

Policy 9: **Equality, Diversity and Inclusion Policy.**

Updated May 2022

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Section1:

What is the specific information about this policy?

What does this policy do?

This Policy ensures that the Nursery Director and staff actively promote best practice in diversity, inclusion, equality of opportunity and anti-discriminator for all children in both the Nursery Community and the wider community. Children-First are committed to ensure that all staff are aware of their duty of care and legal responsibilities noted below. This policy also sets the standards that we expect our families follow and support the nursery in our zero tolerance policy for discrimination.

Which laws and guidelines form the framework for this Policy?

- Sex Discrimination Act 1975
- Children and Families Act 2014
- Race Relations (Amendment) Act (RRAA) 2000
- Special Educational Needs and Disability Act (SENDA) 2001
- Employment Act 2002
- Disability and Discrimination Act (DDA) 2005 (Special Educational Needs Code of Practice 2002)
- The Employment Equality (Age) Regulations 2003

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- Human Rights Act 1998
- Equality Act 2010
- SEND Code of Practice 2014
- Children Act 2004 and 2006
- Special Educational Needs and Disability Act 2015.
- Care Standards Act 2002
- UN convention on rights of the child

What other Policies are relevant?

The following policies are relevant:

- Staff Policy – Policy 1
- Toy, Resource and Equipment Policy – Policy 2
- Covid-19 Policy – Policy 7a Please note that whilst some Covid-19 measures are included in this policy, some that apply to this Policy are not. We have a detailed Covid-19 Policy which can be found here: <https://www.children-first.info/media/2862/covid-19-policy-7a.pdf>
- Mealtimes, Menus and Nutrition – Policy 8
- Special Needs, Disability, and Inclusion Policy – Policy 10
- Behaviour Management Policy – Policy 11
- Parent Partnership Policy – Policy 12
- Data Protection Policy – Policy 14

Who does this Policy apply to?

This policy applies to the Nursery Community as an entirety. All staff, whatever their designation are included with a broader remit applying to children, parents and all visitors. Each Nursery has an ENCO, who is the Equality Named Coordinator. The ENCO leads on equality in the Nursery.

Who has responsibility for implementing this Policy?

All staff permanent, temporary, agency, students, and visiting staff have responsibility for this policy. Staff have responsibility in bringing to the attention of the Manager any concerns relating to the implementation of this policy or breaches of the policy. Further details of staff responsibilities can be found within this policy. Families are also requested to reflect on our policy. these views at home to support equality in home learning. To work in partnership with the Nursery to promote the teaching and learning of The Fundamental British Values.

Who is responsible for monitoring the Policy?

The Manager is responsible for the day to day monitoring of this policy. This will be done on an informal basis. Should concerns arise that require more formal monitoring this will be decided by the Nursery Managers. The Nursery Director will oversee policy management with the Managers. Team members will also have input into the policy and policy adaptations will be discussed at team meetings. We always welcome parents comments on all policies. Parents and team members who represent minority groups and to ensure each person feels comfortable to share their views we will gather any feedback anonymously. Team training around inclusion, equality and diversity to support the continuous monitoring of the policy and updates and reviews is provided as part of regular staff meetings and at team training days.

Who is responsible for review of this Policy?

The policy is reviewed regularly. Reviews may be required at any time in the light of new legislation, Ofsted requirements, DfE documentation, or other research or relevant publications. It is best practice that the policy be reviewed as developments occur in the Nursery. We particularly welcome comments and

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feedback from parents and carers in relation to this Policy. Team members also review this policy as and when needed and as part of team meeting practices. Team training can factor into the review of this policy to ensure all knowledge and understanding is refreshed and reflected on. Developments within the early year's foundation stage framework will also trigger review of this policy.

Section 2:

What are the aims of the policy and policy statement?

What are the aims of the policy?

This Policy aims to ensure that every child at our Nursery benefits from quality care which offers equality of opportunity. This enables each child to reach their potential. The policy seeks to ensure that equality, inclusion and diversity is at the heart of Nursery life. This policy ensures that children's identity and wellbeing is paramount. To enable shared views in line with parent partnership to ensure active engagement in the policy and policy aims and The Fundamental British Values.

What is the policy statement?

Children-First treat all children in our care with equal concern and priority. Children's attitudes to themselves and others are formed in the early years. Children are treated and respected as individuals whose needs and requirements must be understood and met. We offer anti-discriminatory practice by valuing and affirming equally all children. We respect and actively incorporate the identity of our children, parents and wider community into the Nursery. We assert the positive value, richness and diversity of the entire spectrum of cultures, genders, ethnic identities, abilities, disabilities, sexual orientations, linguistic backgrounds, races, skin colours, religions, family structure, marital status, spouse relationship status, national origins, class, social background and age. Children will be given a realistic picture of the world they live in. Prejudices, distortions and stereotypes about that world will be challenged. Our policy affirms that equality is integral to high quality care, education and learning. The values deriving from different backgrounds are recognised and respected in the daily life of the Nursery, and enhanced through experiences of other cultures, home languages, play activities, physical activities, menu planning, resources and children's identified needs. The Nursery focuses on threading the Fundamental British Values through the heart of our practice and ensuring that all children's, team members and families individual liberty is celebrated.

Section 3:

What data is required by parents and carers and enrolling at the nursery?

Our Enrolment Form requests information of a child's linguistic, cultural, religious, dietary and medical requirements including allergies. This is to assist us in ensuring that all children have equal access to our services. These may be discussed with parents once the child starts at the nursery. A regular dialogue may be required. Parents may choose to exercise the right to withhold information. Any information that is withheld does neither impinge the care, learning, health, safety or well-being of the child, nor must it affect the safe and effective running of the Nursery. The words Parent and Carer are used when requesting information. Enrolment and admissions are developed across the breadth of the local community by ensuring that advertising has a broad base. Admissions will be made on match of availability by age group spaces and parental requirements. Our computer database will ensure compliance by careful input of data and updating when parent's data such as phone numbers and email addresses change. Managers check children's birth certificates for parental rights and proof of identity and age. This should be signed off and the parent can take the birth certificate home.

How do we ensure admissions are equal?

We welcome all families that are enrolled into our nurseries and embrace all cultures, languages, skin colours and genders, abilities, Religions, Family make up, background. The nursery supports all families equally according to need? and adjustments are put in place to support families who are not from the UK or families that do not speak English or children that may require additional support. The nursery uses a child

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centred approach by gathering information from families to promote inclusion for all children to enable the cultural capital and essential knowledge to prepare children for their future success.

What involvement do parents and carers have in Nursery?

Please refer to the Parent Partnership Policy – Policy 12, which gives a details a full policy on partnership and involvement. Parental involvement is encouraged and developed in a plethora of ways including:

- Parents are offered a copy of this or any other Nursery policy and can view them on the website with ease.
- Daily handovers in the morning and evening.
- Parents and carers evenings.
- Opportunities to participate in activities e.g. theatre group visits.
- Weekly catch up emails.
- Nursery blog and Facebook pages.
- We consult parents regarding changes and developments including nappy provision, menus and meals, trips and outings, during the COVID19 pandemic and the introduction of new specialist teachers.
- We particularly value and welcome parents and other relatives to share cultural experiences, festivals and healthy food recipes.
- Where possible parents will be consulted about changes which affect their child and the Nursery. Consultations on various topics including changes and additions to the nursery.
- Parents are encouraged to add Eylog observations or comments on children observations.

How do parents support our vision?

Parents are expected to support equality in their home learning and team members will support parents in how to do this via meetings, EYLOG, newsletters, activity ideas. In an event where there is a breach of this policy by a child or family member we will investigate the breach and meet with the parents. Agreements or actions will be put in place to ensure there are no further breaches. Parents and nursery will work in partnership following outcomes of the meeting and implement steps. In the event of the parents not collaborating with the nursery we reserve the right to take further action to safeguard the children in our care including outside agency support, training or in extreme cases where there is a breakdown of relationship exclusion.

How do we communicate with parents or carers who do not speak, read, or write English?

We are able to draw on the skills of some staff that may have two or more languages. In instances we use the local authority translation services or a parent may prefer to bring a relative, friend, or encourage an elder child to translate. In circumstances of safeguarding or sensitive discussions we only use professionals to translate. When a child is enrolled at Children-First who has English as an additional language, we obtain 'safety' words for example, stop, hot, fire from parents and carers. This can then be used to safeguard children and prevent accidents. These words will also be written down for use on outings. Key words for settling will also be used and communicated such as, toilet, hungry, sleepy, some favourite toys etc. as well as mummy, daddy etc. Photos will also be placed at strategic places in the Nursery rooms to ensure non-talkers or children with EAL are able to communicate their needs easily. We have handouts in home languages to explain how we can both support children with English as an additional language and non-verbal children available for parents when they start. We are also able to translate Welcome packs if needed. Team members have reminders by the welcome buzzer to allow them to greet parents in their home language as well as English and do this well. Sign's and displays also have descriptions in other languages when needed to suit the needs of the families currently in our care.

Section 4:

How does the curriculum support diversity, equality and inclusion?

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What curriculum does the Nursery follow?

We follow the Early Years Foundation Stage, setting the standards for Learning and Development and the Safeguarding and Welfare Requirements for children from birth to five. The "overarching principles" of the EYFS shape our everyday practice:

1. A Unique Child.
2. Positive Relationships.
3. Enabling Environment.
4. Learning and Development.
5. COEL, Characteristics of Effective Learning– playing and exploring, active learning, creating and thinking critically

What about the nursery curriculum?

The curriculum must contribute in an affirming way, which has meaning for the child, every child's right to feel good about themselves. This ensures that children start life without distorted attitudes and have distorted attitudes and stereotypes challenged. The curriculum offers positive opportunities for exploration and learning. The curriculum offers learning experiences which contribute to a positive identity for every child and encourages each child to recognise their own unique qualities and characteristics. This has a far broader base than teaching about festivals, traditions, food and clothing. The curriculum ensures that all groups and individuals in society are presented in a positive way in a wide range of roles and with a broad variety of lifestyles and responsibilities. This will challenge stereotypes and enable all children to develop a high level of self-esteem, understanding, knowledge and value for themselves and each other. This will include a wide range of resources and learning materials being available and a diverse range of activities being planned by staff. The Nursery holds the Fundamental British Values at the heart of its curriculum and it flows through all daily activities. The Nursery aims to provide the cultural capital experiences for all children to provide essential knowledge for their future success. We always aim for children to spark awe and wonder in their play from the experiences that we provide for them. We seek activities from children's next steps, home experiences, interests and also our own Nursery curriculum. The Nursery has also started to follow the Curiosity Approach (please see Curriculum Policy) and has started to thread this through the nurseries allowing children to explore real experiences and resources that they will be familiar from at home as they build on first hand real experiences.

How does Nursery plan for the children?

All children will be respected and their individuality and potential recognised, valued and nurtured. Our planning is based on the children's individual needs and interests and appropriate next steps and targets are set up for each child. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice, discrimination and stereotypes and that is fully inclusive. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. Staff ensure that when planning the curriculum and activities to deliver the curriculum they consider all aspects of this policy. The Team follow the following guidelines:

- Children's interests are gathered through communication and observations to implement planning.
- Children's views and voices are factored into activities and planning.
- Each child has their starting point's gathered with families on their initial settling in sessions which allows for parents review their children's learning.
- Practitioners are exceptionally skilled in planning new experiences based on our own around the world curriculum.
- The Nursery provides new experiences and knowledge to celebrate religious and cultural festivals from around the world, world events and changes.

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- Team members are able to change current plans if a child's experiences or interests change or a new exciting experience has cropped up for the child.
- The team are able to adapt in the moment planning and allow the children to further their knowledge base and delve deeper into a current interest or experience.

Section 5:

In what ways does Children-First ensure diversity, inclusion and equality in staff employment opportunities and promotion opportunities?

How do you ensure equality the Nursery recruitment process and team members?

Our policy statement is implicit to employment and promotion prospects and monitoring at the Nursery. We are committed to equality, diversity and inclusion in employment. Vacancies will be advertised in local job centres, Day Nurseries Website and "indeed" to attract members of the immediate and wider community. Writing job advertisements to proactively welcome under-represented groups to apply.

Job offers are made on the basis of qualifications, skills, experiences, merits and abilities suitable for the post. The principle applies in respect of all conditions of work, including pay, hours of work, shift work, recruitment, training, promotion and other entitlements. Promotion prospects will be offered to all eligible employees on the basis of their qualifications, skills, experiences, merits and abilities. Prior to new staff and students starting work at Nursery new staff are required to complete a health questionnaire. This enables the management team at that particular setting to make any reasonable adjustments, where possible, to ensure that the individual needs of the adults are met within their and our legal guidelines and rights. The Nursery has an effective apprenticeship programme and apprentices are made aware that the Nursery offers internal promotion. This facilitates team members who have not had the opportunity to obtain qualifications to do so at the nursery through a mentorship and training programme.

What must staff know and do?

Staff must not present narrow stereotypes, must challenge any prejudice that emerges and guide children carefully in dealing with prejudices. Staff must ensure that their expectations of children are free from any form of damaging stereotyping. Staff must be aware of and respect varying cultural norms and expectations in their interactions with children, the same must be applied to dietary requirements, allergies, medical requirements and preferences when eating with our children and discussing such things as food and meals. Staff are trained to recognise the impact of discrimination. Staff support all of our children reach their individual potential by planning and providing activities that encourage all children to explore and take part and challenge stereotyping (e.g. all children supported to take part in all activities, resources e.g. books, puzzles, dressing up, that challenge stereotyping are provided. Staff must recognise the importance of what is learned in childhood. Staff and Managers monitor planning to ensure that equality, inclusion and diversity are evident and promoted within the Nursery. Senior Staff and Managers have a duty of care to ensure that individual requirements of children and their parents are considered carefully and care plans are put in place for every child who will benefit. Staff must ensure that all children in their care are not subjected to any form of discrimination and that all forms of discrimination is reported as part of the whistleblowing policy. Staff to be observant of any form of discrimination and log down any incidents as part of behaviour management policy. Staff alert the manager of any concerns around discrimination and any changes in behaviour.

What training is on offer for staff?

Staff are expected to complete online equality and diversity training for all staff before they start their employment with us. This forms as part of the induction for the new staff members and can be found within their employment offers and induction packs. Team members also undergo training on the Fundamental British Values and Safeguarding to ensure children's wellbeing and mental health is also safeguarded. Equality is at the forefront of all training we deliver to our team and is always covered as part of the annual training day in part with other training.

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Section 6:

How important are resources when promoting inclusion, diversity and equality? How do you monitor your resources?

The highest quality resources, equipment and toys are essential. These are acquired with particular regard to meeting the criteria for equality, diversity and inclusion. Our Toy, Resources and Equipment Policy – Policy 5 explains more about this. Resources, equipment and toys must be continually reviewed with particular regard to this.

What type of resources do nurseries use to ensure they are compliant with equality and diversity and inclusion?

In our nurseries we use a variety of different resources to ensure we are diverse throughout. The Nursery sources resources from a wide range of places and does research to ensure that we are challenging equality practices. Some of these resources include:

- Dolls, books and other resources that represent families from around the world.
- Dolls, books and other resources that represent all forms of parenting.
- Dolls, books and other resources that represent people of different abilities
- Dolls, books and other resources that challenge stereotypes e.g. female representation doing “male” perceived jobs and vice versa.
- Small world toys that represent families from around the world, all forms of parenting and ability.
- Books about religions and books telling stories about celebrating religious festivals, or giving facts about religious festivals.
- Fiction and non-fiction books on disabilities and abilities and achievements.
- A very wide range of cultural items and materials from around the world.
- Books in different languages, particularly the home language of children who are attending Nursery.
- Key words from around the world on display
- Having resources that support the celebration of events and festivals from around the world and inviting parents to share these with us.
- Using our Community Playthings furniture create and support learning about festivals and lifestyles and changing these regularly reflecting this such as the role play area.
- Displays are changed regularly reflecting special festivals, events and learning activities which support our equality, diversity and inclusion policy.

How does the Nursery work with professionals?

The Nursery ensures that it works in partnership with a range of professionals to ensure equality in the setting. The ENCO or Nursery Manager will be able to advise the best person to speak to. The Nursery also works alongside Market Law, NDNA Solicitors to ensure that any allegations of discrimination is dealt with to the fullest. We will follow advice to ensure all children and families are safeguarded and respected.

Section 5:

How do the meals, snacks, drinks and food support this policy?

Who is responsible for overseeing the menu the food that Nursery offers the children?

Managers and chefs oversee the menus. We employ a qualified nutritionist who oversees all of the menus at each of our setting to ensure the children are receiving all of their key nutrients within meals that they enjoy with us. This ensures that the food we offer meets current standards for children's nutrition. More information can be found in our Menu, Mealtimes and Nutrition Policy – Policy 8.

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Section 8:

What is an ENCO and what do they do?

The ENCO is the lead in the Nursery and the acronym stands for equality, named co-ordinator. The Equality Act 2010 places a legal responsibility on all services in receipt of public money such as the FEEE, The Funded Early Years Education Entitlement, to actively promote equality and eliminate discrimination. Our nurseries should have an ENCO. The ENCO leads on identifying all aspects of inequality and facilitates and co-ordinates work to continuously improve equality, diversity and inclusion.

Who is responsible for ensuring the ENCO is fully trained?

The Early Years Coordinator is appointed as the area ENCO and therefore has the responsibility to ensure that our Nursery ENCO's are given opportunities for training and development of procedures within the Nursery to ensure the on-going developments of equality and diversity. Each ENCO will attend ENCO.

What happens if we are concerned about a breach of this Policy?

Any person concerned about discriminatory behaviour or language should speak to the manager, Nursery Co-ordinator as soon as possible. Appropriate investigations and action will always be taken by managers and the coordinator. Our Policy is designed to ensure that it complies with best practice, current law and registration requirements. A breach of this policy by staff is a very serious matter and may be dealt with through The Conduct Requirements and Disciplinary Procedures in the Staff Policy – Policy 1. We challenge inappropriate language and practice with children through our play policy, circle times, behaviour management, planned learning activities etc. We challenge inappropriate language or behaviour with parents through their contract and Partnership with Parent's Policy. Staff are monitored and trained through appraisals, training, supervisions and PIPs, contract, disciplinary procedures and mentoring. In all matters where there is a concern relating to this Policy the Nursery Director will be informed by the Nursery Manager.

Section 9:

What does the nursery consider discrimination?

The nursery considers the following discrimination:

- Making derogatory comments, inflammatory remarks, comments or assumptions.
- Treating a family, child, team member or any member of the Nursery Community differently or disadvantageously due to their race, culture, gender, age, religious beliefs, sexual orientation, gender identification, disabilities or any differences that the perpetrator identifies in their victim.
- Refusal to engage with someone, or excluding them from activities based on the listed characteristics above.
- Prejudicial treatment, lack of equal treatment or lack of meeting a child or family's needs.
- Posting on social media any comments or views which are discriminatory, inflammatory, or derogatory.

Section 10:

How does the nursery deal with inequality or discrimination?

The Nursery has zero tolerance policy for anyone who acts in a discriminative way. The Nursery will take steps necessary to safeguard all children, families and team members in their care. Any person concerned about discriminatory behaviour or language should report to the Manager and Nursery Coordinator as soon as possible.

How does the Nursery deal with discrimination from children?

The nursery will plan meaningful multi-cultural and unique activities that will allow children to celebrate their similarities and differences with others. Children-First believes that all children are unique and should be celebrated. Teaching and learning of the world around us and supporting this through activities and local

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community outings. Ensure there is a diverse range of books and resources available for children. In any event of discrimination, derogatory comments or inflammatory comments or behaviour an incident form will be completed and both sets of parent's or both parties of any member of the Nursery Community will be informed of as a matter of urgency. We will arrange meetings with both parties to put steps in place to support children or others through this journey and review the circumstances around the concerns and outline agreed actions and ways forward.

How does the Nursery deal with discrimination from parents?

The nursery ensures that all parents are aware of our equality policy and have access to the policies on our website. Parents are expected to treat all children and team members as individuals and the nursery has a zero tolerance policy for any form of discrimination. In the event of discrimination the Nursery Manager, Coordinator and/or Director will meet with the family to discuss the incident and explain policies the Parent and Carer Contract and the Nursery procedures.

How does the nursery deal with discrimination from team members?

Team members are expected to comply with the companies Equality, Diversity and Inclusion Policy at all times. In the event of any discrimination from team members they will be subject to the Nurseries Staff Policy. The Nursery believes that discrimination is subject to an investigation, potentially followed by a gross misconduct hearing. Whistleblowing Policy applies to ensure all concerns which are reported and dealt with to insure full inclusion and equal treatment. Our Staff Policy deals with discrimination outside of work as well as during working hours and posting discriminatory comments on social media.

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Access Audit.

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General	Yes	No	Comment / Action
Does the aim of the setting fit in with the equal opportunities framework?			
Does the setting promote equality of opportunity and foster good community relations?			
Are there any aspects of the setting's function, including what is provided or accessed, that could contribute to inequality?			
Do the setting's activities impact positively upon the lives of local children and adults, including members of particular communities and groups?			

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Policies and strategy	Yes	No	Comment / Action
Does the setting have an Equality Working Group?			
Does the setting have a statement (vision) on equality?			
Does the setting have an Equality Scheme or equality action plan?			
If yes, to the above, are the scheme and plan regularly reviewed and updated?			
Does the setting have an up-to-date			

equal opportunities/equality and diversity policy?			
Is equality and diversity embedded into other policies?			
Are policies updated annually?			

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Procedures	Yes	No	Comment/Action
Is an assessment carries out on policies and procedures to check their impact on equality?			
Does the setting have an ENCO?			
Are there clear career progression routes for all staff members?			
Does the staff team reflect local diversity?			
Are individuals from under-represented groups evident on the management team?			
Are children's views sought and used on matters relating to their care and education?			
Is data collected on diversity, and used effectively to make changes in the setting?			

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Does literature take into account the needs of families using English as an additional language and those with communication and literacy needs?			
Does the setting carry out regular disabled access audits?			
Are reasonable adjustments made to meet the needs of disabled users?			
Are all staff able to access equality and diversity training and do all staff and volunteers attend?			
Is the setting aware of the local Government strategy on equality?			
Does the setting distribute an annual satisfaction questionnaire to parents?			
If yes, does the questionnaire include questions on equality?			

Approach to the building	Yes	No	Comment/Action
Are there disabled parking facilities?			

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Are kerbs lowered?			
Is the entrance gate wide enough for wheelchair users?			
Are there orientation landmarks for visual impairment?			
Is the route clearly signed?			
Are support rails or resting platforms provided on inclines?			
Are all surface coverings even and non-slip?			
Are pathways clear of obstructions?			
Are all areas adequately lit?			

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Do steps and handrails accompany ramps?			
Are steps suitable and highlighted for differentiation?			
Is there adequate lighting at the front and along the route of the building?			
Entrances	Yes	No	Comment/Action
If there is an entry phone/doorbell are they at a reasonable height for wheelchair users?			
Are doors easy to open and doorways wide enough for all users to pass through?			
Are glazed doors marked for safety/visibility?			
Are door closer mechanisms appropriately adjusted (so as not to close too quickly)?			

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Are door controls (handles) at a suitable height, and easy to use?			
Is the information on the welcome board in a range of formats and at an appropriate height to suit varying needs?			
Are surfaces non-slip			
Is lighting adequate?			
Is the doormat in good condition and flush with the door?			
Inside the building	Yes	No	Comment/Action
Are all floor surfaces suitable?			
Are the acoustics of the building suitable for children/adults with hearing impairments?			
Are there colour and tonal contrasts to help distinguish fixtures and fittings?			
Is there a disabled WC facility?			

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Is there a handrail in one of the children's WC?			
Are support rails available in relevant areas?			
Is the environment free from unnecessary noise?			
Are audible alarms supplemented with visual warnings?			
Are all areas in the building wide enough for adults and children using mobility equipment to maneuver?			
Are fittings fixed without dangerous edges?			
Are travel routes clutter free?			
Is lighting adequate?			

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Completed by:..... Date:.....

Early Years Inclusive Environments Good Practice Audit.

First impressions	Yes	No	Comment/Action
<p>Do you have "Welcome" signage that includes the home languages of the families in your setting and in your local community?</p> <p>Do the images on posters, signs and leaflets reflect diversity of ethnicity, family groups and ability?</p> <p>Are families greeted in their home language?</p> <p>Is the information that you provide written in plain English, without jargon and with visual images to support understanding</p>			
Around the setting	Yes	No	Comment/Action

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<p>Do the pictures, photos and posters displayed for children reflect diversity of ethnicity, family groups and ability, and do they show people in non-stereotypical situations and roles?</p> <p>Do you have words and signs around your setting in the home languages of the children who attend and do you check with parents that these are correct and relevant?</p>			
<p>Do you ask bilingual parents to help to write signs in their home language? (Welcome, Goodbye)</p> <p>Do you encourage children to bring photos of their families into the setting to display and also to include in their Learning Journeys? Do you provide a visual timetable to support understanding of the setting's routine?</p>			
Home corner	Yes	No	Comment/Action
<p>Do you provide real cooking utensils and packaging for domestic play to reflect children's family lives and communities?</p>			
Dressing up	Yes	No	Comment/Action

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Do you provide non-gender specific outfits and clothing that reflects cultural background?			
Do you provide a variety of material lengths and prints to encourage open ended role-play?			
Dolls and small word figures	Yes	No	Comment/Action
Do you have a range of dolls and figures representing difference in ethnicity, culture, gender, age and ability?			
Do you provide opportunities to explore the message that families live in lots of different dwellings? (Flats, caravans/trailers)			
Books and puzzles	Yes	No	Comment/Action

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<p>Do they promote positive messages and encourage reflection about similarities and difference?</p> <p>Do they represent images of difference in ethnicity, culture, gender, age and ability?</p> <p>Do they provide images of a range of family groups and of people in non-stereotypical situations and roles?</p>			
Creative resources	Yes	No	Comment/Action
<p>Do you always provide paper, paints, crayons and pencils in skin tone shades to ensure children are able to represent their family and friends in creative activities?</p>			
Celebrations	Yes	No	Comment/Action
<p>Is the celebration of festivals and special days based on those that are important to the families in your setting to ensure they are meaningful, relevant and respectful?</p>			
Snack-time, cooking activities and meal times	Yes	No	Comment/Action

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<p>Are all staff aware of cultural and religious food observations and practices?</p> <p>Do you provide food that is both familiar and unfamiliar to broaden children's experiences?</p> <p>Do you provide the relevant food to reflect the cultural celebrations of your families?</p>			
Music, rhyme and story time	Yes	No	Comment/Action
<p>Do you listen to music, play instruments, sing songs and read stories that reflect the cultural backgrounds of the children in your setting?</p> <p>Do you use props, puppets and actions to support understanding and participation in rhymes and stories? (only 7percent of communication is verbal)</p>			

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Equality, Diversity and Inclusion Policy.

Updated May 2022

Supporting Children with English as an Additional Language (EAL)	Yes	No	Comment/Action
<p>Do you know the names of the languages spoken at home and by whom? Do you ask if parents/carers also read these languages?</p> <p>Do you gather a list of the important words used by the child in their home language? (Hello, Goodbye, Mummy, Daddy,</p>			
<p>thirsty, hungry, favourite things, toilet etc.)</p> <p>Do you provide dual-language books for children to take home to share with their families?</p> <p>Are parents/carers encouraged to contribute to their children's learning journeys in their home language?</p> <p>Are parents and carers invited to share information about their child's language development in their home language? (For the 2-year progress check and ongoing assessment)</p>			
Team awareness	Yes	No	Comment/Action

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<p>Does all staff understand their responsibilities to be inclusive? Do they have an awareness of the Equality Act 2010 and the Protected Characteristics covered by the Act?</p> <p>Are staff encouraged to find opportunities to talk about similarity, difference and unique qualities during everyday practice?</p> <p>Has an “Equality Impact Assessment” and “Access Audit” been completed for your</p>			
<p>setting and actions identified for a “Single Equality Scheme” (Early Years Action Plan) and are all staff aware of these?</p>			
<p>As a team, do you treat one another with respect and value each other's diversity?</p>			

Completed by:..... **Date:**.....