

EQUAL OPPORTUNITIES POLICY AND PROCEDURE

My responsibilities, with regard to equality of opportunity to children in my care, are laid out in the Early Years Foundation Stage, Statutory Framework. I also have regard for the Equality Act 2010. I will treat people fairly on the basis of their protected characteristics: age; disability; sex; sexual orientation; pregnancy and maternity; gender reassignment; race; religion or belief; and marriage or civil partnership. Wherever possible in my setting I will aim to challenge discrimination, advance equality of opportunity, and promote inclusion and good relations between people.

Promoting Inclusion

All children are equally welcome in my home and their individuality is appreciated and encouraged. I try to ensure that a child feels valued and this includes valuing a child's first language, culture, religion, or family group. With some knowledge of a child's family culture and experience, I can help a child feel comfortable and included in my setting: I will celebrate the things that are special to a child such as talking about a particular special object which represents a child's country, or celebrating special occasions, or by choosing a book to read which represents an aspect of the child's life. I am careful not to over-emphasise individual differences and to make children aware of similarities between us all, such as daily routines, work, feelings, treats, learning and playing together. If a child has English as an additional language, in accordance with the Learning and Development Requirements of the EYFS 2017 I must:

- assess if a child is starting to communicate in their first language by talking to parents/carers
- value a child's mother tongue: by understanding that a child's first language is critical to language development (for example I might learn to recognise key words in the child's language with the help of the parent or I might label resources and areas in my setting using the script of the child's first language).
- support a child's language development in English by; using keywords, visual clues (pictures and objects), reading books and singing nursery rhymes, using Makaton, and by describing what a child is doing (providing a narrative).

Promoting Diversity

It is important to promote diversity by looking for opportunities to integrate diversity into the childminding day, for example; making a variety of skin tone crayons and paper available, providing dressing up clothes and toy kitchen utensils (such as a wok) representing different countries, visiting ethnic shops (such as a Chinese supermarket or Italian delicatessen), providing toys that integrate disability into play (such as a dolly with a hearing aid or a wheelchair). I use resources which challenge stereotypes, for example a jigsaw which depicts a fire-woman or a male nurse, a poster of a Paralympic athlete. In my home no toys are exclusively for girls or boys.

Challenging Prejudice

I challenge stereotyping or disrespectful remarks about appearance, ability, ethnicity, language, class or economic status, education, sexual orientation, or HIV status. I will not tolerate racism, harassment or bullying and will talk to parents of children who exhibit inappropriate behaviour. I help children to feel good about themselves, and to develop positive attitudes to people who are different to them.

Support for children with disability

I try to give all children in my care the opportunity to reach their full potential and to give children equal opportunities to play and learn and make friends in my childminding group. This may mean adapting an activity to a child's ability and stage of development, providing additional resources or giving one child more attention and support than the others during a particular activity or routine. I observe children's learning and plan for the 'next steps'. I share observations and plans with parents, and welcome parents' response and input. If I have any difficulties or concerns about a child's development they are shared with parents on an on-going basis. With parents' permission I will seek further advice about strategies, additional resources, funding, signposting to

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specific professional support, or information for parents. I can get additional advice and support from a Childminding Support Worker or the SENCO for the Bristol Childminding Network. I will try to attend training in this area wherever possible to develop my knowledge about how to care for and promote the learning of children with specific additional needs.

Meeting the needs of parents

I am considerate of parents who are disabled or have additional needs including mobility issues, sight or hearing loss, a learning difficulty, or other hidden impairments. I will make what reasonable adjustments I can so that a parent can work in partnership with me to support their child's well-being and learning in my setting. I will take reasonable steps to overcome any language barriers for parents for example by making sure information is written in plain English. Please feel able to share what you think would help you in this regard.