

# Anti-Racism Audit Toolkit

for *Cylchoedd Meithrin* and Childcare,  
Play and Foundation Learning Settings

Mudiad Meithrin is committed to the work of creating an Anti-Racist Wales and fully supports the Anti-Racist Wales Action Plan. We do not tolerate racism and believe we have a duty to do our part to transform society for the benefit of the children attending our settings and their future as citizens of Wales.

In 2020, the murder of George Floyd brought the Black Lives Matter campaign to worldwide attention. This confronted individuals about the effects of racism in society and what it means to be anti-racist with organisations looking at how effective they are at identifying racism and tackling it within.

Anti-racism matters hugely in the early years and childcare and play sector.

*Everyone involved in any aspect of an early years setting, really needs to understand as much as possible about how to deal with racism since it is almost certain that they will encounter it in the very lives, ideas and language of young children and of their parents.*

**(Smidt, 2020.)**

## What is racism?

Racism is the belief that different races possess distinct characteristics, abilities, or qualities, especially to distinguish them as inferior or superior to one another.

## What is anti-racism?

Anti-racism refers to a form of action against racial hatred, bias, systemic racism, and the oppression of marginalized groups. Anti-racism is usually structured around conscious efforts and deliberate actions to provide equitable opportunities for all people on an individual and systemic level.

## What is racial equity?

Racial equity occurs when organisations give equal opportunities to people of all races. In other words, regardless of physical traits such as skin colour, organisations give individuals legal, moral, and political equity.

# Professional Learning

Mudiad Meithrin recommend Anti-racist professional learning for every practitioner working with children. There are various opportunities for professional learning throughout the year. On Mudiad Meithrin's [website](#) you can find self-study courses developed by DARPL (Diversity and Anti Racist Professional Learning) and CWLWM. These series of training are aimed at practitioners and should be undertaken to give context before you work through this audit toolkit.

## How to use this toolkit:

- This audit will take you significant time to digest and work through. Anti-racist leadership is challenging work and valuable commitment.
- Please plan unhurried time to be able to consider with your colleagues each of the six principles in the table below and use the questions as a way to think through how these principles are embedded in your setting.
- Use the action plan grid to note your response to the questions raised. There are no right or wrong answers. The aim of the questions is for you to consider what you are doing already and to help you identify your next steps in the short, medium, and long term.
- Decide which principle/s and specific actions you want to prioritise over the next 6 months, 6-12 months and 2 years.
- Use the action plan grid to record what actions you will take forward in your anti-racist journey.
- Note what will be the success and impact of the action? What do you need to put in place to ensure each action is carried through? Who will take responsibility for each of the actions? How will you monitor progress and review the actions? How will you measure their impact in 6 months, 12 months, 2 years' time?



For further help with your anti-racist leadership and professional learning, contact Mudiad Meithrin's policy team: [polisi@meithrin.cymru](mailto:polisi@meithrin.cymru) or [DARPL@cardifmet.ac.uk](mailto:DARPL@cardifmet.ac.uk)

# Wider Information

Inclusive practice recognises, values and promotes the diversity of children and families, and ensures they receive equitable treatment, representation, opportunities and respect. Inclusive practice respects and responds to the unique experiences of children and their families, ensuring that all children receive appropriate support to participate fully in learning. During their time with us, it is essential that children feel confident in who they are. Implementing inclusive practice within our pedagogical approach can ensure that all children have a strong sense of belonging, feeling that they are valued and represented in our setting, and have an equal opportunity to thrive.' (Welsh Government 2022a, p. 44).

“Developing negative stereotypes about ethnic minority people can start as early as age four; so even those who think they are non-racist can have ingrained stereotypes which may, if combined with a position of power, result in negative behaviour towards ethnic minority people. The pervasive nature of racism can affect all ethnic minority people, irrespective of rank and seniority, and can be multiplied when combined with another source of oppression e.g. due to gender or disability.” (Welsh Government, 2022b, p. 11).

“Wales is a multicultural society made up of many ethnicities, languages and religions. It has a rich and long history of diversity, being home to one of the oldest Black communities in Europe and its development, wealth creation, spirit and international connections reflect strong contributions from minority communities past and present...Welsh history is a history of difference and diversity. Ethnic diversity is not a threat to Wales but part of its historical character. These understandings are critical to the identity of learners. Recognising this should help all feel they belong to Wales”. (Welsh Government, 2021, p. 20).

 *It is never too early to*   
*talk anti-racism with young people*

**(Belly, 2020)**

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## A note of caution

There is a need to recognise that individual Black, Asian and Minority Ethnic staff members or children and their families do not represent and should not be expected to be the voice of all Black, Asian and Minority Ethnic people.

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## Acknowledgement

DARPL and Mudiad Meithrin wish to acknowledge that this audit toolkit is an adaptation based on a resource created by: Tower Hamlets Council Early Years' Inclusion Service.

	Rights, standards, policy or Curriculum framework for this action in Wales	Not yet	Working towards	Working well
<p><b>Principle 1:</b> See all learners and their families as of equal value.</p> <p>Building relationships with the child and family.</p> <ul style="list-style-type: none"> <li>• Is everyone in your setting equally valued and treated with equal concern and respect?</li> <li>• Are all new families made to feel special when welcomed into your setting?</li> <li>• Do you use the settling in period to find out about the diversity of your families – their cultures, traditions, faiths, languages?</li> <li>• Do you record cultural and religious information at admission including customs diet, festivals and worship?</li> <li>• Do you feel that families’ linguistic, cultural and religious backgrounds are valued and seen as positive assets to the setting when you look around the environment and listen to interactions?</li> <li>• Are all children’s wellbeing and involvement levels observed and responded to so that future learning opportunities meet their needs?</li> <li>• Do leaders/managers take time to monitor and evaluate the quality of relationships with parents/families, community and within the team?</li> <li>• Do you ask parents and carers to share words and phrases of a child’s home language for you to share at the setting and show you value their language and culture?</li> <li>• How well do I share relevant information about children and their families with staff? (Welsh Government (2022), p. 46. A curriculum for funded non-maintained nursery settings. [online] Available at: <a href="#">Curriculum for funded non-maintained nursery settings</a>.)</li> <li>• Do practitioners have the confidence to talk to children and families about diversity, inclusion and anti-racism?</li> </ul>	<p>Standard 16 of the <a href="#">National Minimum Standards for regulated childcare</a> states that ‘All children are treated with equal concern and respect.’ (Welsh Government, 2023, p.50)</p> <p>Article 3 of the <a href="#">UNCRC</a>: ‘Everyone who works with children should always do what is best for each child.’ (Children’s Commissioner for Wales, 2024).</p> <p>Article 8 of the <a href="#">UNCRC</a>: ‘The government should respect your right to a name, nationality and family.’ (Children’s Commissioner for Wales, 2024).</p> <p>Article 14 of the <a href="#">UNCRC</a>: ‘Your right to follow your own religion.’ (Children’s Commissioner for Wales, 2024).</p> <p>Article 30 of the <a href="#">UNCRC</a>: ‘Your right to use your own language.’ (Children’s Commissioner for Wales, 2024).</p>			

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<p><b>Principle 2:</b> <b>Recognise and respect difference.</b></p> <ul style="list-style-type: none"> <li>• Do you actively plan to help children develop positive peer relationships i.e. make new friends, provide opportunities for children to negotiate and collaborate with their peers?</li> <li>• Do practitioners encourage children to be curious about differences in the world around them?</li> <li>• Do practitioners encourage children to talk about skin colours, family structures or disabilities, and to show them in their own drawings and paintings?</li> <li>• Do practitioners talk positively about difference in the books they share with children?</li> <li>• Do practitioners talk openly and matter-of-factly about the ways individuals and families can be different from one another, whilst avoiding using those differences to label them?</li> <li>• Do practitioners use stories to support children to think through complicated issues and develop empathy?</li> <li>• Do practitioners interact in a warm, positive way with the diverse resources in your setting?</li> <li>• Do practitioners talk with children if they notice that they respond negatively to certain resources or characters in books?</li> <li>• Do you take account of personal, cultural and religious practices when planning trips?</li> <li>• Do all staff have high expectations and aspirations for children from Black, Asian or Multi-ethnic backgrounds?</li> </ul>	<p><a href="#">Curriculum for funded non-maintained nursery settings</a> ‘We know that children are influenced by their environment and the adults around them and that they learn from everything they see, hear and do.</p> <p>We have a responsibility to influence children’s development positively through creating an accessible and inclusive environment in our setting, one that values and celebrates everyone.’ (Welsh Government 2022a, p. 46.)</p>			

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<p><b>Principle 3:</b> Foster positive attitudes and relationships, and a shared sense of belonging.</p> <ul style="list-style-type: none"> <li>Do the routines and resources in my setting reinforce or challenge stereotypical thinking? How do I know this?</li> <li>(Welsh Government, 2022, p. 46). A curriculum for funded non-maintained nursery settings. [online] Available at: <a href="#">Curriculum for funded non-maintained nursery settings</a>.</li> <li>How well do the resources in my setting authentically represent the range of communities living locally, nationally and internationally?</li> <li>(Welsh Government, 2022, p. 46). A curriculum for funded non-maintained nursery settings. [online] Available at: <a href="#">Curriculum for funded non-maintained nursery settings</a>.</li> <li>How well do the resources in my setting reflect a range of family structures and backgrounds?</li> <li>(Welsh Government, 2022, p. 46). A curriculum for funded non-maintained nursery settings. [online] Available at: <a href="#">Curriculum for funded non-maintained nursery settings</a>.</li> <li>Do you ensure music, songs, rhymes and stories come from a range of different cultures, traditions and languages? (for example; Nature Notes resource available from Mudiad Meithrin).</li> <li>Do your menus include meals from different cultures?</li> <li>Do you celebrate festivals and special days which are relevant to your children, families and staff? How could you further improve the range of events introduced and celebrated?</li> <li>Do you actively plan to support children's developing understanding of fundamental Welsh values; are equality, diversity and Welsh values actively promoted in the setting?</li> <li>Do you actively plan to promote feelings of belonging in children and their families?</li> <li>Does this include belonging to the wider community rather than the setting itself?</li> </ul>	<p><a href="#">Curriculum for funded non-maintained nursery settings</a> 'We should ensure the environments in our setting are welcoming and promote a strong Welsh ethos. They should celebrate and value diversity, and demonstrate inclusivity' (Welsh Government 2022a, p. 13)</p> <p>Goal of Childcare and Play policy area of the <a href="#">Anti-racist Wales Action Plan</a>. 'All children will have the opportunity to explore and celebrate racial diversity in a positive and supportive way.' (Welsh Government, 2022b, p.128).</p> <p>Please view Belonging Developmental Pathway <a href="#">Curriculum for funded non-maintained nursery settings</a> (Welsh Government, 2022b, p.28).</p>			

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<p><b>Principle 4:</b> Observe good equalities practice including staff recruitment, retention and development</p> <ul style="list-style-type: none"> <li>• Do all staff understand their responsibilities to be inclusive?</li> <li>• <i>How frequently do I evaluate our equal opportunities policy? How do I ensure it is effective and comprehensive?</i></li> <li>• (Welsh Government, 2022, p. 46). A curriculum for funded non-maintained nursery settings. [online] Available at: <a href="#">Curriculum for funded non-maintained nursery settings</a>.</li> <li>• Do your induction procedures include familiarisation with your Equality and Diversity Policy?</li> <li>• Does the staff team reflect the diversity in the community? – You could complete an audit of your current workforce for their skills, abilities, experience.</li> <li>• Does the setting’s Committee have an awareness of their rôle in supporting the setting to move towards anti-racist practice? Are they involved in completing this anti-racist audit?</li> <li>• <i>Have I considered the impact of unconscious bias on practice and provision? Is there a need for professional learning among my practitioners?</i></li> <li>• (Welsh Government, 2022, p. 46). A curriculum for funded non-maintained nursery settings. [online] Available at: <a href="#">Curriculum for funded non-maintained nursery settings</a>.</li> <li>• <i>How well do I identify a need for relevant professional learning for staff and how well do I support it?</i> e.g. in race Equity, Diversity and anti-racism? (Welsh Government, 2022, p. 46). A curriculum for funded non-maintained nursery settings. [online] Available at: <a href="#">Curriculum for funded non-maintained nursery settings</a>.</li> <li>• Do staff meetings (or appraisal meetings) provide an opportunity to discuss equality and diversity; to talk about what is working well, to share issues and identify solutions?</li> </ul>	<p>Standard 16 of the <a href="#">National Minimum Standards for regulated childcare</a>. ‘All children and adults are treated with equal concern and the registered person complies with relevant anti-discriminatory legislation and good practice in all areas, including employment, training, admission to day care and access to the resources, activities and facilities available.’ (Welsh Government, 2023, p. 50).</p> <p>Goal of Childcare and Play policy area of the <a href="#">Anti-racist Wales Action Plan</a>: ‘Staff will work in safe, inclusive environments, built on Allyship, supported to reach their full potential, and be empowered to identify and address racist practise.’ (Welsh Government, 2022b, p.126).</p>			

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<p><b>Principle 4:</b> Observe good equalities practice including staff recruitment, retention and development</p> <ul style="list-style-type: none"> <li>Do you find out about the skills, knowledge and diversity of your staff?</li> <li>If a religious belief conflicts with your own or other practitioners' beliefs, do you take care not to allow this to negatively affect your relationship with the child's family?</li> <li>Wherever possible, are staff allowed to take time off for religious holidays as part of their annual leave, and are they able to do so without feeling that they are causing inconvenience?</li> <li>As a team, do you treat one another with respect and value each other's diversity and identity?</li> </ul>	<p>Standard 16 of the <a href="#">National Minimum Standards for regulated childcare</a>). 'All children and adults are treated with equal concern and the registered person complies with relevant anti-discriminatory legislation and good practice in all areas, including employment, training, admission to day care and access to the resources, activities and facilities available.' (Welsh Government, 2023, p. 50).</p> <p>Goal of Childcare and Play policy area of the <a href="#">Anti-racist Wales Action Plan</a>: 'Staff will work in safe, inclusive environments, built on Allyship, supported to reach their full potential, and be empowered to identify and address racist practise.' (Welsh Government, 2022b, p.126).</p>			

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<p><b>Principle 5:</b>  <b>Aim to reduce and remove inequalities and barriers that already exist</b></p> <ul style="list-style-type: none"> <li>• Do you ensure that staff openly discuss emotive and difficult subjects such as racism or the effects of religious cultural or economic intolerance in our community?</li> <li>• Do staff have the confidence and training to appropriately respond to any discriminatory incidents when they occur?</li> <li>• Do staff challenge discriminatory comments or actions?</li> <li>• Do they make it clear that discrimination in any form is not acceptable in the setting?</li> <li>• Do they first comfort and reassure the individual if they have been offended or upset by discriminatory comments or actions?</li> <li>• Do they talk with the person who discriminated so that they realise why their comments or actions were unacceptable?</li> <li>• Do they record the incident, e.g. in the incident book and report to Responsible Individual?</li> <li>• Do you have systems in place and are these shared with parents, so they know how to report instances of racism, racial harassment or victimisation?</li> <li>• Are parents confident to report concerns?</li> </ul>	<p>Standard 16 of the <a href="#">National Minimum Standards for regulated childcare</a>: Every setting must have an equal opportunities policy which is consistent with current legislation and guidance and is regularly reviewed. All staff and volunteers must understand and implement this policy and it is available to parents. (Welsh Government, 2023, p. 50).</p> <p>Mudiad Meithrin’s ‘Equality and Diversity Policy’ for settings is available on Mudiad Meithrin’s <a href="#">intranet site</a>.</p>			

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<p><b>Principle 6:</b> Including families and the wider community</p> <ul style="list-style-type: none"> <li>• Do you consult with parents to find out if the setting is inclusive and welcoming for them and their child?</li> <li>• Do parents feel they can always make their feelings, views and opinions known to the staff, and that these will be dealt with respectfully and taken seriously?</li> <li>• Do you encourage parents and families to share their cultural backgrounds and to celebrate customs and festivals with others in the setting without placing any pressure on them to do this?</li> <li>• Are you building relationships with a diverse mix of families and people from the local community?</li> <li>• Do you ask parents, carers and staff what events and activities happen in the community and find ways of being involved?</li> <li>• Do you ensure your outings (trips and visits) reflect the diversity of your local community?</li> <li>• Do you provide informal and volunteering opportunities so that parents, extended family members or members of the community who have the right aptitude are upskilled for potential jobs that you may have in the future?</li> </ul>	<p><a href="#">Curriculum for funded non-maintained nursery settings</a></p> <p>'My sense of belonging is enhanced by adults who...</p> <ul style="list-style-type: none"> <li>• have strong connections with my home and local community</li> <li>• use visits and visitors to support connections and enhance interests' (Welsh Government, 2022a,, p. 28.)</li> </ul> <p>Goal of Childcare and Play policy area of the <a href="#">Anti-racist Wales Action Plan</a>: 'The Welsh Government will work with parents and carers from Black, Asian and Ethnic Minority Communities, to improve access to childcare and play settings as well as access to play opportunities.' (Welsh Government, 2022b, p.127).</p>			

# Resources available:

A variety of resources are available by Mudiad Meithrin to support you in your anti-racist journey – these can found on Mudiad Meithrin's website: [Learning and Development resources](#) and include:

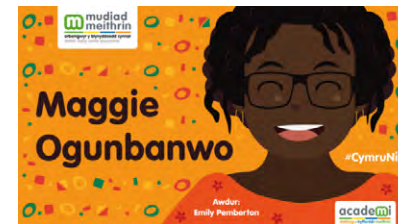
- Come and Celebrate! (Dewch i Ddathlu!): Come and celebrate some of the world's main religious festivals! This resource is intended to help you celebrate new religious festivals confidently in your settings during the year.



- Cylch i Bawb Training Resource: What does being an inclusive setting mean, and how do we operate as one? This online presentation is suitable for any practitioner in a childcare or early years' setting, whether they are staff, a committee member, or volunteers. It is possible to follow the course online as a group of staff or volunteers or it can be shown as part of the induction for new staff or committee members.



- Nature Notes resources: The purpose of Nature Notes is to extend and promote awareness of the diversity of Welsh and Welsh heritage, celebrating the heritage of communities and cultures settled in Wales.



- Our Wales: 'Cymru Ni' is a series of resources that celebrates the histories of Black Welsh people.

There is also more information and signposting to useful resources on our 'Equity and Inclusivity' page on the [Intranet](#) for Members of Mudiad Meithrin.

# Reference List

Belly, B. (2020) *It's never too early to talk with children about race*. Available at: <https://news.yale.edu/2020/06/15/its-never-too-early-talk-children-about-race> (Accessed: 20 May 2024)

Mudiad Meithrin (2023) *Nodau Natur 2*. Available at: <https://meithrin.cymru/learning-and-developing-resources/?lang=en> (Accessed: 20 May 2024)

Smidt, S. (2020), *Creating an Anti-Racist Culture in the Early Years: An Essential Guide for Practitioners*. London: Routledge.

Welsh Government (2021) *Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group: final report*. Cardiff: Crown Copyright.

Welsh Government (2022a), *A Curriculum, for Funded Non-Maintained Nursery Settings*. Cardiff: Crown Copyright.

Welsh Government (2022b) *Anti-racist Wales Action Plan*, Cardiff: Crown Copyright.

Welsh Government (2023) *National Minimum Standards for Regulated Childcare for children up to the age of 12 years*. Cardiff: Crown Copyright.

# Relevant policies, frameworks and legislation:

- Curriculum for funded non-maintained nursery settings: [Curriculum for funded non-maintained nursery settings | GOV.WALES](#)
- National minimum standards and guidance: regulated childcare: [National minimum standards and guidance: regulated childcare | GOV.WALES](#)
- Anti-racist Wales Action Plan: [Anti-racist Wales Action Plan | GOV.WALES](#)
- Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New National Curriculum Working Group: Final Report: [Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group: final report | GOV.WALES](#)
- Equality Act 2010: Commencing the socio-economic duty: [Equality Act 2010: Commencing the socio-economic duty | GOV.WALES](#)
- United Nations Convention on the Rights of the Child: Full text: [United Nations Convention on the Rights of the Child: Full text - Children's Commissioner for Wales \(childcomwales.org.uk\)](#)
- Early childhood play, learning and care in Wales: [Early childhood play, learning and care in Wales - Hwb \(gov.wales\)](#)

After completing the audit above, please use the action plan grids below to record the main priorities you have identified for your setting.

# Action Plan

	Priorities for next 6 months	Date:	Persons responsible	Impact
1.				
2.				
3.				

	Priorities for next 6-12 months	Date:	Persons responsible	Impact
1.				
2.				
3.				

	Priority for next 2 years	Date:	Persons responsible	Impact
1.				
2.				
3.				

