

Inclusion and Equality NMS 16.1-16.3

Statement of intent

At the GGCA all our services, projects, activities, classes and courses that we deliver to people of all ages and abilities including children and young people. Underpinning all provision is our ethos that we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children, young people and their families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our organisation.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of their Line Manager or in the event they feel unable to report to their line manager, the Community Association Manager at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well founded, disciplinary action will be invoked under the disciplinary policy.

The legal framework for this policy is based on:

- Equality Act 2010
- Children Act 2004
- Care Standards Act 2002
- Childcare Act 2006
- Special Educational Needs and Disability Act 2001
- Special Education Needs Code of Practice for Wales 2004¹.

The staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, we will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training
- Providing provision for people of all ages and abilities and offering children and young people who may have a disability, learning difficulties or who are deemed disadvantaged according to their individual circumstances an opportunity and our ability to provide the right care through partner organisations to engage and participate
- Making reasonable adjustments for children and young people with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children, young people and their families
- Providing a secure environment in which all our children and young people can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity □ Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread, which runs through the entirety of the organisation, for example, with children and young people we will encourage positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Admissions/service provision

Our building is accessible to all people in the local community and further afield through a comprehensive and inclusive admissions policy.

¹ Latest information from the ALN transformation programme: Until the Act comes into force, local authorities must ensure that they comply with the duties placed upon them by the Education Act 1996 and the SEN Code of Practice for Wales

<https://gov.wales/about/cabinet/cabinetstatements/2018/alntransformationleads/?lang=en>

We will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible.

All members of the selection group will be committed to the inclusive practice set out in this policy and will have the knowledge and understanding of inclusion and equality.

Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies will generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

Under the Equality Act 2010 we only ask questions prior to offering someone employment in the following circumstances:

- You need to establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- You need to establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- You want to monitor diversity in the range of people applying for work
- You want to take positive action towards a particular group – for example offering a guaranteed interview scheme
- You require someone with a particular disability because of an occupational requirement for the job.

The National College for Teaching and Leadership provides further guidance specific to working with children and young people:

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.

Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

Staff

It is the policy of our organisation not to discriminate in the treatment of individuals. All staff are expected to cooperate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the 'Dealing with Discriminatory Behaviour' policy where applicable to report any discriminatory behaviours observed.

Training

We recognise the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. We continue to strive towards the provision of inclusion, equality and diversity training via our online training provision and where possible through face to face training. Staff, Sessional Workers, Students and Volunteers have access to a range of training including inclusion and equality and are encouraged to complete the training on an ongoing basis.

Children and Young People are supported by:

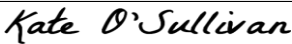

- Making children feel valued and good about themselves
- Ensuring that all children have equal access to play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children and young people to understand that discriminatory behaviour and remarks are unacceptable
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring any snacks or meals we may provide is representative of the medical, cultural and dietary needs of children and young people
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them
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Information and meetings

Information about the GGCA, its services, projects, classes, courses and activities is available in a variety of formats. Children and young people are able to get involved in designing, producing and disseminating the production of the information.

We encourage children and young people, their parents/carers to put forward their ideas and contribute to the development of provision, using a variety of methods so we can continue to meet the needs, wants and wishes of children and young people.

This policy was adopted on 13.10.2025 and will be reviewed on or before 13.10.2026

Name and Position	Signed	Date
Kate O'Sullivan Community Association Manager		13.10.2025
Olive Frances Vice Chair of Trustees		13.10.2025