

# Inclusive Practice

## Positive Images



Our environment, practice and interactions influence how children see both themselves and others. To foster a culture of respect, understanding and curiosity, it is important that those working in the early years remain mindful of how we achieve this.

### **TASK 1**

Over the next week, look around at your equipment, books, toys, posters etc.

- Reflect on the variety of positive images you have of different people.
- Do you feel what you have found reflects the world today?
- Do you feel there are any areas for development?
- How might the lack of positive images influence how a child might view themselves?
- In an environment rich with positive images of people from different cultures, faiths, communities, with different disabilities or family units etc. what could be the impact on a how child might see others?

Be sure to consider the families and community you serve

## TASK 2

How do you measure up??

The following grade descriptors are taken from the Early Years Inspection Handbook under Personal Development. Reflect on the statements and capture how you can demonstrate that you meet the expectations.

Grade Descriptor	Evidence
Outstanding – Practitioner value and understand the practice and principles of equality and diversity. They are effective at promoting these in an age appropriate way, which routinely challenge stereotypical behaviours and respecting differences. This helps children to reflect on their differences and understand what makes them unique.	
Good – The provider prepares children for life in modern day Britain by: equipping them to be respectful and to recognise those who help us and contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for different people.	

Leicester Safeguarding Children Partnership Board Training Priority

Children's Mental Health and Emotional Wellbeing