience for parents or children.

**Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility.**

As a childcare setting manager, you are responsible for ensuring ongoing appropriate staff development and training to support all staff in promoting inclusiveness and meeting legislation requirements. In addition meet with staff to give appropriate updates on relevant events and legislation and to discuss appropriate issues.

Make sure that all staff members understand approaches based on the model of practice adopted by your setting, by providing training.

Make sure that job specifications don´t indirectly discriminate against certain groups of people and consider modifications to job qualifications or requirements that would disqualify disabled candidates who would otherwise perform the job well.

Undertake auditing services to remove barriers to equality and human rights in policy, practice, environmental access, information and communication.

***Learning Outcome Two:***

***Be able to champion diversity, equality and inclusion.***

To meet this learning outcome, you must:

2.1. Promote equality, diversity and inclusion in policy and practice.

2.2. Challenge discrimination and exclusion in policy and practice.

2.3. Provide others with information about:

* the effects of discrimination
* the impact of inclusion
* the value of diversity.

2.4. Support others to challenge discrimination and exclusion.

Assessment methods used to support development of this unit will include

* Audio recorded professional discussion
* Direct observation of work products linked to the above criteria
* Direct observation of performance within the workplace
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**Promote equality, diversity and inclusion in policy and practice.**

As a childcare setting manager, it is part of your role and responsibility to ensure that all staff promote equality, diversity and inclusion, whether dealing with service users directly or indirectly.

Think about how you undertake this in the following ways:

Stereotypes, assumptions and bias - avoid using negative or offensive language and images which convey stereotypes. Avoid making assumptions about people´s ability to do things or not, their attitudes and their personal circumstances. Don´t assume that you understand their needs and requirements and don´t allow bias to affect decisions you make about recruitment, training, policies or procedures

Value the contribution - that each individual can make. Create a productive environment in which everybody feels valued, their talents are fully utilised, and that the services provided meet the requirements of diverse service users

Information and communication - providing information in different formats for example, large print, include images, other languages

Embrace difference - as a way of attracting and retaining staff and improving customer satisfaction. Provide relevant and appropriate access for the participation, development and advancement of all individuals and groups

learn the principles of good practice and keep up to date with new developments and changes to relevant legislations.

**Challenge discrimination and exclusion in policy and practice.**

As a childcare provider, you need to ensure that all staff understand the legal framework regarding equality, diversity, discrimination and rights and be able to relate this to your everyday role.

All childcare setting managers should be seeking to ensure equality and eliminate discrimination by:

* engaging people and their families in shaping future services offered
* presenting staff with a vision of a fair and equal service
* creating culture which support equality and challenge discrimination
* capturing the commitment of the workplace and raise their awareness of the importance of equality
* equipping all staff through training, standards and supervisions to recognise and tackle discrimination, and enhance equality
* working across boundaries with other childcare and support agencies and services to raise the profile of equality and promoting informed debate and commitment to change
* challenging age discrimination during the employment and interviewing process, date of birth should be used only for equality monitoring purposes.

It is also about challenging others if necessary and speaking up for the individuals you support when they cannot speak up for themselves. It can be difficult to challenge discrimination, particularly if it is institutional or practised by colleagues, so it is important that, as a childcare manager you consider how to deal with different and often difficult situations. feel confident about what is good practice, it will be easier to deal more effectively with incidents that arise. When discrimination happens it may not be intentional, but it can be because of ignorance and lack of understanding. It is not easy to change the views of others, but it is important to challenge discriminatory comments and actions.

**Provide others with information about:**

* **the effect of discrimination**
* **the impact of inclusion**
* **the value of diversity**

**the effect of discrimination**

The best way to provide staff with information about the effects of discrimination is to ensure they regularly attend the appropriate equality, diversity and inclusion training. It is also discussed during team meetings, supervisions and appraisals. Always ensure staff are aware of the procedures to follow if they suspect discrimination is taking place or they are themselves the subject of any form of discrimination.

**The impact of inclusion**

In terms of workplace, inclusion may lead to the feeling of acceptance in an organisation which links to satisfaction with the organisation, this in turn will prosper a commitment to it.

Think about how this may lead to increased productivity and more effective team and partnership working. Consider service users. By considering their needs and then designing the services to meet those needs inclusion can be attained. Think about enabling people to access your services, informing and supporting them.

**The value of diversity.**

Think about the diverse group of workers and service users simply means recognising that all the people are unique in their own way. Think about their differences, these could consist of their athletic ability, cultural background, personality, religious belief, and so on.

When attempting to solve a problem, is it better to assemble a diverse team with many skills and many different ways of approaching the problem than it is to assemble a team that has all their strength concentrated in one area.

* Think about the benefit to both your organisation and the team as a whole!
* Think about the benefits to your service users!
* Think about registering body needs and requirements and inspection of your services!

**Support others to challenge discrimination and exclusion.**

It is an important part of your role to ensure all staff have attended relevant trainings and are fully aware of their workplace policies and procedures in this area. By ensuring staff have this information, knowledge and skills they will then be more able to identify situations where discrimination is taking place and will be aware of the correct procedures to follow in the event.

Every childcare setting should have the following in place to aid both service users and staff to complain:

* Whistle blowing policy
* Complaint procedure
* Appeal procedure

Managers must also know about monitoring and reviewing any complaints to ensure change and that there is no reoccurrence of this.

***Learning Outcome Three:***

**Understand how to develop systems and processes that promote diversity, equality and inclusion.**

To meet this learning outcome, you must:

3.1. Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion.

3.2. Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility.

3.3. Propose improvements to address gaps or shortfalls in systems and processes.

Assessment methods used to support development of this unit will include

* Audio recorded professional discussion
* Direct observation of work products linked to the above criteria
* Direct observation of performance within the workplace
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**Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion.**

As a childcare setting manager, it is imperative that you provide effective written policies, designed to reflect the rights and responsibilities of those working in and utilising the services provided by your setting. Every manage must also ensure plans of actions are put into place to prevent future incidents within work place.

Policies are developed in response to legislation, codes of practice and statutory frameworks and these must guide you towards producing effective system, policies and procedures. Having these systems and processes in place it ensures that any act or acts of discrimination and exclusion are dealt with in the correct way and according to your settings practices, ensuring all individuals are treated in a fair and equal manner.

Look carefully at the effectiveness of your own settings policies and procedures.

* Do they meet current legislations and requirements?
* How often are these reviewed and analysed?
* Who is involved in this process?
* How are changes implemented?
* How are changes communicated?

**Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility.**

Detail exactly how your settings promotes equality of opportunity for all, giving every individual the chance to achieve their potential, free from prejudice and discrimination. Evaluation enables managers to reflect on current practice, celebrate strengths and achievements and also to ensure any gaps or shortfalls are addressed.

When policies, codes of practice and legislation are obeyed, they have an effective impact on organisations. Individuals should feel safe and protected, whatever their gender, religion, beliefs, sexual orientation, disability, race, etc. Staff morale, individual’s self-esteem are usually heightened. Policies should aim to reduce inequality, eliminate discrimination, strengthen good relations between people and promote the importance of human rights.

**Propose improvements to address gaps or shortfalls in systems and processes.**

After evaluating workplace policies and procedures in terms of equality and inclusion, the next stage is to decide upon the actions needed to address gaps and shortfalls in systems and processes, produce a report linked to a plan of action.

The report should contain detailed recommendations and proposed changes or policy reforms. It should also detail how improvements will be made and a timescale for any proposed changes to take place, should be agreed. All team members should be aware of their own role and responsibility regarding the implementation of the plan.

Some measures you may consider as a part of any action plan are:

* actively involve all employees in consultation and participation
* encourage employees to take part in monitoring, and promote the reasons for doing so
* build a culture of inclusion and respect
* ensure the organisation´s values include a commitment to equality, human rights and inclusive working
* take immediate action to address and tackle discrimination, harassment and bullying
* training for all staff on inclusive working, human rights and equality
* make inclusion a key management approach
* encourage employee networks and forums
* promote culture-changing initiatives

create an inclusive workplace?

There are five possible stages in this process:

* consider what you want to achieve and what the benefits will be
* undertake an inclusion review of your setting
* decide where work is needed and create an action plan
* communicate the plan with staff and put the plan into action
* review, monitor and evaluate the plan´s impact and use what you find to plan future action

***Learning Outcome Four:***

**Be able to manage the risks presented when balancing individual rights and professional duty of care.**

To meet this learning outcome, you must:

4.1. Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care.

4.2. Explain the principle of informed choice.

4.3. Explain how issues of individual capacity may affect informed choice.

4.4. Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility.

Assessment methods used to support development of this unit will include

* Audio recorded professional discussion
* Direct observation of work products linked to the above criteria
* Direct observation of performance within the workplace
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**Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care.**

When working within a childcare environment, managers are often faced with situations involving moral dilemmas. Therefore, it is very important that you, as the manager has a clear understanding of morality and the meaning of moral decisions and how they are linked to childcare practice.

Effective managers also need to have a good understanding of their legal position, and the morals and ethics that form the basis of their professional code of practice.

Ethical dilemmas that may arise in my own area of responsibility when balancing individual rights and duty of care might include:

* confidentiality and disclosure, when the need to disclose confidential information and share with someone else arises. Childcare settings are governed by the Data Protection Act and can breach confidentiality if someone is at a significant risk of harm, exploitation, abuse
* Think about conflicts between principles of good practice and the values of others
* Consider personal values and beliefs
* Think about and reflect on challenging behaviour, conflict
* Think about working with vulnerable children

**Explain the principle of informed choice.**

Informed choice requires appropriate information to be provided along with any necessary guidance and support. Information is important and is a necessary requirement for an individual to make an informed choice. Information is accurate, accessible and available when people need it.

Information should always consist of facts and not opinions.

Before making an informed choice, people should be in possession of all the facts and recognise implications, and future consequences of an action.

Various options must be considered by you:

* *informed choice* - one that is informed, consistent with the decision maker´s values, and behaviourally implemented
* *autonomous choice* - one which occurs when people act intentionally, with understanding, and without controlling influences that determine their actions.
* *informed decision* - one where a reasoned choice is made by a reasonable individual using relevant information about the advantages and disadvantages of all the possible courses of action, in accord with the individual´s beliefs

**Explain how issues of individual capacity may affect informed choice.**

For any individuals consent to be valid, it must be voluntary and informed, and the person consenting must have the capacity to make the decision.

Consider the following terms:

* *voluntary* - the decision to consent or not consent to treatment must be made alone, and must not be due to pressure by staff, friends or family
* *informed* - the person must be given full information about what the treatment involves, including the benefits and risks, whether there are reasonable alternative treatments, and what will happen if treatment does not go ahead
* *capacity* - the person must be capable of giving consent, which means that they understand the information given to them, and they can use it to make an informed decision