

# Quality Improvement Framework

## Section 4 – Inclusive Practice

### Subsection: LGBT (Lesbian, Gay, Bisexual and Trans) Community

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>Encouraging children from a young age to celebrate different religions, cultures and communities is integral to our practice in the early years and the LGBT (Lesbian, Gay, Bisexual and Trans) community are no exception.</p> <p>Practitioners should welcome conversations about different family types, different relationships and sexual orientation, in an age appropriate and open way. Our approach sends a subliminal message to children about how we should view the LGBT community. If we are closed to the subject, either through avoiding conversations or because conversations could be uncomfortable, there is potential we are implying, even unconsciously, that there is something 'wrong' with the topic.</p> <p>Resources, the environment and activities we offer should reflect this inclusive practice, ensuring that all children and families feel accepted and represented.</p> <p>Equal opportunities and inclusive practice policies should reflect the LGBT community, challenging gender stereotypes and celebrating our differences.</p> <p>Our practice should reflect not only how we treat children and their parents/care givers but also one another. Staff members that are a part of LGBT community should be treated with the same mutual respect and acceptance as all other individuals.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• What resources do you have that reflect the LGBT community?</li> <li>• Looking at your story selection, do they conform to gender stereotypes or do you have a healthy variety that covers the spectrum?</li> <li>• Do you identify 'boys' toys or 'girls' activities etc?</li> <li>• Is this something you may do subconsciously?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• How do you challenge gender stereotypes?</li> <li>• What opportunities do children have to further develop their understanding of the LGBT community?</li> </ul> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>• What provision/practices do you have to ensure that the LGBT community feel welcomed and included?</li> <li>• How could this be improved?</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Consider how your language and interactions impact on children's perceptions of different communities and family types?</li> <li>• Consider the support for staff in developing their understanding of the LGBT community?</li> </ul>	<p><b>Q Cards</b></p> <p>LGBT 1 – Supporting your staff</p> <p>LGBT 2 – Supporting children and families</p> <p><b>Training</b></p> <p><b>Useful Links</b></p> <p><a href="#">Stonewall Getting Started</a></p> <p><a href="#">Equality Act 2010</a></p> <p>Development Matters - Pages 37 and 38 - People and Communities</p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>

- |  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"><li>• Do they have opportunities to discuss their thinking, personal views, and uncertainties?</li><li>• What support is there for staff that are part of the LGBT community?</li><li>• How do you avoid making assumptions about children, families, staffs family make-ups, sexual orientation etc.</li><li>• How do you reassure parents/carers/staff etc. who struggle with this topic of conversation/practice?</li></ul> |  |  |
|--|--|--|--|