

## QI 3.1: Ensuring wellbeing, equality and inclusion

### Themes

Wellbeing  
Fulfilment of statutory duties  
Inclusion and equality

### Descriptor

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements

### Level 5 illustration:

#### Wellbeing

- In our setting, we recognise that relationships lie at the heart of children's development and lay the foundation for lifelong learning and wellbeing. The promotion of wellbeing for all our children and their families underpins everything we do and is based on mutual respect, honesty and trust. Our approach to getting it right for all children focuses on improving outcomes for children and their families. We model behaviour which promotes wellbeing and encourages it in others. We actively promote the wellbeing of all our children and can demonstrate that they are being supported to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Everyone shares the responsibility for creating a positive and respectful ethos and we have a shared understanding of wellbeing. There is a strong sense of community, shared values and expectations. We are proactive in promoting positive behaviour through positive relationships. In a developmentally appropriate way, children show consideration for others and have positive relationships with each other and practitioners. Each child is considered as an individual with their own needs and rights. We seek out and encourage the participation of children through a range of developmentally appropriate activities which allows them to engage in decisions which affect them.

#### Fulfilment of statutory duties

- We comply and actively engage with statutory requirements and codes of practice. Our practitioners, children, parents/carers and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children. In particular, we are knowledgeable about those statutory duties which impact on young children and their families.

#### Inclusion and equality

- We actively promote inclusion and equity, supporting all children to make very good progress and fulfil their potential. Children and families, practitioners and partners are treated with respect and in a fair and just manner. We value diversity and challenge discrimination. In our setting we understand, value and celebrate age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation. None of these is a barrier to participation for young children or their families. We have effective strategies in place which are improving progress for all children, with a focus on those facing challenges such as children from our most deprived areas, those who are looked after and those with additional support needs.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> <li>• Within and beyond our setting there is a shared understanding of wellbeing and children's rights. Full account is taken of children's rights and is considered in respect of their stage of development including when planning learning across the curriculum.</li> <li>• Practitioners' sensitivity and responsiveness significantly contributes to the wellbeing of each individual child and their family.</li> <li>• Managers and leaders ensure that all practitioners know, understand and use the wellbeing indicators in a meaningful way. Our young children show a developing understanding of the wellbeing indicators.</li> <li>• Leaders and managers look out for the wellbeing of practitioners. All practitioners feel valued in their work and are confident they can receive support should they need it.</li> </ul> <p>All our practitioners engage in professional learning which takes due account of the legislative framework related to wellbeing, equality and inclusion.</p> <ul style="list-style-type: none"> <li>• The curriculum we offer and our approaches to learning and child development promote diversity and equality.</li> <li>• Children are encouraged to begin exploring the thoughts, feelings, attitudes, values and beliefs that influence their lives and relationships in a developmentally appropriate way.</li> <li>• Children show consideration and empathy for others supported by consistent positive relationships.</li> <li>• Health and wellbeing is fully embedded in the daily life of the setting and consistently promoted by all practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent are the <i>GIRFEC</i> principles reflected in the work of our setting? What actions do we need to make to bring about further improvements? How well do we use information about children's wellbeing to support their care, learning and development?</li> <li>• How explicitly is the United Nations Convention on the Rights of the Child understood and embedded within our practice?</li> <li>• How well do practitioners understand attachment theory and its impact on future development and learning?</li> <li>• What methods do we employ to ensure information is shared effectively about children's wellbeing between parents/carers and practitioners?</li> <li>• How do we ensure important principles including consistency, dignity and privacy when supporting children with their personal care? What other important principles should we be considering?</li> <li>• How well do practitioners take account of national documents and guidance that impact on early learning and childcare? For example <i>Building the Ambition</i>.</li> <li>• How do we ensure that all practitioners undertake regular professional learning around legislation, statutory requirements, national and local guidance and codes of practice?</li> <li>• Have we successfully established an inclusive learning environment and setting? How welcome and included do all children, parents/carers and partners feel? How do we know?</li> <li>• To what extent has creating an ethos and culture of inclusion and participation been successful in supporting children to make very good progress? How can this be strengthened?</li> </ul>