

Inclusive Practice

The LGBTQ+ Community – Supporting Practitioners

For some, the topic of sexual orientation can be difficult. It is important that as practitioners, we support one another in acknowledging individuals' perspectives, and finding ways to ensure that our professional conduct is in line with policy and best practice.

TASK

Think about your own attitudes and feelings regarding celebrating diversity, including feeling confident in being inclusive of the LGBT community.

Consider how these feelings impact on your practice and how you engage with children and families?

Where you have concerns, do you feel you can talk with your line manager or colleagues? Managers and Leaders, do you feel you can support your staff in developing confidence in this area of practice?

As a team reflect on the top tips on the reverse of this card to establish any areas for improvement.

Top Tips from Stonewall UK

1. Acknowledge and identify the need - Recognise the importance of making all families 'visible' ensuring children learn about diversity in an age-appropriate way. This is key to preventing prejudice in adulthood.
2. Lead from the top - Leadership ensure staff have the training and support necessary to feel confident about their practice and the expectations with this area of inclusion
3. The law -Staff should be clear of their responsibilities. The EYFS and Ofsted provide strong justification and statutory guidance for carrying out this work, which should be shared with families.
4. Communication - Ensure parents, carers and staff are clear of the setting ethos and supporting policies.
5. Engagement - Endeavour to engage all families in celebrating differences and diversity.
6. The Individual Child - Nurture and develop the child's emotional well-being. Their interests and preferences should be recognised, extended and supported.
7. Gender Stereotypes - Staff should reflect on conscious/subconscious stereotypes that can be within their attitudes, interactions, language, provision as well as the impact this may have on children.

8. Self-image - provide experiences to celebrate differences, to encourage children to develop a positive sense of self as well as others. Create a culture where a child can fully be themselves.
9. Inclusive Physical Environment - Have visible, genuine and meaningful references and resources which depict all areas of diversity. All children need to be supported to access all experiences and resources.
10. Inclusive Emotional Environment - Consider the use of everyday language with children and families. Avoid making assumptions that every family is made up in the same way and ensure that gender stereotypes are not emphasised

https://www.stonewall.org.uk/sites/default/files/getting_started_early_years.pdf

Leicester's Safeguarding Children's Partnership Board Training priority –
Safeguarding children from diverse backgrounds