

Inspection Top Tips

Equality and Diversity

November 2025



Children's Homes Regulations



(2) (a) Children are helped to develop, and to benefit from, relationships based on mutual respect and trust;

(2) (b) Children are helped to develop positive relationships with others;

(2) (c) Staff understand and communicate to children that bullying, discrimination and prejudice are unacceptable.



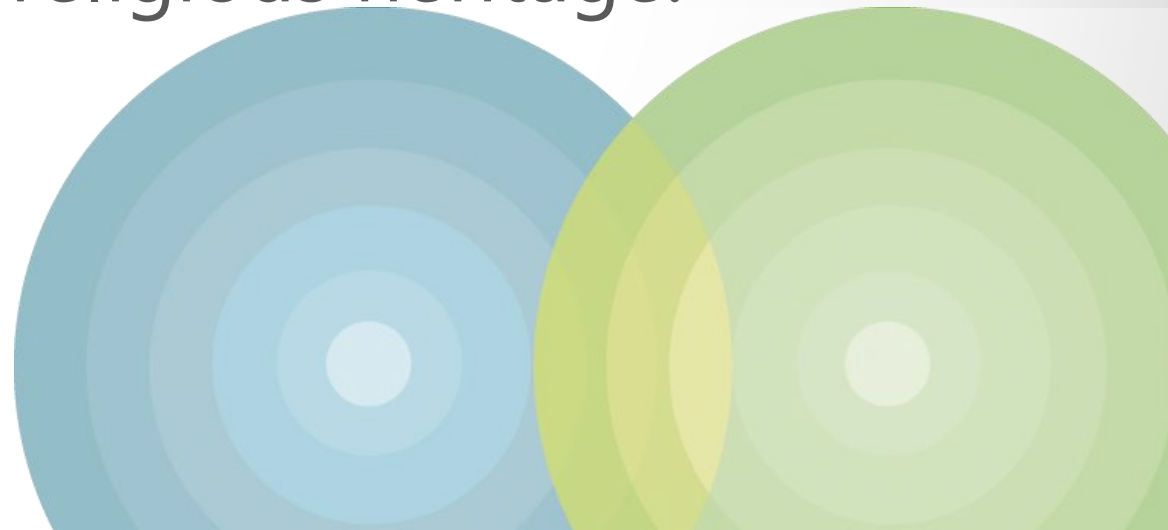
Regulation 11 - The positive relationship standard



Children's Homes Guide

3.8 Children should be encouraged to develop a positive self-view and sense of identity. This includes understanding and valuing their racial, cultural and religious background.

3.9 Staff should help children to understand and be proud of their racial, cultural and religious heritage.

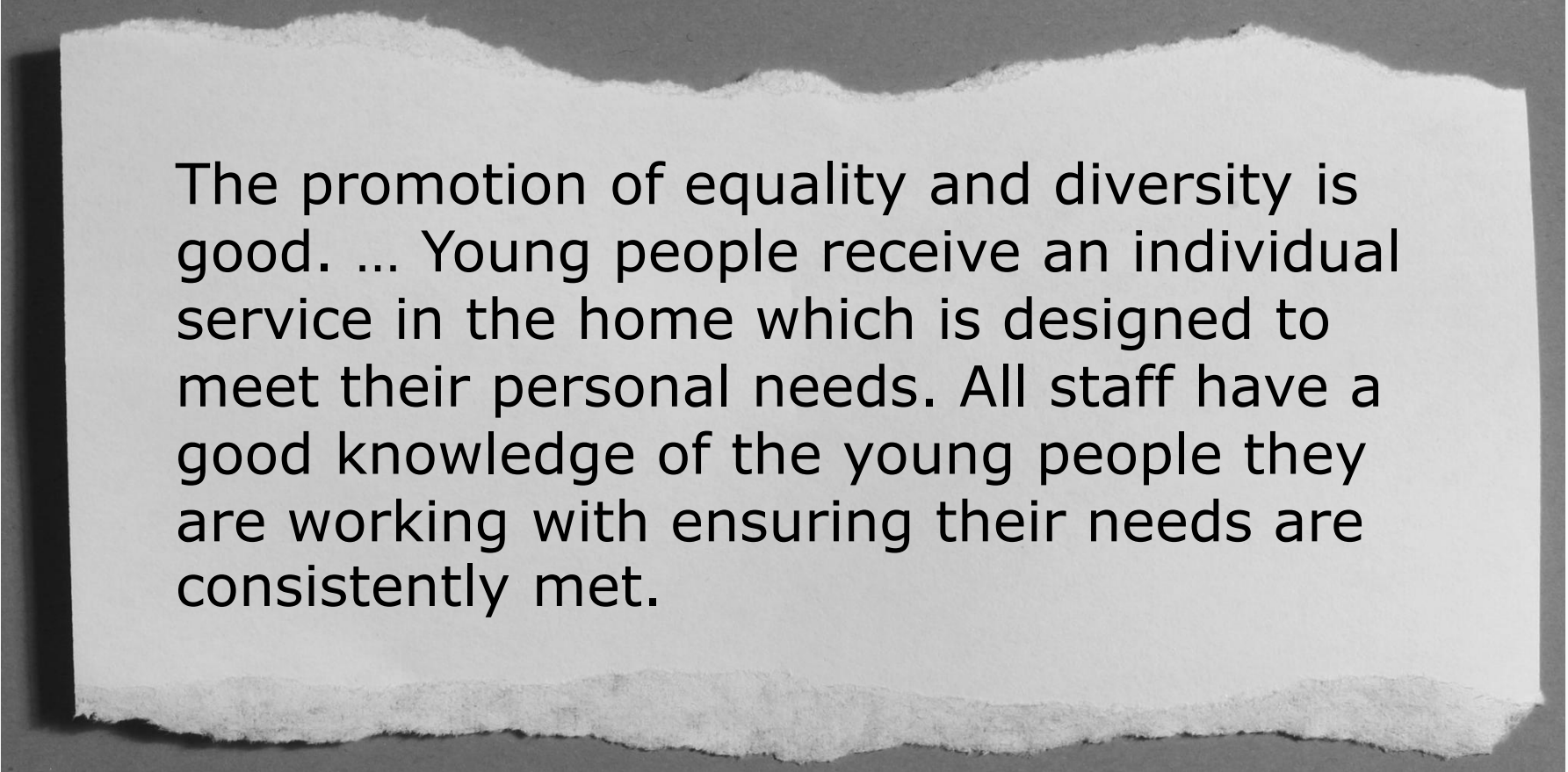


Children's Homes SCCIF Key Elements

- Children are treated with dignity and respect.
- They experience care and help that are sensitive and responsive to their identity and family history, including age, disability, faith or belief, sex, gender identity, language, race and sexual orientation.
- How well children are helped and protected: the extent to which leaders and managers actively promote tolerance, equality and diversity.
- Practice in the home should ensure that discrimination - including on grounds of race - is challenged and prevented.




Ofsted comment from inspection – Good home



The promotion of equality and diversity is good. ... Young people receive an individual service in the home which is designed to meet their personal needs. All staff have a good knowledge of the young people they are working with ensuring their needs are consistently met.

Top Tips...

1. **Ensure each child's background**, culture, race, religion, gender identity, and sexual orientation **are actively reflected in their care planning and daily life.**
 2. Develop a culture where bullying, racism, homophobia, sexism, or any prejudice is **challenged immediately and used as a learning opportunity.**
 3. **Train staff to handle discriminatory incidents effectively and support both victim and perpetrator sensitively.**
 4. **Celebrate diverse cultures, languages, and faiths** through activities, food, music, and learning. Ensure décor, books, and media represent diversity positively and reflect the children's own identities.
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Questions to consider...

- Does the home reflect a culture of diversity?
- Does the staff team reflect the culture and experience of the children who may use the home?
- Is there adequate training to assist staff to talk comfortably about race and identity?
- Is there intentional activities to promote difference and explore a range of cultures?

