

Quality Improvement Framework

Section 4 – Inclusive Practice

Subsection: Equality and Diversity

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>Equality in the EYFS</p> <p>“Leaders and managers actively promote equality, diversity and British values through all policies and practice. They tackle instances of discrimination effectively.”</p> <p>Early Years Inspection Handbook April 2018</p> <p>Early years settings are required to provide opportunities for children to develop an understanding of diversity beyond their own family experiences.</p> <p>The Equality Act 2010 sets out the legal requirements to protect the rights of individuals and promote equality of opportunity for all. Policies and procedures need to be reviewed often to ensure you don't discriminate against anybody with a 'protected characteristic'.</p> <p>These include:</p> <ul style="list-style-type: none"> • Race/ethnicity • Gender • Gender reassignment / gender identity • Disability • Religion and belief • Pregnancy/maternity • Sexual orientation <p>All children have equal rights to develop and learn. Research has shown that</p>	<ul style="list-style-type: none"> • Do you have inclusion, equality and diversity policies and procedures which ensure you are not discriminating against anybody with a protected characteristic? • Are they available and understood by all staff, volunteers and children? • How do you ensure that information you provide to parents is inclusive and accessible? • How would you ensure that a new family to your setting knows that all children are welcomed and valued? • Do you promote diversity through the images and language you use in displays? • Do you have a wide variety of books and resources which represent positive images of different ethnic backgrounds, cultures, disabilities, family circumstances? • Do you have resources in the child's home language and learn some words from their language, such as 'hello', 'thank you' etc. • Do you invite families, members of the local community into the setting to share experiences, demonstrate skills, etc? • How would you challenge a parent that you had overheard making a discriminatory remark? • Do you record incidents which relate to equality, along with how you 	<p>Q Cards</p> <p>Developing Your Equal Opportunities Policy</p> <p>Positive Images</p> <p>Training</p> <p>Early Education Team Equality and Diversity</p> <p>Useful Links</p> <p>GOV.UK Equality Act 2010: Guidance How it might affect you</p> <p>Early Years Alliance – Equality and inclusive practice</p> <p>UNICEF – Rights of the child</p> <p>Resources and Templates</p> <p>Makaton free resources</p> <p>Stonewall Getting Started</p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>

children belonging to certain groups are more likely to be discriminated against.

Children are more at risk of discrimination if they are disabled, belong to a minority ethnic group, live in poverty or are a boy. Inclusion is the responsibility of everyone who works with children.

The United Nations Convention on the rights of the child (UNCRC) is an international treaty that applies to all children up to the age of 18. It consists of 54 articles which cover the civil, political, economic, social and cultural rights that all children everywhere are entitled to. The principles of the UNCRC are reflected in the legislation of the EYFS.

responded to the incident and any further actions?

- Do you ensure that everyone attends continuing professional development that enables them to gain an understanding of equality issues?