

Equality Policy for Childminders

This is a guideline policy produced by Bristol Childminding Support Team. Individual childminders should adapt this policy or draft their own to reflect the actual practice within their setting.

Legal requirements

My responsibilities with regard to equality of opportunity for children in my care are laid out in the Early Years Foundation Stage, Statutory Framework 2017 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'

As a childcare provider I am required to abide by the [Equality Act 2010](#) which is the main UK law protecting people from discrimination.

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.

Childminders are not required to abide by the Public Sector Equality Duty unless they are providing a service on behalf of an organisation such as a local authority.

Enhanced Provision childminders should operate in a way that supports the local authority to carry out the Public Sector Equality Duty. Enhanced Provision childminders should be able to demonstrate what they do to:

- *eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010*
- *advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it*
- *foster good relations between persons who share a relevant protected characteristic and persons who do not share it.*

Promoting Inclusion

Within the limits of the provision I am registered to offer, all children are equally welcome in my home and their individuality is appreciated and encouraged.

I try to ensure that a child feels valued. This includes valuing a child's first language, culture and religion and includes understanding and respecting different family groups e.g. single parents, same sex parents, grandparents or other carers, blended families etc.

When a child joins my setting, I consult with their parents/carers and we complete the form 'All about me' together. 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 of origin, or celebrating special occasions, or by choosing a book to read which represents or reflects an aspect of the child's life experience.

I am careful not to over-emphasise individual differences and to make children aware of similarities between us all, such as; what all families do together, 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 key words, 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

In my setting diversity in the outside world is reflected positively; this is so that a child feels represented and included in my setting and can also take an interest in others in our diverse society. I look for toys, books, posters, resources and play opportunities to integrate diversity into my childminding setting, to enrich children's experience, for example by:

- making a variety of skin tone crayons and paper available
- providing dressing up clothes and toy kitchen utensils (such as a wok or a molinillo) which represent different countries
- visiting ethnic shops (such as a Chinese supermarket or an Italian delicatessen)
- providing toys that integrate disability into play (such as a doll with a hearing aid or a 'small world' wheelchair)

I use resources which challenge stereotypes, for example a jigsaw which depicts a fire-woman or a male nurse, or a poster celebrating a Paralympic athlete.

In my home no play objects are exclusively for girls or boys: girls can play with train sets and diggers, boys can dress up with fairy wings and sparkles and play in with dolls and buggies.

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.

If necessary I can seek further advice and report any incidents of hate crime by contacting Bristol Hate Crime and Discrimination Services: <https://www.sariweb.org.uk/help-support/what-is-a-hate-crime/>

I help children to feel good about themselves, and to develop positive attitudes to people who are different to them.

I am mindful that I myself may not always be aware of the 'unconscious' bias reflected in my use of language or in my interactions (for example approving a girl's "pretty" shoes).

Support for disabled children

The Equality Act states that we must:

- make reasonable adjustments for disabled children (and adults)
- ensure that they are not treated less favourably
- in certain circumstances treat them more favourably to provide a level playing field.

The duties are anticipatory. We think ahead so that each child (or adult) who walks through the door benefits from an inclusive provision.

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 my environment at home for instance, by providing visual aids such as a 'time-line' or by using picture exchange cards (PECs)

- ✓ adapting an activity to a child's ability and stage of development by breaking an activity down into small achievable steps.
- ✓ adjusting the resources available or providing additional or specialised toys.
- ✓ 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, SEND funding, signposting to specific professional support, or information for parents, see [About - Bristol's SEND Local Offer - bristol.gov.uk](#)

In order to help me support a child with emerging additional needs I know I can get additional advice and support from a Childminding Support Worker or the SENCO for the Bristol Childminding Network, Rachael Clelland rachael.clelland@bristol.gov.uk

See my SEND Policy for more details on supporting children with emerging 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.

The [reasonable adjustments](#) duty under the Equality Act 2010 has three requirements that organisations (including sole practitioners) must consider, these are:

- changing the way things are done e.g. opening times;
- changes to overcome barriers created by the physical features of premises.
- providing auxiliary aids e.g. extra equipment or a different or additional service.

The concept of 'reasonableness' takes into account a number of factors: costs and available resources, health and safety, the interests of other children and other considerations such as practicability.

A childminder would not be expected to undertake building work because of the cost but small adjustments can be made to the home environment at no cost. Adjustments such as: making sure that communication is clear, concise and unambiguous; setting out time-scales to give sufficient advance notice; managing issues around anxiety or sensory sensitivities, reducing noise or the 'business' of the visual environment.

My Continuous Professional Development

I have attended the following training to develop my knowledge about how to care for/ promote the learning of children with special education needs and disabilities (SEND).

..... (Course or session) (Date)

I have attended the following training to develop my knowledge about how to provide equal opportunities to children in my care

..... (Course or session) (Date)

Date of policy.....

Date reviewed.....

Bristol Equality Charter

Web: <https://www.bristol.gov.uk/people-communities/bristol-equality-charter> Email: equality.network@bristol.gov.uk

Bristol Children's Charter

Web: <https://news.bristol.gov.uk/news/bristol-launches-first-city-wide-pledge-to-children>
Email: childrens.charter@bristol.gov.uk