**Bristol Standard Reflective Forum**

Dimension 8, Equality, Diversity and Inclusion with Rosie Coulstring and Julia Harkess

Date: 16th May 24

***Use these notes following the group discussions to look deeper into your practice. Think about***

***How does this relate to your practice?***

***What evidence have you got to portray your identified strengths?***

# USEFUL LINKS:

The Bristol Standard | Bristol Early Years

Bristol Standard Submissions (thebristolstandard.org.uk)

The Bristol Standard for Childminders | Bristol Early Years

Policies and Documents for Childminders | Bristol Early Years

Safeguarding for Childminders | Bristol Early Years

Observation, Assessment and Planning (OAP) Templates for Childminders | Bristol Early Years

# USEFUL LINKS RELATING TO THIS DIMENSION:

A Guide Equal Opportunities Policy, for Childminders (bristolearlyyears.org.uk)

Letterbox Library | bookseller celebrating equality and diversity

RACE AND RACISMS IN THE EARLY YEARS (TAPESTRY.INFO)

**Instagram accounts which might be of interest**

**https://www.instagram.com/books_that_inspire_young_minds/**

**https://www.instagram.com/rubysreads_uk/**

**https://www.instagram.com/celebrate_diverse_kids_books/**

**https://www.instagram.com/thepicturebookconsultant/**

@theblacknurserymanager • Instagram photos and videos

# STRENGTHS

## Conversation Starters from the revised Framework, 7th Edition

When writing up your dimensions give examples to back up what you are conveying.

### Discuss your understanding of the differences between equality and equity.

https://www.bristol.gov.uk/files/documents/833-bristol-equality-charter-guidance-and-toolkit-v1/file

- Being aware that there is a difference and that it isn't about just treating people the same.

### How do you find out about the children's interests, experiences and family lives?

- Settling in sessions and have an 'all about me' session, talking about the child and their interests and things that they might find tricky.
- This is an ongoing process of 'all about me' ensuring that we're always up to date and current.
- Send learning diaries home to share with the parents in the hope that they will interact and contribute.
- Thinking about children's likes and dislikes, quite prescriptive but conversation starters/prompts.
- **Morning handover is really important, having conversations and using this timeto keep up to date regarding changes, including children's conversations.**
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### In what ways do families and children know that they belong in your setting and how do you ensure you welcome all families equally?

- Have a family photo/photo board. All the children have a photo from home.
- Encourage families to bring in photos. Families have provided photo books of family, helping children to feel reassured.
- Pack away board with pictures of the children.

Bristol's Belonging Strategy for Children and Young People - Belonging from the Beginning (bristolonecity.com)

**https://www.rotherham.gov.uk/downloads/file/2564/the-tiney-inclusive-education-guide**

**Discuss what inclusion means to you. How do you know that you are fully including every child in your setting and what is your evidence for this?**

- Think about how we embed inclusion into our environment.
- Enabling children to celebrate and recognise difference.
- Encouraging a sense of belonging, not just fitting in.
- Enabling celebration, celebrating where a child is at. Children are a different stages on their journeys, celebrating different achievements.
- Getting to know families, having conversations about things that aren't obvious, families might have a connection with other countries/cities that we aren't aware of.
- Having diverse resources that add value to our setting.
- Adapting activities for all ages and stages, ensuring differentiation.

https://fantasticneurodiversity.com/

**How do you become aware of inequalities such as health or food in the community and for individual families how do you support them?**

- Signposting to children's centres.
- Observing how children are using resources and auditing how they are used.
- Having a variety of resources that celebrate inclusivity, looking beyond what we already have.

**Think about how you value and celebrate difference within your setting:**

- Celebrating different festivals, celebrating culture.
- Celebrating festivals that are important to the families – St Patrick's Day, stew, daffodil collage, listening to Irish music.
- Making it broad, making sure it's not tokenistic.

**How do you provide babies and children with the opportunity and support to enable them to talk about difference?**

- Making sure things are at the babies' level, ensuring everything is accessible for them.

https://www.bristolearlyyears.org.uk/baby-rights/

**What opportunities do you provide to celebrate the diversity of the local community and the wider world?**

**Stonewall guide (birthto5matters.org.uk)**

**How do you promote positive images of diversity and ensure your resources do not promote stereotypes?**

**Discuss the ways in which you support babies and children from groups that may be experiencing disadvantage or discrimination for themselves?**

**How do you recognise and challenge your own assumptions, to guard against stereotyping and unconscious bias?**

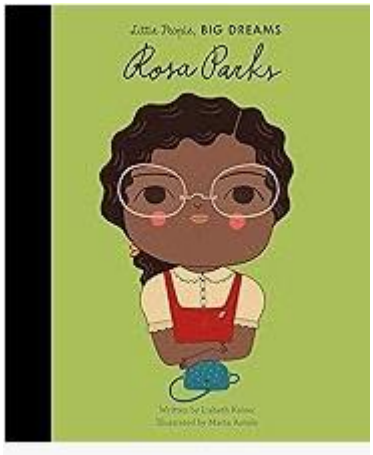
https://admin.artsci.washington.edu/sites/adming/files/unpacking-invisible-knapsack.pdf

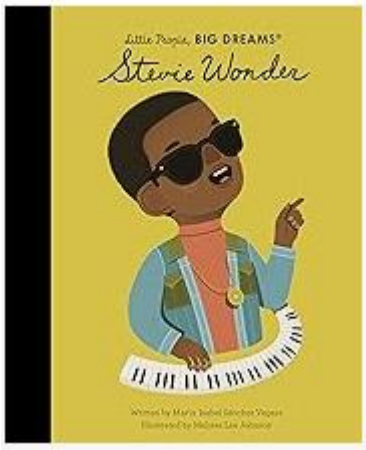
https://www.rotherham.gov.uk/downloads/file/2564/the-tiney-inclusive-education-guide

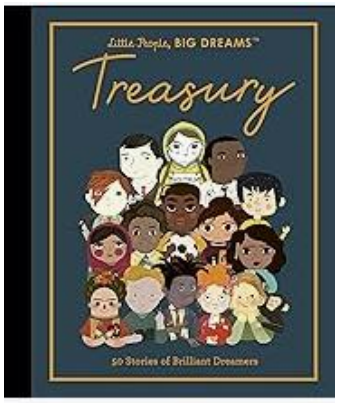
**https://www.youtube.com/watch?v=nWu44AqF0iI**

**What support is in place so that practitioners can sensitively challenge early prejudice, such as forms of discriminatory name-calling?**

- Thinking about how we challenge racism and prejudice.
- Think about anti-racist policy.
- https://www.annafreud.org/resources/schools-and-colleges/anti-racism-policy-template/
- Books that portray positive images.
- Little People, Big Dreams books:
  Little People, BIG DREAMS is a bestselling series of books and educational games that explore the lives of outstanding people, from designers and artists to scientists and activists. All of them achieved incredible things, yet each began life as a child with a dream. This empowering series offers inspiring messages to children of all ages, in a range of formats. The board books are told in simple sentences, perfect for reading aloud to babies and toddlers.

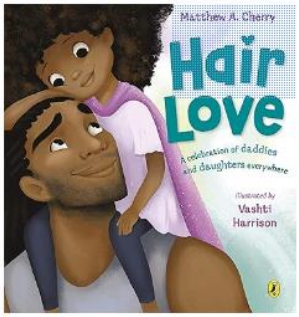






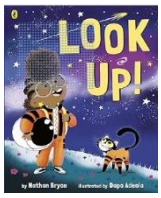

- Hair Love by Matthew A. Cherry

It's up to Daddy to give his daughter an extra-special hair style in this story of self-confidence and the love between fathers and daughters.

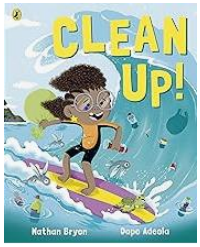



- Look up by Nathan Bryon

Meet hilarious, science-mad chatterbox, Rocket - she's going to be the greatest astronaut, star-catcher, space-traveller that has ever lived




Also, by the same author

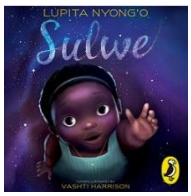



## Clean Up

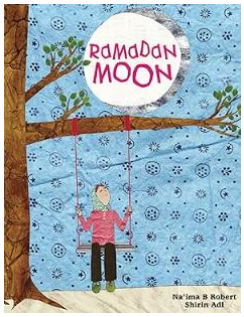
Join Rocket as she sets sail on a brand-new mission - to save a Caribbean island from plastic pollution!

- Sulwe by Lupita Nyong'o

From Academy Award-winning actress Lupita Nyong'o comes a powerful and moving book about colourism, self-esteem and learning that true beauty comes from within.



- Ramadan Moon by Na'ima B. Robert
  This lyrical and inspiring picture book captures the wonder and joy of this great annual event, from the perspective of a child. Accompanied by Iranian inspired illustrations, the story follows the waxing of the moon from the first new crescent to full moon and waning until Eid is heralded by the first sighting of the second new moon. Written and illustrated by Muslims, this is a book for all children who celebrate Ramadan and those in the wider communities who want to understand why this is such a special experience for Muslims.




- Penguin book list
  Best children's books that celebrate difference (penguin.co.uk)

**Potential Evidence:**

**TARGET & BENEFIT (if you need help with writing the benefits for children, please ask)**

**When writing the benefits for children it might be useful to start your sentence with 'The children will benefit from…'**

**TARGET –**

**TARGET -**

**TARGET –**

When you will do it.

Who? You!

What? How are you going to do this?

When? Timeline date this