



# Inclusion, equality and diversity policy

Last review: May 2021

Next review: May 2022

Mud Pie Explorers policies and procedures are working documents; therefore, they will be reviewed annually and when the need arises through changes to legislation or practice.

This policy is designed to ensure that Mud Pie Explorers complies with its obligations under equality legislation and demonstrates our commitment to treating people who access our service equally and fairly. We have a separate inclusion policy related to recruitment and our team. Please refer to our management and governance handbook for more details.

## **Inclusion**

At Mud Pie Explorers we are committed to creating an inclusive environment across our service. We want people to feel included, valued, and welcome. As a team we strive to become aware of our unconscious biases and minimise their impact on others. We make physical adaptations and provide additional information before someone attends to minimise any anxieties.

## **Equality**

Mud Pie Explorers ensures that individuals, or groups or individuals are not treated less favourably because of their protected characteristics (Equality Act 2010):

1. Age
2. Disability
3. Gender reassignment.
4. Marriage and civil partnership.
5. Pregnancy and maternity.
6. Race
7. Religion or belief.
8. Sex
9. Sexual orientation.

Mud Pie Explorers is compliant with the Disability Discrimination Act.

**Diversity:** at Mud Pie Explorers we value diversity and recognise, respect and celebrate each other's differences.

Mud Pie Explorers is unreservedly opposed to any form of discrimination on the grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (defined as Protected Characteristics as in the Equalities Act 2010).

## **Our learners (children)**

We welcome learners with additional needs, special educational needs, emotional and physical needs and children whose first language is not English and aim to provide experiences, play and learning opportunities, experiences and activities in which all children can participate.

Our admissions procedure stipulates that the parent/ carer of any child joining Forest School must first speak with us so that we understand their needs and interests before they join us. This enables practitioners to ensure that any modifications to plans can be in place from day 1. For example, if a child has little impulse control we will avoid the river, if they get flighty when anxious we will ensure there a designated adult watching them at all times.

In all of our sessions we:

- Challenge discrimination
- Celebrate differences through stories, food and shared experiences
- Be mindful of cultural appropriation, even during play
- Create inclusive sessions where everyone feels valued and safe

Through record-keeping and regular observations, we are able to identify individual children's progress and identify needs. Should any issues of concern arise we always discuss these, with the child and parents/carers working together to devise a plan of action and support.

Sometimes it may be necessary to adapt an activity to the child's ability and stage of development, by providing additional resources, staying in an accessible area of the woods or giving one child more attention and support than others during an activity or routine.

We discuss and offer alternative perspectives when we encounter discriminatory remarks, attitudes and behaviour from the children in our care and other adults. We will always help children to feel good about themselves and others by celebrating the differences which make us all unique.

We recognise and welcome all legislation and existing codes of practice produced by appropriate commissions, for example the Equality and Human Rights Commission.

## **Our learners (adults)**

We welcome learners with protected characteristics.

In all of our sessions we:

- Challenge discrimination
- Celebrate differences through stories, food and shared experiences
- Be mindful of cultural appropriation
- Create inclusive sessions where everyone feels valued and safe

Through record-keeping and regular observations, we are able to identify individual learners progress and identify needs. Should any issues of concern arise we always discuss these working together to devise a plan of action and support.

We discuss and offer alternative perspectives when we encounter discriminatory remarks, attitudes and behaviour. We will always help learners to feel good about themselves and others by celebrating the differences which make us all unique.

We recognise and welcome all legislation and existing codes of practice produced by appropriate commissions, for example the Equality and Human Rights Commission.

## **Funded spaces**

We apply for funding to offer free spaces to children who live in low-income families.

## Marketing and social media

We will ensure that our marketing materials include learners from a range of backgrounds.

## Monitoring and review

The Managing Director will be responsible for reviewing, monitoring and evaluating the effectiveness of inclusive practices. Any issues will be reported to the Directors and other relevant parties (Friends Groups/ Head teachers).

From September 2019 any alterations to a policy or procedure will be assessed using the Equality Impact Assessment Screening Tool (see appendix to this policy).

From March 2020 we will have statistics on the diversity of our service users. These figures will be discussed annually and compared to local demographics at a Directors meeting and action taken if needed.

## How to complaint or raise a concern

If you feel that you have been discriminated against we urge you to contact our Managing Director on the details below. We are committed to inclusion, equality and diversity and do not tolerate discrimination in our Company.

If you wish to make a complaint, please refer to the complaints policy for details of how to make an informal and formal complaint. You will be sent a copy upon request.

Name	Nickie Corr
Phone	07753 636 705
Email	nickie@mud-pies.co.uk

Review date	Details of Change
Dec 18	Changed 'Nickie' to Managing Director. Added Head and Friends Group involvement in monitoring and review.
August 2019	Added the use of the <a href="#">Equality Impact Assessment Screening Tool</a>
Dec 19	Separated into 2 policies- Inclusion: service provision & Inclusion: the team
Oct 2020	Reviewed no changes
May 2021	"Inclusion policy" updated to become "Inclusion, equal opportunities and diversity policy"



## Inclusion service provision: Equality Impact Assessment Screening Tool

This document must be completed in respect of any new or major change to Mud Pie Explorers CIC policy or procedure.

		Yes/No	Rationale
2.	Does the policy/guidance affect one group less or more favourably than another on the basis of:		
	• Race	N	
	• Ethnic origins (including gypsies and travellers)	N	
	• Nationality	N	
	• Gender	N	
	• Religion or belief	N	
	• Sexual orientation	N	
	• Age	N	
	• Disability - learning disabilities, physical disability, sensory impairment and mental health problems	N	
2.	Is there any evidence that some groups are affected differently?	N	
3.	If you have identified potential discrimination, are there any exceptions valid, legal and/or justifiable?	N	
4.	Is the impact of the policy/guidance likely to be negative?	N	
5.	If so can the impact be avoided?		
6.	What alternatives are there to achieving the policy/guidance without the impact?		
7.	Can we reduce the impact by taking different action?		
		<b>Comments</b>	
8.	Actions identified following screening process		
9.	Screening identified a full impact assessment.		

If you have identified a potential discriminatory impact of this policy/procedure, please refer it to the next Directors meeting, together with suggested actions required to avoid/reduce this impact.