

Answers

Chapter 10 Equality and Diversity

Recall activities

1

Equality	Ensuring every child or young person is equal and has the same rights, status and opportunities and access to resources, regardless of their background or circumstances.
Diversity	Valuing and respecting the unique differences among children and young people, including their cultural, social and personal backgrounds.
Inclusion	Creating an environment where all children feel welcomed, supported and valued, enabling them to participate fully in all activities.
Discrimination	Unfair treatment of a child based on a characteristic such as race, gender, disability or socioeconomic status.

2

Article number	Principle title	What it means
2	Non-discrimination	The UNCRC applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
3	Best interest of the child	The best interest of the child must be a top priority in all decisions and actions that affect the child.
6	Right to life, survival and development	Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.
12	Right to be heard	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

3 Policies could include **five** of the following:

- ▶ Inclusion
- ▶ Confidentiality
- ▶ Accessibility/access
- ▶ Partnership working
- ▶ Special educational needs and/or disabilities policy (SEND)
- ▶ Safeguarding

4 Strategies could include:

- ▶ Books which respect different cultures, languages, backgrounds
 - ▶ Multi-cultural resources, e.g. for role-play area and dolls
 - ▶ Deliver different cultural themed weeks
 - ▶ Displays and information boards that showcase different cultures, languages, religions
 - ▶ Children given opportunities to learn about prejudice and stereotyping
 - ▶ All families should be welcomed and included
- Accept other appropriate responses.**

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Short-answer exam-style practice questions

- 1 C – It supports positive outcomes for children and families. [1]
- 2 C – Equality Act 2010 [1]
- 3 D – It improves academic outcomes. [1]
- 4 a Direct discrimination [1]
b The school should have an **anti-bullying policy** that explicitly addresses and prohibits any form of discrimination, including racial discrimination. [1] This policy should outline clear procedures for reporting and dealing with incidents of bullying and discrimination, ensure all staff and students are educated about the importance of diversity and inclusion, and provide support for affected students through counselling and peer support programs. [1]
- 5 ab One of the following (*include **one** barrier and **two** impacts of that barrier*)

Barrier (a)	Impact on Aisha (b)
Mental health issue [1]	Aisha may be experiencing mental health issues due to a trigger at school or at home, or she may be having to cope with another family member experiencing certain mental health conditions, which could affect her own mental health and worry. This could lead to Aisha feeling very anxious and insecure – it may affect her self-esteem [1] and possibly her attendance at school. [1]
Family background [1]	Education may not be a priority within the family or they may not have the facilities or ability to assist with homework. Aisha may be a carer at home for a sibling or parent that the school is not aware of. This could impact her attention and work at school. It could also affect her attendance as she might not be encouraged to attend. [1] The situation at home could impact on her mental health and attainment. [1]
Curriculum [1]	The curriculum does not always support all learners. Aisha may be struggling with assessments and preparation for the future SATs at school and be feeling the added pressure to achieve, making her anxious. [1] This could affect Aisha's mental health and self-esteem. She may have low confidence regarding her own abilities. [1]
Socio-economic factor [1]	Incomplete socialisation may affect Aisha acquiring adequate social skills, and she may struggle to interact with others. She may not have access to extra facilities and resources at home, which may affect academic engagement. [1] This may also affect her self-esteem and confidence and therefore regress in behaviour. [1]

- c Strategies to overcome barriers could include of the following (*include at least **two** strategies and descriptions for full marks*):
 - **Strategy: Training to understand inclusion [1]:**
Provide professional development for teachers and staff on understanding and promoting inclusion.
Organise workshops and training sessions focused on inclusive practices, recognising signs of bullying, and addressing emotional needs.
This training equips staff with the skills and knowledge to create a more inclusive classroom environment and to support students like Aisha effectively. [2]
 - **Strategy: Partnership working: [1]**
Foster partnerships with external organisations, such as child psychologists, local community groups, and educational specialists.
Collaborate with these organisations to access resources and support for Aisha and other students facing similar issues.
Working with external partners provides additional expertise and resources, ensuring comprehensive support for Aisha's wellbeing and participation. [2]

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- ▶ **Strategy: Provide accessible curriculum and assessment: [1]**
Adapt the curriculum and assessments to meet the diverse needs of all students, including those facing emotional or social challenges.
Use differentiated instruction, flexible assessment methods and accommodations to ensure Aisha can engage with the curriculum at her own pace.
An accessible curriculum helps Aisha stay engaged academically, reducing stress and allowing her to demonstrate her abilities despite any barriers. [2]
 - ▶ **Strategy: Provide information about financial support: [1]**
Ensure that families are informed about available financial support that can aid in accessing additional resources, such as counselling or extracurricular activities.
Distribute information through newsletters, meetings and the school's website about grants, scholarships and community programmes.
Financial support can enable Aisha's family to access services and activities that bolster her emotional and social development. [2]
 - ▶ **Strategy: Review equality, diversity, and inclusion policies: [1]**
Regularly review and update the school's equality, diversity and inclusion policies to ensure they are effective and comprehensive.
Establish a committee to review policies, gather feedback from students, parents and staff, and make necessary revisions.
Up-to-date policies ensure that the school environment is supportive and inclusive for all students, addressing any systemic issues that may affect participation. [2]
- 6 Include any **two** of the following:
- ▶ Age [1]
 - ▶ Disability [1]
 - ▶ Gender reassignment [1]
 - ▶ Marriage/civil partnership [1]
 - ▶ Pregnancy and maternity [1]
 - ▶ Race [1]
 - ▶ Religion or belief [1]
 - ▶ Sex [1]
 - ▶ Sexual orientation [1]

Long-answer exam-style practice questions

- 1 Responses could include discussion of the following:

Response	Guidance
<p>Promoting equality and diversity in early childhood settings is essential for fostering an inclusive environment where all children can thrive.</p> <p>Positive outcomes for children:</p> <ul style="list-style-type: none"> ▶ Enhanced social development: Impact: Promoting equality and diversity helps children develop empathy, respect and understanding for others. It encourages positive social interactions and friendships among children from different backgrounds. ▶ Improved self-esteem and identity: Impact: When children see their own cultures and backgrounds represented and valued in their early childhood setting, it boosts their self-esteem and reinforces their sense of identity. Displaying books, 	<p>10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications for promoting equality and diversity as it will have a positive impact on outcomes for children. All links have been accurately made to best practice in early childhood settings. The response demonstrates extensive depth of understanding of the role parents and carers play in promoting equality and diversity.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly</p>

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<p>toys and posters that reflect diverse cultures and languages can help children from minority backgrounds feel seen and appreciated.</p> <p>► Cognitive and academic benefits: Impact: Exposure to diverse perspectives and experiences can enhance cognitive development and critical thinking skills. Children learn to appreciate multiple viewpoints and solve problems creatively. Incorporating stories and lessons from various cultures can stimulate curiosity and broaden children's knowledge base.</p> <p>Strategies for creating an inclusive environment:</p> <p>► Culturally responsive curriculum: Strategy: Design and implement a curriculum that reflects and respects the diverse backgrounds of all children. This includes using multicultural books, celebrating various cultural festivals, and teaching about different traditions. Impact: A culturally responsive curriculum helps all children feel represented and valued, fostering a sense of belonging.</p> <p>► Inclusive policies and practices: Strategy: Develop and enforce policies that promote equality and prevent discrimination. Ensure that staff are trained to recognise and address any form of bias or exclusion. Impact: Clear policies and consistent practices create a safe and welcoming environment for all children, reducing instances of discrimination and exclusion.</p> <p>► Diverse staffing: Strategy: Hire staff from diverse backgrounds to reflect the community served. Impact: Diverse staff can bring different perspectives and experiences, enriching the learning environment and modelling inclusivity for children.</p> <p>► Active engagement and participation: Strategy: Encourage children to share their own cultures and traditions through show-and-tell activities, cultural days and family involvement. Impact: Active engagement helps children learn about and appreciate each other's backgrounds, promoting mutual respect and understanding.</p> <p>The role of parents and caregivers:</p> <p>► Parental involvement: Strategy: Involve parents and caregivers in the planning and celebration of cultural events. Invite them to share their traditions, foods and stories with the class.</p>	<p>relevant to supporting equality and diversity. Most links have been made to positive strategies and outcomes for children. Generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance to current practice. Some links made to role of parents. Brief understanding demonstrated. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to promoting positive outcomes for children. The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> ► The response is clearly expressed and well structured. ► Wide range of technical vocabulary used appropriately to fit the response. ► Rules of grammar are used effectively.
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<p>Impact: Parental involvement strengthens the connection between home and school, reinforcing the value of diversity and inclusivity.</p> <p>► Communication and collaboration: Strategy: Maintain open lines of communication with parents and caregivers about the importance of equality and diversity. Provide resources and support for families to discuss these topics at home.</p> <p>Impact: Effective communication and collaboration ensure that the principles of equality and diversity are consistently reinforced, both at home and in the early childhood setting.</p>	
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Accept other appropriate responses.

2 Responses could include discussion of the following:

Answer	Guidance
<p><i>Strategies for supporting the child who is being targeted:</i></p> <p>► Immediate emotional support:</p> <p>► Action: Provide a safe space for the child to express their feelings. Speak with them privately to understand their perspective and reassure them that the behaviour they are experiencing is unacceptable and not their fault.</p> <p>► Impact: This helps the child feel heard, valued and supported, reducing feelings of isolation and distress.</p> <p>► Build self-esteem:</p> <p>► Action: Engage the child in activities where they can succeed and feel valued. Highlight their strengths and achievements to boost their confidence.</p> <p>► Impact: Strengthening the child's self-esteem can help them regain confidence and a sense of belonging.</p> <p><i>Approaches for educating the group of peers about diversity and inclusion:</i></p> <p>► Inclusive education programme:</p> <p>► Action: Integrate lessons and activities that celebrate diversity into the curriculum. Use books, stories and discussions that highlight different cultures, abilities and appearances.</p> <p>► Impact: This can foster a more inclusive mindset among the children, helping them appreciate and respect differences.</p> <p>► Role-playing and empathy exercises:</p> <p>► Action: Conduct role-playing activities where children take turns being in different roles, including that of someone who is excluded or mocked.</p>	<p>10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications for promoting a diverse and inclusive environment in an educational setting.</p> <p>All links have been accurately made between the role the school has and the role of parents/carers. The response demonstrates extensive depth of understanding of equality and diversity best practice.</p> <p>7–9 marks (Level 3): Generally effective and mostly relevant discussion of the correct procedures to follow when dealing with equality, diversity and discrimination.</p> <p>Generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance. Some links made to policies and procedures. Brief understanding demonstrated of strategies to support the targeted child.</p> <p>The response is basic and shows limited depth of knowledge with omissions or inaccuracies made.</p>

Education and Early Years T Level Exam Practice Workbook

<p>► Impact: These exercises can help children understand the emotional impact of exclusion and bullying, promoting empathy and kindness.</p> <p><i>The role of caregivers and parents in addressing and preventing such incidents:</i></p> <p>► Communication with parents:</p> <p>► Action: Inform the parents of both the targeted child and the children involved in the mockery about the situation. This should be done sensitively and with a focus on seeking solutions.</p> <p>► Impact: Engaging parents creates a united front in addressing the issue and reinforces the importance of diversity and inclusion at home.</p> <p>► Workshops and resources for parents:</p> <p>► Action: Organise workshops and provide resources for parents on fostering inclusivity and addressing discrimination. Topics can include teaching empathy, celebrating diversity and managing conflicts.</p> <p>► Impact: Educating parents empowers them to reinforce these values at home, creating a more consistent and supportive environment for all children.</p> <p>The discussion should focus on how addressing this situation effectively requires a comprehensive approach that upholds the principles of equality, diversity and anti-discrimination.</p> <p>It should explain clearly how the approaches to educating the peers on diversity and inclusion can have a lasting effect on their and others' lives.</p>	<p>Not all elements have been covered.</p> <p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to educating peers and collaborating with parents to support further incidents. The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <p>► The response is clearly expressed and well structured.</p> <p>► Wide range of technical vocabulary used appropriately to fit the response.</p> <p>► Rules of grammar are used effectively.</p>
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Accept other appropriate responses.

3 Responses could include discussion of the following:

Answer	Guidance
<p><i>Understanding the potential challenges and barriers:</i></p> <p>► Feelings of exclusion: Impact: Children from minority cultures or religions may feel marginalised if their festivals are not acknowledged. This can lead to feelings of isolation, lower self-esteem and reduced participation in school activities. Example: A child who celebrates Diwali might feel excluded if the school only celebrates Christmas and Easter, indicating a lack of recognition for their cultural or religious identity.</p> <p>► Cultural insensitivity: Impact: If a school is unaware of or ignores important cultural or religious events, it can appear culturally insensitive. This oversight can alienate students and</p>	<p>10–12 marks (Level 4): Analysis is comprehensive and relevant, showing balanced justifications for celebrating cultural or religious festivals. All links have been accurately made to supporting minority groups. The response demonstrates extensive depth of understanding of respecting diverse backgrounds.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly relevant to inclusive practice within</p>

Education and Early Years T Level Exam Practice Workbook

their families, making them feel their traditions are undervalued.

Example: Scheduling important school events or exams on significant religious holidays, e.g. Eid, without accommodations can create stress and conflict for students observing these holidays.

Strategies for inclusive celebration of festivals:

► **Cultural training:**

Strategy: Provide regular cultural competence training for staff to increase awareness and sensitivity towards different cultures and religions.

Impact: Educated staff can better understand and respect the diverse backgrounds of students, ensuring that celebrations are inclusive and meaningful.

► **Inclusive curriculum:**

Strategy: Integrate lessons about various cultural and religious festivals into the curriculum. This can include storytelling, art projects and discussions that highlight the history and traditions of these celebrations.

Impact: Incorporating diverse festivals into the curriculum promotes understanding and respect among all students, fostering a more inclusive school environment.

► **Collaborative planning:**

Strategy: Involve students and parents from diverse backgrounds in planning and organising festival celebrations.

Impact: Engaging the school community in the planning process empowers families and students, making them feel valued and included.

► **Celebration assemblies and events:**

Strategy: Hold school-wide assemblies or events to celebrate different festivals.

Impact: School-wide events educate the entire student body about different cultures, fostering appreciation and reducing prejudices.

► **Accommodating religious practices:**

Strategy: Ensure that the school calendar and daily schedule accommodate major religious observances. This might include providing flexible deadlines or excusing students from certain activities.

Impact: Accommodations show respect for students' religious practices, reducing stress and allowing them to fully participate in school life.

The analysis should consider how celebrating cultural and religious festivals in schools can significantly impact the participation of children from diverse backgrounds.

school communities. Most links have been made to embedding diversity – these are generally clear and accurate.

The response demonstrates some depth of knowledge with few omissions.

4–6 marks (Level 2): Discussion somewhat effective and has some relevance. Some links made to potential barriers and challenges that may arise.

Brief understanding demonstrated of the need for celebrating a range of festivals.

The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.

1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the diversity and inclusive practice.

The response shows superficial depth of understanding and omissions have been made.

0 marks: No relevant content.

Up to 3 extra marks would be given for QWC for:

- The response is clearly expressed and well structured.
- Wide range of technical vocabulary used appropriately to fit the response.
- Rules of grammar are used effectively.

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Draw on practical experiences and reflections from what you have seen as part of your practical placement to support you to answer these type of questions.	
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Accept other appropriate responses.