

Equality, diversity and inclusion essay



1. 1 Identify the current statute law and codifications of pattern relevant to the publicity of equality and valuing of diverseness.

There is assorted statute law and codifications of pattern relevant to the publicity of equality and valuing of diverseness in including:

Human Rights Act 1998 – Gives farther legal position to the criterions on Human Rights that was set out in 1948 with the Universal Declaration of Human Rights. This highlighted the rule that all worlds have the same rights and should be treated every bit. This act besides sets out the rights of all persons and allows persons to take action against governments when their rights are affected.

Every Child Matters 2003 – Every Child Matters was introduced for all administrations and bureaus in order to guarantee they work together to guarantee that they support the kids they work with. between birth and 19 old ages. to the full in order for them to accomplish the 5 results they set out. The acronym SHEEP can assist you to retrieve them:

Stay safe
Healthy
Enjoy and accomplish
Economic well-being
Positive part

SEN Code of Practice 2001 – The Particular Education Needs and Disability Act (SENDA) 2001 was introduced to beef up the rights of parents and SEN kids into a mainstream instruction. It besides made important alterations to educational chances that are available to kids with disablements and particular educational demands which means that these kids are more likely to be educated in mainstream schools.

UN Convention of Rights of the Child 1989 – The UK signed the lawfully binding understanding in 1990 which leads on from the Human Rights Act. This act sets out the rights of kids to be treated every bit and reasonably without being discriminated against. This pact was ratified in 1991 by the UK authorities and they ensured that all rights of kids are protected through jurisprudence. This statute law besides makes their rights extensive doing certain that all kids have a right to an instruction and that their positions are respected.

Children Act 1989 and Children Act 2004 (updated 2010) – The 1989 act sets out the responsibility of Local Authorities to supply services harmonizing to the demands of kids and to guarantee their safety and public assistance.

The 2004 Act underpins the Every Child Matters outcomes in order to supply effectual and accessible services for all kids.

Education Act 1996 – This act sets out the duties towards kids with particular educational demands and besides requires schools to supply extra resources. equipment and/or support to run into their demands.

Racial and Religious Hatred Bill 2005 – This measure makes it illegal to endanger people because of their faith or to stir up hatred against a individual because of their religion.

Employment Equality (Religion/Belief) Regulations 2003 – This act outlaws favoritism (direct/indirect favoritism. torment and exploitation) in employment or vocational preparation on faith or beliefs. Non-belief is besides covered by these ordinances.

Employment Equality (Sexual Orientation) Regulations 2003 – This act outlaws favoritism in the same manner as the Religion/Beliefs ordinances but on the evidences of sexual orientation. This act covers people who are cheery, sapphic, bisexual and heterosexual.

Age Discrimination Act 2006 – This act makes it improper to know apart against anyone based on their age. The act covers all signifiers including that of immature and older students.

The Equality Act 2010 – The Equality Act 2010 brings together the undermentioned pieces of statute law:

Human Rights Act 1998
Equal Pay Act 1970
Sex Discrimination Act 1975
Race Relations Act 1976
Disability Discrimination Act 1995

Together this statute law prevents services from know aparting against any group being race, gender or disablement. It besides requires schools to advance inclusion, disablement and race equality for all. This act besides made it illegal, whether straight or indirectly, to know apart. Under this act schools must besides actively promote equal chances and positive relationships between all groups of kids and there is a statutory demand on schools to promote inclusion of kids with disablements into mainstream schools.

Particular Educational Needs and Disability Act (SENDA) 2001 – This act prevents all educational suppliers from know aparting against students with SEN or a disablement.

Code of Practice on the Duty to Promote Race Equality 2002 – This is a statutory codification which supports the public governments to run into the responsibilities set out in the Race Relations (amendment) Act 2000. All schools must bring forth a written race equality policy and include information on practical ways in which schools will work to advance racial equality. Schools need to make policies which show they are working towards the undermentioned results:

Reducing the spread of educational accomplishment between different cultural groups
Bettering the relationships between different racial groups
Bettering the behavior of students
Promoting greater engagement of parents and community
Guaranting staff working in the school reflect cultural diverseness of the society
Making an admittance policy which does non know apart

These policies must besides include the schemes in which the school usage to supervise the difference that the policies make to persons and the school.

Removing Barriers to Achievement: the Governments Strategy for SEN (2004) – This provides model for schools in order for them to take barriers and raise accomplishment of kids with SEN. This sets out the government’s vision for instruction of kids with SEN and/or disablements. The rules included are the demand for:

Early Intervention
Removal of barriers
Raising accomplishment
Delivery of betterments through partnerships across services

Disability Equality Scheme and Access Plan – The Disability Discrimination Act 2005 physiqués on the 1995 act by necessitating all schools to bring forth a DES. This sets out the ways in which schools promote equality of chance and advance positive attitudes towards staff, students and others with disablements. It must be an action program which identifies how discrimination barriers are removed i. e. betterment to the physical environment such as inclines, lifts, room layout and lighting.

School Policies – School policies must include a mission statement which sets out the committedness of the school towards inclusion and equality of chance. They must hold written policies which reflect the rights and duties of those within the school environment. Besides the policies must supply counsel for staff and visitants to the school for the ways in which they can guarantee inclusive pattern.

My scene, Hillbourne, has the undermentioned policies which relate to these footings: Racial Equality Policy Equal Opportunities Sen Policy Anti-Bullying Policy Child Protection Policy Disability Policy Gifted and Talented Students

School policies must besides include ways in which the school promotes rights and equality of chance for kids and immature people. The school must besides supervise the strengths and failings in their policies.

1. 2 Explain the of import of advancing the rights of all kids and immature people to engagement and equality of entree.

It is of import as a practician that you guarantee the kids you work with are larning and playing in an inclusive environment as they all have a right to a

wide and balanced course of study. They besides have a right to hold equal entree to the course of study regardless of background. race. civilization. gender. demands or disablement. It is besides imperative that you guarantee you are cognizant of the demands of all the kids you work with for illustration if they have EAL or SEN. if they are new to the school. if they have a different civilization or ethnicity or if they are in surrogate attention. You need to let kids to hold equal chances as it is portion of their human rights - all kids have a right to play and larn together. It is of import that all kids are non discriminated against in any manner - if this happens you need to do certain that the right steps are used to cover with the job and prevent it from going once more. It is indispensable that all kids are allowed to take part in activities that will broaden their skylines i. e. school excursions.

At my scene in Hillbourne. last summer Reception went on a school trip to Honeybrook Farm and there was a kid. S. CD. in the category who had SEN. His Dendranthema grandifloruom had written a note to the category instructor to state that she wanted him to travel on the mini coach with the other kids and she would run into us at the farm. At the farm he stayed with his Dendranthema grandifloruom and his one-to-one up until lunch clip. He had tiffin with all the other kids and after this he went place with his Dendranthema grandifloruom (as he merely did forenoons in Reception) . After tiffin we had a tractor drive so S and his silent went with the first group as they were traveling to travel place - this was good because even though he had SEN he was able to take part in most facets of the school trip merely every bit much as the other kids.

There is a quandary when advancing rights of all kids and immature people as there can be times when they wish to set about a undertaking which you feel is non in their capablenesss or non safe to make so but the kids have the right to make activities that will broaden their experiences. While advancing the rights of kids and immature people. you should guarantee that all kids participate in as it can assist to raise their accomplishment. self-identity and good relationships with their equals. It is of import that you allow equal chances in instruction as kids and immature people are more likely to make better in inclusive scenes. academically and socially. By advancing the rights of kids and immature people. they will experience like they belong and it will assist better their self-pride. It is besides of import that where applicable you should guarantee that all activities are ever tailored so that all kids can take part regardless of their demands.

1. 3 Explain the importance and benefits of valuing and advancing cultural diverseness in work with kids and immature people.

We now live in such a diverse society with different faiths. civilizations and a batch of people with EAL that it is of import that we value and advance cultural diverseness particularly when working with kids. It is of import that we teach kids that it doesn't affair where you come from. what beliefs/views you have. what linguistic communication you speak or what you look like. everyone is equal and deserves the same chances as anyone else – by making this we encourage kids to value everyone which in bend will assist them hold an unfastened head and be able tolerate differences more easy. It is besides of import to value and advance cultural diverseness because it can assist to forestall pigeonholing. bias. favoritism and besides cut down the

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hazards of tokenism (where you merely acknowledge different cultures/religions through postings or at certain times of the twelvemonth) .

Promoting and valuing cultural diverseness benefits kids in the undermentioned ways: They have the opportunity to learn about other civilizations and positions that are different from their ain. They may hold minimal accommodation issues - learning about civilizations and distinguishable characteristics of topographic points will add cognition and if they travel to these topographic points their accommodation to life there will be minimum and natural as they have grown perusal and being around other civilizations. Helps kids to gain that their civilizations are merely every bit diverse as others and that the other kids are merely like them. Helps kids and immature people make sense of their acquisition with connexions to their ain lives.

It is of import that when we value and advance cultural diverseness we understand and take history of the backgrounds and civilizations of the kids and immature people in our attention as it will assist us construct effectual relationships with them and assist us supply more effectual support during their acquisition. Besides by making this we can assist kids experience like they are accepted - if we penalise a kid because they come from a different background this can do them experience unwanted and this will besides impact the manner the other kids in our attention learn as they will pick up on the manner we behave and they may believe that it is okay for them to act this manner. It is of import that we get across that merely because a kid is from a different civilization or can't speak our local linguistic communication doesn't mean they don't belong - they will finally pick up the linguistic

communication and they have the same rights as any other kid i. e. they all have a right to play and learn together.

By advancing and valuing cultural diversity we can populate with freedom from prejudice because as we interact with people of different civilizations on a day-to-day footing there should be no range for people to garner and from groundless bias or feelings of high quality. Valuing and advancing cultural diversity can assist to advance nationalism as we can assist kids learn to compare other values, beliefs and civilizations to their own and can assist them to appreciate food/things from their own civilizations whilst besides esteeming others.

Valuing and advancing cultural diversity can assist with the instruction that we give to the kids and immature people we work with as they can learn about different civilizations, wants and other things alone to a specific civilization. It besides helps to advance instruction through books but besides by confronting different cultural issues in the schoolroom and how to get the better of them. At Hillbourne in Year 1 the TA, Mrs. C has bought in different things like artifacts and necklaces from different topographic points she had been when it is relevant to a subject they are making for the kids to look at. This helps them to happen out about things and objects that we don't needfully acquire in this state while learning about another state and can besides compare the manner things are made from that state to the manner they are here.

At Hillbourne they besides do subjects on narratives that are set in other states for illustration in Year 1 they look at a book called Handa's Surprise

which is set in Africa and a narrative set in Australia called Wombat Goes Walkabout – the narrative set in Australia gave the kids a opportunity to see images of animate beings that we don't acquire the opportunity to see in this state. My other scene. Old Town School and Nursery. aid value and advance cultural diverseness by holding a welcome mark. written in different linguistic communications from English and Gallic to Arabic and Polish. outside the Reception schoolroom. Old Town show they are accepting of differences and promote and value cultural diverseness as across the school from Nursery to Year 2 they have about 26 different linguistic communications spoken. In the chief hallway Old Town have a posting demoing the different first linguistic communications that are spoken by the children/staff.

By advancing and valuing cultural diverseness you help everyone to observe each other's differences. supply an enriching course of study for the kids and immature people in your attention and aid to cut down biass and favoritism which can do a happy environment for everyone to play. learn and work in and besides allows everyone to acquire along good with each other.

2. 1 Explain ways in which kids and immature people can see bias and favoritism.

It is of import throughout our work as practicians that we are cognizant of the fact that a child/young individual will see some signifier of bias and favoritism through their clip in schools and besides that as kids get older biass and favoritism can acquire worse and hold more serious effects. Children and immature people can see bias and favoritism in many ways.

Prejudice is when you have preconceived negative ideas or beliefs about persons who belong to a peculiar group and favoritism is led behavior or actions motivated by unjust beliefs – this can be straight or indirectly. Direct favoritism can be: A kid non being allowed to entree portion of the course of study or school activities because of their race. gender or disablement. Child non being allowed to fall in in because of their faith Child non being accepted because of particular instruction demands

Children non playing with another kid because of a specific ground (i. e. skin coloring material. hair coloring material. gender etc.)

Indirect favoritism can include: Practice and processs are applied without consideration to individual's fortunes i. e if you plan a school trip where you may be required to have on a difficult chapeau – this would know apart against person who wears a turban.

You can besides hold single favoritism where policies and processs allow pattern which straight or indirectly discriminates against person. Individual favoritism can be practised by persons or groups. Largely prejudice can happen because of a deficiency of cognition and apprehension in diverseness which is manner it is imperative that we value and promote this through our pattern. Mainly favoritism occurs because of the differences between people – this could be because of age. gender. civilization. clamber coloring material. spiritual beliefs. ethic traditions or size. Children and immature people can besides see favoritism through labelling of a group because of bias i. e. male childs are expected to be noisy whereas misss are expected to

be quiet. Prejudice and favoritism can besides go on when a kid does not have equality of chance.

2. 2 Analyse the impact of bias and favoritism on kids and immature people.

Experiences of bias and favoritism can impact kids and immature people in many ways. There are instances where the effects are minimum but there are besides instances where the effects and effects of such actions are really serious and will necessitate a batch of support from staff that expression after that kid and perchance will necessitate aid from outside bureaus depending on the state of affairs. When a kid experiences bias and favoritism this can intend they may hold deficiency of motive. they may experience angry. down and baffled. Young kids in specific could experience confused because they would believe “ Why are they picking on me? I’m no different to them” – they may not be to the full cognizant of the fact that they may be different and this could be the ground for the kid know aparting against them but so the kid know aparting may not be cognizant that that is what they are making so it of import to learn kids about favoritism and what to make if it happens doing certain the instruction is appropriate with their age. With older kids they are more cognizant of the ways in which they are different from their equals intending that their actions could hold more serious side affects on the individual being discriminated against. One side affect could be a immature individual self-harming – this could go on when a immature individual is being discriminated against so frequently that it would be classed as intimidation.

If a kid or immature individual experiences bias and/or favoritism they will not experience like portion of the group and they will not desire to be in category. Feeling this manner will impact them academically and socially. They will be affected academically as when in category they may cognize the reply to a inquiry but may not experience brave plenty to set up their manus and really reply. Besides they may experience they know an reply but so they may get down to doubt their reply and so will not set their manus being excessively afraid they may acquire it incorrect. Their acquisition will besides be affected because they will not desire to fall in in activities with their equals so they don't draw attending to themselves. They will experience worthless and like they are under winners by outing themselves down intending that they will retreat from their instruction declining to take part in activities and may make up one's mind that if they are under winners they aren't capable of making any of the activities even if they have done it in the yesteryear.

Children and immature people's personal, societal and emotional development (PSED) will be affected as they will happen it hard to organize positive relationships with equals and the grownups that work with them. Children will experience withdrawn socially and will not settle in piece at school or experience happy which will impact on their acquisition as they will happen it difficult to concentrate significance they may fall buttocks. Children and immature people's physical development (PD) will besides be affected as their wellness and wellbeing will worsen intending that they will happen it harder to be happy and drama with others. Their self-esteem and assurance will be knocked and they will happen it harder to open up about

how they feel. They will experience that they can't talk to the grownups looking after them and could experience that they will portion the same positions as the kids who are know aparting against them. With a feeling of low self-esteem kids and immature people will non experience valued as a individual and if they are being discriminated against because of faith or cultural background they will experience they don't belong and may get down to lose religion in their faith.

It is possible that while kids and immature people feel they can't articulations in with the group they may sit in a corner by themselves as they will experience left out and their behavior will be affected - person who is usually rather happy and full of energy may all of a sudden hold really negative behavior towards other kids and immature people and perchance even the grownups caring for them. This will take to a really unsettled ambiance in the scene and could impact on the other kids as they will get down to experience unhappy and so the grownups in the schoolroom will hold more jobs to cover with significance they could go stressed If the grownups become stressed their behavior could alter intending that all the other kids in the category will get down to experience like they don't want to travel school and they will be fewer positive relationships throughout the category.

This is why it is imperative that when bias and/or favoritism occurs we get to the underside of it every bit rapidly as possible and trade with the state of affairs as professionally and sensitively as possible so that all the kids in our attention can be healthy. happy and safe and bask their acquisition while doing good relationships with their equals.

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2.3 Evaluate how your attitudes, values and behavior could impact on work with kids and immature people.

As a practitioner you have a legal responsibility to protect the rights of all kids and immature people you work with therefore it is critical that you assess and measure your attitudes, behavior and values on a regular basis and do a point of looking at how they can impact your pattern with the kids and immature people you work with. Your attitudes, values and behaviors can impact on your work with kids and immature people in both positive and negative ways for illustration if you make a point of happening out and learning about the backgrounds, involvements, abilities and single demands of the kids and/or immature people you work with this will assist you to supply more effectual, allow individualized support as you will hold a broader scope of cognition of the different civilizations and imposts of the kids and/or immature people intending you will be able to speak and move in the appropriate manner towards them and they will cognize that you care about them and are interested in what they do – this will assist you to construct positive relationships with them and they are more likely to desire to and be happy to speak to you when they have jobs or are worried about certain things as they know you will listen and take what they say earnestly.

By and large my behavior is appropriate and professional when I am working with the kids in my attention but sometimes I can acquire a spot irritated when kids come to inquire me something. this is usually if I am busy with a occupation the instructor has given me for illustration if it's gluing in pupils work or screening out sheets to be laminated. If I am busy with this and kids come to inquire me something or state me that person has been mean to

them I can acquire annoyed as they have disrupted me from what I was making. This can hold a negative impact on the kids as they may get down to experience that I don't care about what they have to state or that I don't want to listen to them. I need to do certain that even if I am making a occupation I still necessitate to be accessible so that the kids know I am happy to assist them when they need it and that they can speak to me about anything if there is something worrying them - I need to retrieve I am at that place to attention of them and do certain they are happy and safe and non be a ground they may be unhappy merely because of the manner I spoke to them.

It is of import that you remember that kids will take in any information you give them which is why it is of import to environ them with positive messages about their equals and ain importance in society and to raise them with a strong sense of dignity. You need to do certain that you don't allow your ain values and beliefs affect your pattern and the ways in which you support students. If you respect others beliefs and values they are more likely to return the favour significance everyone can acquire along and the support you give will be more efficient. This is besides of import in the instance of SEN kids - you can't make up one's mind to non back up a kid because they have SEN and you think they should be in a particular school. it's non merely up to you. If they school are able to accommodate to run into the demands of the kid and the SENCO and other professionals from outside bureaus who may come to see the kid are happy that they are making good plenty in mainstream instruction so they have the right to be and this is something you should esteem. SEN kids have merely every bit much of a

right to an instruction as all other kids therefore it is of import that you give them the same attending and support as you would any other student.

However, you need to do certain that you don't merely spend clip back uping those with extra demands. If you merely spend clip with kids who have extra demands this can impact them every bit good as the other kids or immature people in your attention. The kids and immature people who have extra demands may experience you are herding them all the clip and experience like they can't do anything without aid. it is okay to assist them but you need to cognize your boundaries and know that sometimes they merely necessitate aid get downing something away and so they can transport on themselves.

Spending all you clip with kids who have extra demands besides affects the other kids and immature people in your attention as they will experience that you don't care about them or the work they are making. even with kids who frequently don't need back up it is of import that you acknowledge the work they do and force them in their work when you feel it is appropriate i. e. you might give them some excess work to make if they finish the first undertaking set reasonably rapidly. At Hillbourne in Reception, the instructor Mrs. B did a similar thing for two kids. She took a group of kids to make a maths activity with them. a pupil who is developing to be a instructor took a group and another voluntary took a group every bit good but she gave two kids, M. S and E. C a challenge to finish independently. When I got back to schoolroom I asked M and E what the undertaking was they had been set – they told me they had to seek and make full up some boxes and see how many things (they were utilizing little pebbles and small fictile toads) they

could acquire in the boxes. They had a whiteboard and write to assist them retrieve what they found out. I sat with them watching what they were making and they were stating me about which box would the most and least.

It is of import to believe about the ways in which your pattern can be affected by your values, attitudes and behaviors so that you can guarantee you provide effectual and professional support for the kids and immature people in your attention whilst staying true to yourself and your beliefs.

2. 4 Explain how to advance anti-discriminatory pattern in work with kids and immature people.

It is of import that you promote anti-discriminatory pattern in your work with kids and immature people in order to make an inclusive environment where everyone can bask and accomplish. This is defined as an attack that promotes: Diverseness and the valuing of all difference

Self-esteem and positive group individuality Fulfillment of single potency

In order to advance anti-discriminatory pattern you need a message, a agency of conveying it and an appropriate audience to distribute the message. By advancing anti-discriminatory you can assist to organize a footing of an environment where there's no favoritism towards persons on the footing of race, ability, gender, civilization or ethnicity. It is of import that you take positive actions to counter favoritism. This includes: Identifying and disputing favoritism

Bing positive in pattern, differences and similarities between people

It is critical in your work with kids and immature people that you apply rules in the manner in which you form relationships in school both with grownups and kids and besides through moving as a function theoretical account. In order to hold effectual anti-discriminatory pattern you need to hold competent co-workers who are able to see favoritism when it happens and cognize the right ways of disputing it. It is of import that you are racial cognizant – this means that you are cognizant of what words and actions you use are considered to be prejudiced towards persons from cultural groups. You besides need to do certain that you aware of imposts and norms for an person and guarantee that you are sensitive towards that individual.

Another manner to advance anti-discriminatory pattern is through extinguishing stereotypes i. e. you could promote male childs to play with dolls and baby buggies every bit good as misss. You could besides hold visitants or parents come in to make a talk with the kids i. e. if they are from a different civilization or background so the kids can larn about other civilizations which will assist them to understand why some kids may non be able to fall in in with an activity.

2. 5 Explain how to dispute favoritism.

Through your work with kids and immature people it is of import that you challenge all instances of favoritism and take all of those instances earnestly no affair how little and do certain you deal with them as rapidly and professionally as possible. The school have a responsibility to follow the codification of pattern to advance race equality which requires them to supervise and describe all racist incidents to the LEA. One of import thing to

make when disputing favoritism is that you recognise anti-discriminatory pattern and do certain you require cognition of policy. process and pattern as this well aid you feel more confident about what is good pattern letting you to cover with incidents more efficaciously when instances arise. It is of import that when covering with instances of favoritism you recognise that it can be knowing but can besides be because of ignorance and deficiency of apprehension.

It is besides critical you take into history the age of the kids as really immature kids may state something non understanding the deductions and significance of what they have said in which instance you will necessitate to explicate to the kid that their remarks are non acceptable and that everyone should be treated reasonably and every bit. In instances affecting older kids you may necessitate to take farther action as they should cognize how to act and handle people – farther action may necessitate recording and describing it to a member of the Senior Leadership Team in your scene. It will assist in your pattern if you make a point of larning assertiveness schemes that will assist you to recognize favoritism. It is of import that you make yourself cognizant of the school's policy when racism happens and when disputing favoritism it is of import that you do the followers: Explain what happened or what had been said that is prejudiced State the consequence of this on the person. group and others Suggest/model ways to guarantee anti-discriminatory pattern

3. 1 Explain what is meant by inclusion nd inclusive patterns.

Inclusive pattern is non merely about the manner in which schools provide of kids with SEN and disablement. Inclusive pattern is defined as: The procedure of placing apprehension and interrupting barriers to engagement and belonging. Guaranteeing everyone feels valued.

Having a sense of belonging. Recognizing, accepting and observing of differences and similarities. Understanding the medical and societal theoretical account of disablement.

Inclusive policies should take history of demands of all students in the school. Inclusive pattern is based on the societal theoretical account of disablement. The societal theoretical account of disablement is based on the premise that a manner the school operates, what barriers are present and how different attitudes can forestall persons from take parting in society. Legislation requires schools to do 'reasonable adjustments' to take barriers so kids and immature people can take portion in educational and societal activities within the school alongside the other students. The medical theoretical account of disablement is based on the premise that kids must accommodate to the environment – this can assist to advance an ambiance of 'dependence' and supplying information i. e. worksheets in a larger print, audiotapes, alternate signifiers of communicating.

Inclusion is guaranteeing that all kids and immature people no affair their background/situation are able to take part to the full in all facets of school life and supplying the same chances and entree in order for a high quality of instruction. It is of import that you help kids with extra demands as they frequently require excess support from a instruction helper or school support

worker. Inclusion for students isn't merely about supplying extra support. it can besides associate to accommodations being made to the school environment every bit good i. e. supplying lifts. inclines. furniture at right tallness for kids with physical disablements.

3. 2 Identify barriers to kids and immature people's engagement.

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