



Inclusion and Equalities Audit

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Inclusive Practice:	How is this implemented	Further Actions:	Priority
How do you ensure that every child is welcome to attend and what reasonable adjustments can you make to enable this?	We welcome children from all backgrounds. We consider ourselves to be inclusive. Our building is accessible to all having been purpose built with children in mind. Children's individual needs are catered for. Resources and equipment are identified and are purchased if not already available in the setting.		
Are there any simple modifications that can be made to make your premises more accessible?	None at present.		
How do you reflect the cultures of the wider community at your club?	We celebrate festivals from various cultures and religions such as Diwali and Christmas. We share our knowledge through cooking, videos, arts and crafts and always look to learn from individuals from other cultures.		
How do you promote a caring, supportive and positive atmosphere for children and adults within the club?	We respect each other and model positive language and behaviour.. We encourage the children to make their own rules to promote within the setting. Children are also encouraged to be role models to each other.		

	<p>This may be in the form of buddies (older children supporting the younger children) or showing positive behaviours.</p> <p>Staff are supportive of each other and hold regular meetings during which they strive to make the setting a positive experience for children and adults.</p>		
<p>How do you encourage children to feel safe and confident to make requests or to question the actions and behaviour of staff and children within your club?</p>	<p>The adults in the setting strive to be positive role models and make the children aware that we are an inclusive and welcoming group and that voices and opinions are always heard and are valid. We encourage kind hands, actions and words. Children are aware that they can speak to any member of staff about anything and regularly do so. Staff work with children to make their feelings known and come up with strategies of intervention and help.</p>	<p>The children have expressed their feelings about the toilets being less private than they would like. They sometimes feel that others are watching over the top of the doors and that they are unable to lock the doors. When the building was built it was with the intention of it being used for early years children. We now need to consider the needs of the older children who attend.</p> <p>We are now looking into getting a new cubicle which is more suitable for our older children. In the meantime we have told some of the Junior school children they are able to use the adult toilet if it makes them feel more comfortable.</p>	<p>Medium</p>
<p>How do you promote mutually supportive relationships with the parents?</p>	<p>We strive to be an approachable team. We use the 'Family' app as a 2 way communication tools for parents/carers and staff. We always provide feedback as to what children have been doing in club on Family and also in a monthly newsletter. Staff will talk with parents at drop off and collection and have formed positive and productive relationships as a result.</p>		

What steps do you take to implement your club's Equalities Policy?	We constantly reflect on our practice and seek to provide an inclusive and fully accessible environment. Team meetings, talks with the children and dialogue with parents/carers informs our practice.		
What are your procedures for welcoming new parents and children to your club?	We invite children and their families to visit the setting and meet the team. If this is during a session, we aim to include the child in whatever activity we may be doing. We send a photo of the person who will be collecting the child from school so they are familiar with that person before they start at Pavilion. We offer the use of the 'Family' app as a way of communicating with parents/carers.		
What resources do you have – or need - to positively reflect disability and diversity?	Throughout the setting we have resources that positively reflect disability and diversity. We embed our resources into everyday practice and hold talks with the children throughout the year.	Resources for our older children e.g. books would help reinforce the inclusivity we strive for.	Medium
Do you use visual prompts to support children, eg visual timetables?	We use visual prompts and timetables for those children who we feel will benefit from them. We use them during transitions for those children who may struggle. We use a "now" and "next" method for children whose level of understanding is below age related expectations.		
Do you have resources in place to support children whose first language is not English?	We currently don't have any visual resources in place. There are books within the setting in various languages. We have a number of bilingual children and encourage them to share their other language with other children.	Posters and books to be displayed when required. and included within our existing resources.	Medium

What strategies do you implement to support children's emotional needs?	We offer a safe space for children to self regulate if needed. All children are told that staff are there to listen to them and support them where possible. We have a range of resources to help children with their feelings included within our "Cool, calm Chest" Our manage is trained to support children's mental health using the ROAR response.	All staff members to be trained in supporting children's mental health	Medium
Why is it important to observe the social interaction of children during play? How do you do this?	To ensure children are socially developing and to encourage positive behaviour and discourage negative behaviour. Observing how children play informs activity planning which is aimed at providing positive play experiences for all children. Staff constantly model social rules such as sharing, taking turns, kind hands, actions and words.		
How can you adapt your practice in order to accommodate the needs of all children?	Activities are planned around the interests of each child taking into account their ages and abilities. We often work in small, mixed age groups. All EYFS children have a key person who regularly monitors and informs other staff of the children's stages of development.		
How do you encourage children to be tolerant and to celebrate difference?	We pay attention to each child's unique qualities and special interests. Children are always encouraged to listen to and respect the views of others. Children have devised their own rules which include how they act towards and speak to others.		

Priority levels:

- High: Vast room for improvement; safeguarding and welfare requirements not met; immediate action required
- Medium: Generally good practice, but some room for improvement
- Low: Good practice, but needs reviewing to ensure best practice is maintained