PROJECT INCLUSION AND ACCEPTANCE POLICY

INTRODUCTION	
INTRODUCTION & RATIONAL	SSG Activities is a high-quality provider of activities and activity-based opportunities which offers services to wide range of bespoke projects across a varied customer base. Each SSG Activity project accesses the wide range of different types of activities in a unique blend to suit different customer outcomes, venues, participants and structure for delivery, resulting in SSG Activities delivering many different project designs. To support the SSG Activities operational team in the successful execution of these many different projects, a standardised and consistent framework has been created which will obtain all the information relating to the project inclusion and acceptance policy.
PURPOSE & USAGE	The purpose of the SSG Activities inclusion and acceptance policy is to clearly outline the SSG Directors' expectations of ensuring inclusion and acceptance standards are maintained and monitored within the delivery of projects.
CONTENTS	Equal Opportunities
	Anti-Discrimination
	Special Educational Needs, Disabilities and other Barriers to Participation
	Anti Bullying
	Participant Effective Safe Care & Inclusion (PESCI) Policy

EQUAL OPPORTUNITIES
SSG is committed to eliminating discrimination, valuing diversity, providing equal opportunity and promoting good relations through all its policies, procedures, practices, activities and influence. We aim to offer help to all participants within the various communities where we work and provide all our customers equal access to our services. This means that no participant, customer, partner or stakeholder should be treated in a discriminatory manner on the basis of their race, religion, ethnicity, colour, gender, marital status, sexual orientation, social class, disability, appearance, heritage language or unrelated criminal conviction/s. Neither should any discrimination be shown against staff and management in relation to recruitment, training, secondment, promotion, conditions of service, work content or contract termination. All members of staff and management accept their legal obligation to eliminate discrimination as set out by the key equality legislation under the Rehabilitation of Offenders Act 1974, the Sex Discrimination Act 1975 and 1986 (as amended), the Race Relations Act 1976 (as amended), the Children Act 1989 and the Disability Discrimination Act 1995. SSG is committed to developing effective equal opportunities strategies, policies and procedures and evaluating them at regular intervals. Information will be obtained through monitoring progress in meeting quantifiable targets set for equality outcomes in employment and service delivery. SSG recognises the effects of historical disadvantage experienced by specific groups in society. It is committed to taking appropriate positive action, within the law, to redress the balance both in employment and in the delivery of services. SSG recognises that best quality should be achieved by valuing diversity. It is therefore developing an appropriate programme of action which has the commitment of all its staff, management, schools, parents and other stakeholders. SSG is also committed to ensuring a high profile for equal opportunities by providing the widest possible publicity to its Equal Opportunities Policy Statement. The implications of this policy are set out in the Anti-Discriminatory Practice Statement. THE COMPANY IS WORKING TOWARDS EQUALITY FOR ALL

ANTI-DISCRIMINATION

SSG will seek to implement anti-discriminatory practice for all service users by taking the following steps:

Access to Services

- Working to make the environment welcoming and physically accessible to all users.

- Making our publicity materials attractive to and usable by those with whom we are involved. Materials should positively reflect our multi-cultural society

- Working with staff and users to ensure staff understand the cultures and values of new users and are able to make them feel welcome.

- Broadening the range of people and groups who could contribute to our activities, within the aims and ethos of the organisation.

- Effectively communicating to all potential users by, where possible, seeking to offer appropriate languages, signing for the deaf, making adjustments for the visually impaired and by not using jargon.

- Holding meetings at times and in places that people can attend.

- Distributing information about club activities as widely as possible.

Offering Diversity, Identity and Choice in Our Services

- Offering users a variety of ways of being involved with the work and of using their skills, all of which are valued.

- Using materials and resources which reflect variety and diversity with positive images of family structures, gender roles, race, cultures and disability etc.

- Creating opportunities to learn about and benefit from a knowledge of different cultures, races, and experiences.

- Ensuring staff value one another and respect the variety of contributions each other can make.

- Ensuring that management structures are responsive and accessible to those with whom we are working or who may seek work.

- Being aware of the full range of facilities in the geographical area and, if appropriate, building links.

Ensuring Quality, Relevance and Flexibility in the Staffing

- Operating staffing arrangements which maximise the flexibility of working practices, e.g. rotas, flexible hours, job-sharing. Each project should define its own model of working practice with this in mind, while ensuring the needs of the service are still met.

- Seeking to reflect the diversity of service user cultures on the staff at all levels.

- Supporting and supervising staff to ensure they are able to respond positively to change and development.

- Working to involve users in the development and review of the service.

Challenging Discrimination

- Challenging as individuals or as a staff group, all discriminatory and/or prejudicial behaviour, attitudes, remarks and offensive jokes.

- Aiming to raise awareness about equal opportunities and cultural issues through appropriate training courses for staff at all levels.

- Making the company values towards service users explicit in promotional material and negotiations. In particular, making explicit the values and purpose of the centre/project and the anti-discriminatory policy and practice.

Developing Children and Young People's Full Potential

- Offering a rich, varied, stimulating and multi-cultural affirming environment consistent with each individual's needs, within the aims and ethos of the organisation.

- Making use of research, publications and other materials highlighting and advocating good practice.

SSG ACTIVITIES – PROJECT INCLUSION AND ACCEPTANCE POLICY

SPECIAL EDUCATIONAL NEEDS, DISABILITIES & OTHER BARRIERS TO PARTICIPATION

SSG Services is an inclusive provider, embracing the fact that every child is different. Therefore, we make every effort to meet the needs of any individual, regardless of aptitude, ability or special needs.

It is the company's policy to welcome those with special educational needs, disabilities and other barriers to participation onto projects where it is deemed reasonable, suitable and safe to do so.

SSG operate a policy of positive intervention and/or behaviour management for any individual experiencing difficulties in any of our projects. The staff at SSG Activities undertake training to understand and manage individuals with special educational needs and disabilities. The training is used to advise and guide policies, procedures and working practices of our instructing team. Staff also have training focused on inclusive practice to ensure activities can be adapted to cater successfully and appropriately in overcoming a wide range of barriers to participation.

We work with specialist organisations, local authorities and individual families to understand a wide range of needs specific and rely heavily on this specialist knowledge and advice in guiding our decision around how and if we can successfully and safely care for each participant with specialist needs and provide a positive experience on each of our projects.

When an individual is identified to SSG Activities to have special educational needs, a disability, a severe behaviour problem or other barrier to participation we will undertake a full participant assessment to ensure the project is suitable for them and can cater for their specific needs. This relies on full cooperation and transparency from themselves, their parents/carers, key workers or any other adult responsible for them and booking them into SSG projects.

While every reasonable effort will be made to include everyone into our activity programmes, we accept that due to limited resources some projects will not be suitable for individuals with specific special educational needs, disabilities, behavioural challenges and other barriers to participation.

If extra support is required above and beyond that planned through the pricing set out by the SSG Activities budget for the project, discussions may be had and additional plans put in place to ensure the proposed provision remains suitable and safe for an individual.

Any problems experienced will be discussed with parents/carers, key workers and/or other adults responsible for the participant as soon as possible so that we can work as a partnership to help overcome these problems with working solutions.

As a private provider, SSG accept that a parent/carer, key worker or other adult responsible for a participant may choose to remove an individual from any SSG Activities provision. SSG will not accept liability if that parent/carer, key worker or other adult responsible for the participant refuses and/or fails to attempt to work with us to address and improve a situation through shared knowledge and experience of the personal needs of an individual with special educational needs, disabilities, behavioural challenges or other barriers to participation.

ANTI BULLYING POLICY
SSG Activities aims to ensure that all participants within our projects are treated with the same level of respect, enabling all to feel secure and valued, regardless of creed, colour and ethnicity. This will provide an environment where every child can feel: • safe; • healthy; • able to enjoy and achieve; • able to make a positive contribution. To protect the rights of all children to have a safe and secure environment, SSG will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with our participants' ability to have a positive enjoyable experience. If such a case arises, the SSG staff will follow the antibullying guidelines laid out in this policy. This will enable staff to: • identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the project effectively and positively; • keep all other children safe, happy and confident. The definition of bullying: a bully is defined as someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Types of bullying include: • Physical: deliberately hurting particular children on a regular basis • Verbal: deliberately hurting feelings through name-calling etc. • Ostracising: making someone feel left out and different by deliberately setting out to exclude them. The definition of cyber-bullying: cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as WhatsApp, Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face. Types of cyber-bullying include: • Flaming: online fights, usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged. • Denigration: putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone. • Exclusion: intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities. • Outing: sharing secrets about someone online including private information, pictures, and videos. • Trickery: tricking someone into revealing personal information then sharing it with others. • Impersonation: pretending to be someone else when sending or posting mean or false messages. • Harassment: repeatedly sending malicious messages to someone. • Cyber-stalking: continuously harassing and denigrating, including threats of physical harm. Actions NOT considered to be bullying include: • not liking someone; • being excluded;

- accidentally bumping into someone;
- making other kids play things a certain way;
- a single act of telling a joke about someone;
- arguments;
- expression of unpleasant thoughts or feelings regarding others;
- isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

Reasons for bullying:
- they think it's fun, or that it makes them popular or cool;
- they feel more powerful or important, or they want to get their own way all the time;
- they feel insecure or lack confidence or are trying to fit in with a group;
- they are fearful of other people's differences;
- they are jealous of another person;
- they are unhappy;
- they are copying what they have seen others do before, or what has been done to them.

The Effects of Bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:
- depression and anxiety;
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness;
- loss of interest in activities they used to enjoy;
- unexplainable injuries;
- lost or destroyed clothing, books, electronics, or jewellery;
- frequent headaches or stomach aches, feeling sick or faking illness;
- changes in eating habits, like suddenly skipping meals or binge eating;
- difficulty sleeping or frequent nightmares;
- declining grades, loss of interest in schoolwork, or not wanting to go to school or other activities;
- sudden loss of friends or avoidance of social situations;
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

The Role of the Staff

SSG staff will do all that they can to eradicate bullying; they will ensure that they follow the anti-bullying policy. All members of staff will routinely attend training that equips them to identify bullying and to follow company policy and procedures with regard to behaviour management. Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.

SSG staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information before he/she can decide on an action. All cases are individual and various strategies will be employed by the SSG team to address the issue.

Any member of staff can be approached to report incidents of bullying, and they in turn will report to the Project Lead/Lead staff member.

The following steps must be taken when dealing with incidents of bullying:
1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The Project Lead must be informed immediately.
3. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.
4. The Project Lead will interview all concerned and will record the incident on an incident form.
5. Parents will be informed either immediately or on collection, as appropriate.
6. A range of sanctions will be used as appropriate and in consultation with all parties concerned in conjunction with the SSG Behaviour Management policy.

OPERATIONAL Participant Effective Safe Care & Inclusion (PESCI) Implementation Policy

How will the information be gathered?

New customers
- Participant Effective Safe Care and Inclusion (PESCI) information will be gathered on the Parent Essential Information form where the programme requires this document to be completed.
- If a customer answers yes to the child/children having additional needs they will be instructed to answer the Participant Effective Safe Care and Inclusion (PESCI)) section at the end of the form.
- If the programme does not require the Parent Essential Information form, for example, when the child's details are added onto the CoursePro booking tool (where SSG do not take loco parentis) the parent will be asked at the time of booking either over the phone or online if the child has any additional needs. The bookings team should then ask the questions over the phone and record the information on the Participant Effective Safe Care and Inclusion (PESCI) document.
- When a booking is made online there will be a question on the booking form asking if the child has any additional needs, if answered yes, the Participant Effective Safe Care and Inclusion (PESCI) form will need to be sent by the bookings team to be completed.

Current customers
- At the time of current customers making payment to continue sessions, the booking team should ask to run through the Participant Effective Safe Care and Inclusion (PESCI) document if we are aware of any additional needs at present to ensure we have all information.
- If the current customer is paying online there will be a question on the rebooking form asking if the child has any additional needs, if answered yes the Participant Effective Safe Care and Inclusion (PESCI) form will need to be sent by the bookings team to be completed.

What thresholds do the Operational management team need to be informed about before a booking can be confirmed?
- 1 & 2 grading = Business Support Team can take booking without Operational management teams input but must highlight Participant Effective Safe Care and Inclusion (PESCI) form to Operational team.
- 3 grading = Business Support Team to refer to Operational management team before booking
- More than one 4 grading = Business support team to refer to Operational team before booking
- All 4 grading = no booking

- There will be an additional box for 'detail' to be written in by parent if they have answered 2 or above to a question which will provide detail for Business support team and Operational management team.

How is this fed in to the Operational Management Team for consideration?
- This information will be emailed to Operational management. If verbal conversation is convenient an email should follow up the conversation.
- Operational management to respond via email to any referrals within 48 hours

Operational management Steps – (to identify whether a child is suitable for the programme):
The Operational Management team will analyse the form and whether the provision is accessible for the individual child if so, we will then request to set up a visit with the parent and child to come to site.
- The visit will include a tour with the child and parent and Operational Management Team will fill out the Operational Participant Effective Safe Care and Inclusion (PESCI) form. It will include the final decision on whether they can or cannot attend, any terms or requirements needed for them to attend and next steps. This will be fed in to Business Support Team to move forward with.

Where a child/participant needs can't be met what is in place to communicate up to the Directors in order to investigate possible skill/equipment/knowledge/resource gaps for future CPD or provision design:
- The Operational Participant Effective Safe Care and Inclusion (PESCI) form completed on the visit will include analysis of the child and needs who visited with the outcome of the visit as well as a Directors page with details on the outcome and how the Operational Team and Management team can move forward with this to make it accessible for more participants.

How will the outcome of this be communicated back in to the customer (ie format and who)?
- Communication to be agreed with customer upon initial contact e.g. would you like us to call you or email- can be verbal or written.

How will we ensure that the information is on hand for the delivery team and we are set up for their arrival?
- Participant Effective Safe Care and Inclusion (PESCI) information form will be in delivery folder along with essential information forms/ registers and other programme specific documents.
- Filed and filed in appropriate folder on site.