

# Quality Improvement Framework

## Section 4 – Inclusive Practice

### Subsection: **LGBTQ+ (Lesbian, Gay, Bisexual, Transgender & Queer+) Community**

Guidance Notes	Reflective Questions	Links to supporting information	Your Evidence
<p>Encouraging children from a young age to celebrate different religions, cultures and communities should be embedded within our early years practice. It is important that the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender and Queer+) community are not overlooked when reviewing our inclusivity.</p> <p>Practitioners should welcome conversations about different family types, different relationships, and sexual orientation, through an age appropriate and open approach. The impact of our conversations is far reaching and have the power to shape children's views of individuals and communities as a whole. If as practitioners, we are receptive to children's questions, we promote the expectation of an inclusive mentality.</p> <p>To overlook the LGBTQ+ community could lead to families and children that access your provision feeling excluded. Being closed to the subject – whether this is due to being uncomfortable, unsure or unwilling – can promote a stigma surrounding the subject and demonstrate a lack of inclusivity.</p> <p>Resources, the environment and activities we offer should reflect all communities through a meaningful and balanced approach. Through our practice, we can ensure that all children and families feel accepted and represented.</p>	<p><b>Resources/Activities</b></p> <ul style="list-style-type: none"> <li>• What resources do you have that reflect the LGBTQ+ 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 may be done subconsciously? If so, what steps are now needed to support practitioners in challenging their thinking?</li> <li>• How do you challenge gender stereotypes in your setting?</li> </ul> <p><b>Children and Families</b></p> <ul style="list-style-type: none"> <li>• What provision/practices do you have to ensure that the LGBTQ+ 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>• How your language and interactions impact on children's perceptions of different communities and family types?</li> <li>• What support is available to staff to allow them to develop their understanding of the LGBTQ+ community?</li> </ul>	<p><b>LSCP Training Priority:</b></p> <p><b>Safeguarding children from diverse backgrounds</b></p> <p><b>Q Cards:</b></p> <p>LGBTQ+ 1 – Supporting your staff</p> <p>LGBTQ+ 2 – Supporting children and families</p> <p>Are you self-aware?</p> <p>Sharing information with parents and carers</p> <p>Working together</p> <p>Cultural capital</p> <p>Positive images</p> <p><b>Useful links:</b></p> <p>Stonewall Getting Started  <a href="http://www.stonewall.org.uk/resources/getting-started">www.stonewall.org.uk/resources/getting-started</a></p> <p>Equality Act 2010  <a href="http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf">www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf</a></p> <p>Development Matters            Understanding of the world p100-113</p> <p>Personal Social and Emotional Development p43-58</p>	

Guidance Notes	Reflective Questions	Links to supporting information	Your Evidence
<p>Equal opportunities and inclusive practice policies should reflect the LGBTQ+ 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 LGBTQ+ community should be feel valued and a culture of mutual respect and acceptance should be modelled.</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 LGBTQ+ 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><li>• What opportunities do children have to further develop their understanding of the LGBTQ+ community?</li></ul>		