

Early Years: Equal Opportunities, teaching British Values and the Prevent Duty: Auditing your provision,
Fostering Good Relations

Apr-22

Aspect of Provision: Equal Opportunities, Inclusion and the Equality Act 2010	Questions to prompt evaluation	Evidence: what you are already doing	Action needed and timetable
EYFS 2014: 'The EYFS seeks to provide: equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported....'	Are all staff aware of these EYFS aims?	Yes, each practitioner has a copy of the EYFS, they also attend training / workshops within the EYFS	
	How do staff perceive their role in achieving these aims?	Each practitioner has an individual role (keyperson) See policy 4.1 The Role of the Key Person and Settling In Also through supervision and monitoring from manager Peer & manager observation	Starting Jan-20
'Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities'	How are the needs of every child catered for and achievements celebrated?	Wow moments, kindness catcher, praise, plan next steps, circle time, observation, planning, stickers Building strong relationships, individual, small group planning, special helpers	
	Are all staff aware of the Equality Act, the implications for them and the setting as a whole?	Yes, through training. All are aware of our policies: 2 Staff Behaviour; and 9.3 Social Wellbeing Audit. Discussed in supervisions and at staff meetings	
Equality Act 2010: Equality Duty 'Eliminate discrimination, harassment, victimisation and any other conduct made unlawful by the Equality Act 2010'	How frequently are these aims and legal requirements discussed with the full staff team and the management committee?	Supervisions - 6/8 weeks & Staff Meetings - half-termly Committee members are encouraged to read all our policies. See policies: 9.1 Valuing Diversity and Promoting Inclusion & Equality; and 9.5 British Values	To discuss at next staff meeting
	Are parents aware of these aims and legal requirements? If so, how have you enabled this?	In our policies folder - parents are encouraged to read all our policies Local Offer - available on our website	
'Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it'	What opportunities are used to discuss equality and inclusion issues with parents (e.g. visits, parents' workshops)?	Key person meetings, "all about me" form, through the approachable relationships we build with parents Telephone conversations & meetings if requested	Newsletter, parent interview, work shops
'Foster good relations between persons who share a protected characteristic and persons who do not share it'	Assuming you have an Equal Opportunities policy, when is it next due to be reviewed and who will be involved?	See policy: 9.1 Valuing Diversity and Promoting Inclusion & Equality - last reviewed Jan-18	

Aspect of Provision: Confidence and self-esteem	Questions to prompt evaluation	Evidence: what you are already doing	Action needed and timetable
EYFS 2014: Unique Child 'Every child is a unique child, who is constantly learning and can be resilient, capable, confident and a self-assured child'	How is the uniqueness of every child celebrated?	See policy: 9.1 Valuing Diversity and Promoting Inclusion & Equality Individual wow moments, listening times, Talking Ted, sharing of talents / skills	
	How is every child's wellbeing ensured?	See policy: 9.3 Social Wellbeing Audit	
	How is every child supported to develop a positive sense of their own identity?	See policies: 9.1 Valuing Diversity and Promoting Inclusion & Equality; and 9.2 Supporting Children with Each child has individual photos we look at. Share books, discussions	
Practitioners ensure that all children are included in all aspects of provision regardless of race, culture, ethnicity, gender, special or additional needs or language.	How do you support children and their families to value and respect themselves and others?	See policies: 9.1 Valuing Diversity and Promoting Inclusion & Equality; and 9.5 British Values Small group time, different topics about cultures, countries (playgroup passport). Learn about festivals, religions & try cultural foods	
	How are the home languages of all the children and their families supported?	Use of other languages encouraged in our setting (ie. Makaton) Makaton training, key words from another language	We currently have a bi-lingual child (English / German), parent supports us with suggestions for counting & simple phrases
Ofsted, 2015, EY handbook, (Outstanding descriptor) 'The promotion of equality, diversity and British Values is at the heart of the setting's work. It is demonstrated through all its practices, including tackling any instances of discrimination and being alert to potential risks from radicalisation and extremism'	Are children encouraged to be involved in discussions about people and communities and to value those who are different from themselves? If so, how?	Our planning involves 'visits' to other countries & cultures. We encourage children to participate in activities organised, including tasting different food Also see policies: 9.1 Valuing Diversity and Promoting Inclusion & Equality; and 9.5 British Values	
	Are all children listened to - including those who are not communicating verbally?	Voting system for snack, stories, songs, cooking, and next terms role play - visual pictures, choosing boards, through parents	
PSED: self-confidence and self-awareness Characteristics of effective learning, creating and thinking critically: Having their own ideas; Choosing ways to do things and finding new ways	Is there evidence of the child's voice in the children's records (Learning Journeys) and displays around the room/setting/school?	Voting board; golden rules; pictures of children around the room, showing their interests; roleplay	
		Resources - encourage children to choose. Activities planned around their interests.	
		The environment and next steps planned around children's next steps	

Aspect of Provision: Partnership working	Questions to prompt evaluation	Evidence: what you are already doing	Action needed and timetable
EYFS 2014: Enabling Environments 'Children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between staff and parents/carers'	Resources and equipment Do resources/equipment and the environments inside and outside celebrate all children's cultures and communities and those from the wider world?	We have a range of books that celebrate cultures and differences. We have passports, visit different countries, learn traditions, try different foods. We try to have a broad range of topics to include lots of different cultures Holiday wall, learn about different places children visit	Pictures around
	Do they challenge stereotypical thinking? Give examples.	Yes, open discussions, inviting questions	
	How do they support and celebrate inclusion and diversity?	Open discussions about things children like, others might like different things, welcome differences We have a good range of books & posters	
	Are the resources/equipment and all learning environments accessible to all the children including those with special education needs and disabled children? Are the boys and girls encouraged to use the environment to the full?	Yes, accessible to SEN & disabled See policies: 9.2 Supporting Children with SEND; and 9.4 Access Audit	
		Do they promote an ethos of inclusion and are resources well organised, stored visibly, appropriately labelled, in good condition?	Most toys are easily accessible for children Toys are replaced as necessary See policy 8 Equipment and resources
	How are your displays used to celebrate...	Voting systems, children's voice: snack time, role play areas, stories, songs, cooking , and next terms role play	
		Multicultural posters, mixed gender, cultural displays - eg. occupations, postman / woman. Women & male doctors	
		Kindness catcher display - celebrating acts of kindness special helper displays	

Aspect of Provision:	Questions to prompt evaluation	Evidence: what you are already doing	Action needed and timetable
Rule of Law 'Understanding that rules matter as cited in personal, social and emotional development' (4Children)	How effectively are children helped to understand the need for rules and codes of behaviour?	Golden Rules - children learn and understand that they must follow playgroups golden rules See policies: 7.1 Promoting Positive Behaviour; and 9.3 Social Wellbeing Audit Modelling from adults, golden rules in welcome pack Discussions about why the importance of rules	
	How effectively are children supported to learn about boundaries and distinguish between right and wrong?	Golden Rules See policies: 7.1 Promoting Positive Behaviour; and 9.3 Social Wellbeing Audit Modelling from adults, visuals, stickers, rewards, kindness catcher, talking about emotions related to behaviour / rules	
	Are children's views and ideas listened to and discussed? Are children actively encouraged to participate in deciding on codes of behaviour to create a caring environment and ethos?	Voting system Small group work; charts of favourite foods, transport; help choosing resources Discuss Golden Rules, kindness catcher	
Individual liberty 'Freedom for all' (4Children) EYFS: Positive Relationships 'Children learn to be strong and independent through positive relationships'	Are children's achievements, interests and ideas noticed and celebrated?	Wow moments, circle time, learning journeys, stickers, kindness catcher, holiday wall, special helpers Environment planning based on childrens interests & next steps	
	Do staff actively intervene if children are laughed at, picked on or excluded by other children because of the colour of their skin, the texture of their hair or their physical features?	See policies: 9.1 Valuing Diversity and Promoting Inclusion & Equality; and 9.5 British Values Talk to children about how this makes people feel, use props, make emotion puppets Emotion Coaching Training used	
	Do staff encourage parents and children to ask questions and express own ideas? How well does this work?	Voting systems with children, open discussions, small group time, parent questionnaires, key person meetings	

Aspect of Provision:	Questions to prompt evaluation	Evidence: what you are already doing	Action needed and timetable
Mutual respect, tolerance and valuing	How do you challenge negative attitudes and stereotypes made by staff, parents or children?	See policies: 9.1 Valuing Diversity and Promoting Inclusion & Equality; and 9.5 British Values Would talk to them, hold meetings	
	Do staff actively intervene if children are laughed at, picked on or excluded by other children because of the colour of their skin, the texture of their hair or their physical features? (See also Individual Liberty section)	See policies: 9.1 Valuing Diversity and Promoting Inclusion & Equality; and 9.5 British Values	
	Do staff actively intervene if they hear other staff or parents making negative comments about children or express stereotypical views?	See policies: 9.1 Valuing Diversity and Promoting Inclusion & Equality; and 9.5 British Values	
	How effectively is the key person role supporting children to develop positive relationships and empathy for others?	Build strong relationships Focus on prime areas, relationship building, turn taking games, books, emotion puppets, ball	
Staff training For all of the categories listed above	Do managers and leaders and the full staff team receive the training and support they need to carry out these duties and expectations?	Yes, we seek appropriate training, identified in staff meetings & supervisions Monitoring & observation from management	
	How do you ensure that everyone feels confident and empowered to act responsibly in these areas?	Discuss at supervisions and staff meetings Team building Build & maintain good team spirit, any concerns, issues dealt with, praise staff, feedback positives	