

Standard 14: Identity and Belonging

Promoting positive identities and a strong sense of belonging requires clearly defined policies, procedures and practice that empower every child and adult to develop a confident self- and group-identity, and to have a positive understanding and regard for the identity and rights of others.



Standard 14: Identity and Belonging

Component 14.1

The setting has written records of all policies, procedures and practice regarding the promotion of positive identities and a strong sense of belonging within the setting, and makes them available to all stakeholders.


Component 14.2

The setting promotes a confident self- and group-identity through the provision of an appropriate environment, experiences and interactions within the setting.

Component 14.3

The setting promotes positive understanding and regard for the identity and rights of others through the provision of an appropriate environment, experiences and interactions within the setting.

Component 14.1

The setting has written records of all policies, procedures and practice regarding the promotion of positive identities and a strong sense of belonging within the setting, and makes them available to all stakeholders.  See 10.1

→ Signposts for Reflection

14.1.1 What policies and procedures within your setting relate to the promotion of positive identities and belonging in the best interests of children?




Think about: (e.g.)

- Inclusion
- Anti-discrimination/anti-bias
- Access
- Bullying
- Behaviour management
- Recruitment


14.1.2 How do these policies and procedures impact upon practice?



Think about: (e.g.)

- Range of stakeholders involved in the process of formulating these policies and procedures  See 4.1
- Processes to review and update these policies and procedures
- Ensuring that everybody understands and follows these policies and procedures

Component 14.2

The setting promotes a confident self- and group-identity through the provision of an appropriate environment, experiences and interactions within the setting.  See 2.5 / 2.6

 See 5.5

→ Signposts for Reflection

14.2.1 How does the environment reflect and promote the culture and background of all children present in the setting?



Think about: (e.g.)

- Images of family/community life (e.g., photos, posters, children's drawings, etc.)
- Toys (e.g., cooking utensils, dress up box, small world toys, etc.)
- Computer software
- Books and materials
- Avoiding the depiction of stereotypical role models and cultural images (e.g., gender, culture, age, ability, etc.)
- Avoiding bias (e.g., gender, colour, race, religious affiliation, family structure, socio-economic status, etc.) within activities

14.2.2 How do the experiences you provide for the child promote a confident group- and self-identity?








Think about: (e.g.)

- Encouraging staff to become aware of their own beliefs, values and attitudes to diversity within the setting

 See 5.5

 See 11.2



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- Responsiveness and sensitivity of adults to the identity and rights of all children within the setting  See 1.1  See 5.2
- Language (e.g., Irish language, first language of the child, materials/information available in the first language of the family, promoting communication between English and non-English speaking children, strategies to encourage children to express themselves verbally and non-verbally, ensuring each child's name is known and pronounced correctly, etc.)  See 5.2
- Strategies in place to support and maintain the first language of the child while she/he is learning an additional language (e.g., training/staff resource library, signs and labels in the first language, contact with families, etc.)
- Raising awareness around different ways of life (e.g., family configuration, types of housing, geographical locations, etc.)
- Celebrations (e.g., birthdays, festivals, important events in the child's life, etc.)
- Encouraging and supporting parents to share aspects of their culture or background with all within the setting (e.g., food recipes, story-telling, customs and culture, etc.)  See 3.2
- Ensuring that assessment techniques are free from cultural and gender bias  See 7.6

14.2.3 In what ways does the setting promote high self-esteem among the children?



Think about: (e.g.)


- Security in relationships  See 9.6
- Promoting a sense of belonging
- Preventing discrimination/bullying  See 5.6

- Providing purpose and responsibility for children  See 1.2
- Developing competence
- Ensuring that children can interact with positive adult role models from their own cultural, ethnic or other background within the setting  See 5.5

14.2.4 How does the setting counteract discriminatory words or actions?  See 5.6



Think about: (e.g.)

- Identifying and empathising with children and adults affected by discrimination and racism
- Encouraging staff to discuss difficult situations
- Supporting adults and children to overcome difficult experiences in relation to racism and discrimination
- Provision of ongoing professional development  See 11.4



14.2.5 What elements of your practice promote respect and understanding of difference in the following areas?



Think about: (e.g.)

- Race
- Ethnicity
- Membership of the Traveller community
- Appearance
- Religion
- Language
- Family background
- Gender
- Age
- Ability

Component 14.3

The setting promotes positive understanding and regard for the identity and rights of others through the provision of an appropriate environment, experiences and interactions within the setting.  See 2.5 / 2.6  See 5.5

→ Signposts for Reflection

14.3.1 How does the environment promote positive understanding and regard for the identity and rights of others?



Think about: (e.g.)

- Images of family/community life (e.g., photos, posters, children's drawings, etc.)
- Toys (e.g., cooking utensils, dress up box, small world toys, etc.)
- Computer software
- Books and materials
- Avoiding the depiction of stereotypical role models and cultural images (e.g., gender, culture, age, ability, etc.)
- Avoiding bias (e.g., gender, colour, race, religious affiliation, family structure, socio-economic status, etc.) within activities

14.3.2 How do the ongoing experiences of the child within the setting promote positive understanding and regard for the identity and rights of others?



Think about: (e.g.)





- Encouraging staff to become aware of their own beliefs, values and attitudes to diversity within the setting  See 5.5  See 11.2
- Responsiveness and sensitivity of adults to the identity and rights of all children within the setting  See 1.1  See 5.2
- Language (e.g., Irish language, first language of the child, materials/information available in the first language of the family, promoting communication between English and non-English speaking children, strategies to encourage children to express themselves verbally and non-verbally, ensuring each child's name is known and pronounced correctly, etc.)  See 5.2
- Strategies in place to support and maintain the first language of the child while she/he is learning an additional language (e.g., training/staff resource library, signs and labels in the first language, contact with families, etc.)
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- Encouraging and supporting parents to share aspects of their culture or background with all within the setting (e.g., food recipes, story-telling, customs and culture, etc.)  See 3.2
- Ensuring that assessment techniques are free from cultural and gender bias  See 7.6

Standard 14: Identity and Belonging

14.3.3 In what ways does the setting promote high self-esteem among the children?




Think about: (e.g.)

- Security in relationships  See 9.6
- Promoting a sense of belonging
- Preventing discrimination/bullying  See 5.6
- Providing purpose and responsibility for children  See 1.2
- Developing competence
- Ensuring that children can interact with positive adult role models from their own cultural, ethnic or other background within the setting  See 5.5

14.3.4 How does the setting counteract discriminatory words or actions?  See 5.6



Think about: (e.g.)

- Identifying and empathising with children and adults affected by discrimination and racism
- Encouraging staff to discuss difficult situations
- Supporting adults and children to overcome difficult experiences in relation to racism and discrimination
- Provision of ongoing professional development  See 11.4

14.3.5 What elements of your practice promotes respect and understanding of difference in the following areas?



Think about: (e.g.)

- Race
- Ethnicity
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- Appearance

- Religion
- Language
- Family Background
- Gender
- Age
- Ability

Standard 15: Legislation and Regulation

Being compliant requires that all relevant regulations and legislative requirements are met or exceeded.



Standard 15: Legislation and Regulation

Component 15.1

All relevant legislation and regulations are met or exceeded by the setting.

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Component 15.1

All relevant legislation and regulations are met or exceeded by the setting.

→ Signposts for Reflection

15.1.1 Is your service compliant with relevant legislation and regulations?



Think about: (e.g.)

- Employment
- Equality
- Health and safety
- Building and planning
- Data protection

15.1.2 Do you have a named person (or persons) that understands and accepts responsibility for ensuring the service complies with relevant legislation and regulations?

15.1.3 What procedures do you have in place to ensure that the setting keeps up-to-date with new legislation and regulations?

