Vision for children

All children are entitled to participation, provision, play and protection, as required by the UN Convention on the Rights of the Child. ECF has defined inclusion as ‘a process of identifying, understanding and breaking down barriers to participation and belonging’. ECF aims to work with all early years partners to create environments where all children and families feel they belong and can participate, and where practitioners feel they are equally valued. In order to achieve this, we need to ensure that all settings and their staff are promoting equality and countering all forms of discrimination.

Addressing inequalities and valuing diversity

The Early Childhood Forum’s (ECF) campaign for 2009/10 has focused on ‘addressing inequalities and valuing diversity’. ECF members have been exploring the consequences of the inequalities that still exist in society and how developing greater understanding about equality and inclusion supports the well-being of young children and their families. At the start of the campaign, members acknowledged that they often lack the confidence to challenge assumptions and discrimination. Through enabling a safe space for discussion and debate, and by listening to the voices of marginalised people, members have been able to reflect on the way they relate to others, both in their personal and professional lives, and make steps to modify their own practice.

There are too many examples of discrimination suffered by individuals and groups of people because of prejudice and misunderstanding. This has a lasting effect on young children and their well-being. It also adversely affects families. Unless and until there is a full understanding by all managers, as well as all practitioners, that issues of equality must be addressed and challenged at all times and at all levels, we will not achieve the aims set out in the vision for children or meet the requirements of the legislation.

This leaflet is directed at managers and advisors of early years services who play an instrumental role in developing children’s well-being and self-esteem within their settings, as well as ensuring that anti-discriminatory practice is effectively implemented.

This leaflet will:

- remind us why equality and a fair and safe environment are fundamental to the well-being of all children, families and practitioners and are what settings should aspire to achieve
- provide information on the legislative framework, particularly in relation to early years
- offer examples of ways of identifying and eroding discrimination.

Equality strands

These are the seven equality strands on which ECF has been reflecting. They are pertinent to the well-being of all children and their families:

- age
- disability
- gender
- race or nationality
- religion or belief
- sexual orientation
- socioeconomic environment.

Early Childhood Forum

The Early Childhood Forum (ECF) is a coalition of 61 professional associations, voluntary organisations and interest groups united in their concern about the care and education of young children from birth to eight. Part-funded by the Department for Children, Schools and Families (DCSF), it aims to bring together partners in the early childhood sector to debate issues, celebrate differences and develop consensus to champion quality experiences for all young children and their families. It promotes inclusion and challenges inequalities.

See www.ncb.org.uk/ecf for more information.
The Equality Bill 2009 is expected to receive Royal Assent in Spring 2010. It will replace current equality legislation by bringing together all equality strands into one Act. If passed, it will place a new Equality Duty on public bodies, including local authorities and Primary Care Trusts, to reduce socio-economic inequalities, and will affect how they make strategic decisions about service delivery and spending. Public bodies with over 150 employees will also be required to publish annual details on their disability and ethnic employment rates and gender pay gap. Key clauses in the Bill are to:

1. Introduce a new public sector duty to consider reducing socio-economic inequalities
2. Put a new Equality Duty on public bodies
3. Use public procurement to improve equality
4. Ban age discrimination outside the workplace
5. Introduce gender pay reports
6. Extend the scope to use positive action
7. Strengthen the powers of employment tribunals
8. Protect carers from discrimination
9. Protect breastfeeding mothers
10. Ban discrimination in private clubs
11. Strengthen protection from discrimination for disabled people

The legal compliance required by early years settings is dependent on the services they are commissioned to provide for public bodies.

Equality within early years legislation

In recent years, equality has been made an integral part of early years policy and legislation so as to support the development of good practice among practitioners.

The Children Act (2004) places a duty on services to ensure that every child, whatever their background or circumstances, has the support they need to achieve the five Every Child Matters (ECM) outcomes. It also introduced the role of Children's Commissioner for England to promote awareness of the views and interests of children, and have regard to the United Nations Convention on the Rights of the Child. There are also Children's Commissioners in Scotland, Wales and Northern Ireland, which were established by different legislation and have a broader range of powers. For instance, the England Commissioner is entitled to advise the Secretary of State about the views and interests of children and young people but, unlike the other Commissioners, has

Origins of equality legislation

A range of legislation has been introduced in the United Kingdom to address inequalities, prevent discrimination and support the human rights of specific groups. Legislation may vary between UK countries.

**Age discrimination**

It is unlawful for your age to be the cause of less favourable treatment in your workplace or in vocational training.


**Religion and belief**

Your religion or belief, or those of somebody else, should not interfere with your right to be treated fairly at work, at school, in shops or while accessing public services such as healthcare and housing.


**Sexual orientation**

Whether you are gay, lesbian, bisexual or heterosexual should not put you at a disadvantage.


**Disability discrimination**

If you have a physical or mental impairment, you have specific rights that protect you against discrimination. Employers and service providers are obliged to make adjustments for you.


**Gender equality**

Women and men should not be treated unfairly because of their gender, because they are married or because they are raising a family.

Reference: Sex Discrimination Act (1975) and Gender Equality Duty (2007)

**Race discrimination**

Wherever you were born, wherever your parents came from, whatever the colour of your skin, you have a right to be treated fairly.

Reference: Race Relations Act (1976)

Please see [www.equalityhumanrights.com/your-rights](http://www.equalityhumanrights.com/your-rights) for information on legislation and how it affects you, your staff and the children and families you work with.
no specific function to review the adequacy of law or policy, beyond the right to publish recommendations.

The Childcare Act (2006) was the first Act dedicated to early years services and places new duties on local authorities in England including: improving well-being for young children in relation to the ECM outcomes, and reducing inequalities between them; securing sufficient childcare to enable parents to work; providing information to mothers and fathers about childcare through Family Information Services; taking into consideration the views of young children when developing and providing early years services; and identifying parents and prospective parents who are unlikely to use early childhood services and facilitating their access to those services.

The Education and Inspection Act (2006) places a duty on the governing bodies of maintained schools and nurseries to promote well-being and community cohesion; and to have regard to the views of parents and the Children and Young People’s Plan.

The Early Years Foundation Stage (EYFS) aims to enable every ‘unique child’ to flourish. The EYFS states explicitly – both within its statutory requirements and guidance – that no child should be disadvantaged by their ethnicity, culture or religion, home language, family background, disability, special educational needs, gender or ability. These values are central to the delivery of the new duties on improving outcomes and reducing inequalities, and all children should have the opportunity to experience a challenging and enjoyable programme of learning and development. Providers must model and encourage positive attitudes to difference so that children learn from the earliest age that difference is normal.

The Performance Framework for Local Authorities sets out a range of national indicators (NI) that local authorities must report on. Those relating to early years and equality are:
- **NI 1** Percentage of people who believe people from different backgrounds get on well together in their local area
- **NI 54** Services for disabled children
- **NI 92** Narrowing the gap between the lowest achieving 20 per cent in the Early Years Foundation Stage Profile and the rest
- **NI 116** Proportion of children in poverty
- **NI 118** Take-up of formal childcare by low-income working families
- **NI 140** Fair treatment by local services.

### Socioeconomic inequalities

In 2008, the independent National Equality Panel was tasked by Harriet Harman, Minister for Women and Equality, to produce an in-depth report on inequality in the United Kingdom: to examine how inequalities in people’s economic outcomes are related to their characteristics and circumstances, such as gender, age, ethnicity or disability. The Panel found that socioeconomic inequality was a major interwoven factor that significantly affects outcomes. The study, published in January 2010, concludes that factors such as where you grow up, the family you are born into and your parents’ wealth can have a bigger impact on your life experience than other characteristics such as your age, gender, disability, sexual orientation, ethnicity or religion. The cumulative effect of socioeconomic differences affects key stages of our lives and has a lasting effect on outcomes in education, health, income and wealth. The full report, summary and executive summary are available at www.equalities.gov.uk/national_equality_panel/publications.aspx.

### Health inequalities

The key objective of Fair Society, Healthy Lives: Strategic Review of Health Inequalities in England post-2010 (the Marmot Review) was to focus on the social determinants of health and in particular the way they influence health inequalities. The report, published in February 2010, found that health inequalities result from social inequalities and that reducing these health inequalities will require action on six policy objectives. Policy Objective A, Give every child the best start in life, states that ‘the foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood.’ The report recommends that the strong government commitment to the early years, through initiatives such as Sure Start and the Healthy Child Programme, should be sustained over the long term. They are therefore calling for a ‘second revolution in the early years’, to increase the proportion of overall expenditure allocated to early years to ensure effective support to parents (starting in pregnancy and continuing through transition into primary school), including quality early education and childcare. Read the reports at www.ucl.ac.uk/gheg/marmotreview.
Case study 1: Age

Anyone can be affected by age discrimination, though children and older people may be particularly vulnerable. The Equality Act 2006 made age discrimination in relation to employment, access to services or goods unlawful, but legislation does not protect children and young people under 18.

In terms of working with young children in the EYFS, practitioners should reflect on how they adapt their practice to meet both the age and ability level of the children in their care. With the expected roll-out of free entitlement for two-year-olds, appropriate training needs to be offered to practitioners more used to working with the over-threes, and managers should be aware of welfare requirements including higher staff-to-child ratios.

It is Jaya’s fourth day at Pembury House Children’s Centre. She is just 13 months old. Jaya enters the room with her carer. She begins to cry as her carer places her on the floor. She stops crying immediately and begins to look around her. Katie, her key-worker is present, but not in full view. Jaya sees her as she exchanges greetings with her carer. Jaya is pre-occupied with seeing Katie and as her carer kisses her and says ‘goodbye’ she immediately begins to crawl frantically towards Katie. As she moves towards her she lets out a shriek of laughter because she knows she is getting closer. Katie acknowledges this effort, scoops Jaya up in her arms, and gives her a cuddle. Jaya laughs and looks at Katie’s face. She listens attentively as she says, ‘hello there’. Jaya moves her head forward slightly and tries to snuggle into Katie’s cheek. Katie tunes into her feelings and actions, and holds her for a few minutes, cuddling her and gently rubbing her back. She then tells Jaya that she is putting her down and, pointing to the room, she says, ‘Where shall we play?’. Jaya looks at the table and wants to see what is on it. She attempts to stand up for a few seconds before collapsing to the floor. She looks up at Katie who is giving her encouraging gestures and holds on to her hand as she attempts to stand up again.

Jaya is now 18 months old. She leaves her carer happily in the mornings. She greets all familiar staff, which includes her key-worker, with a kiss and cuddle before going out into the garden. She accesses the environment with enjoyment and curiosity. She is less dependent on Katie but still seeks her out when she wants reassurance or just a cuddle. Her key-worker accepts this as part of her developing independence. This ‘secure base’ encourages Jaya to explore away from Katie while still feeling the safety of her presence. Jaya’s need to be attached and the need to explore is expressed through specific behaviours that enable Katie to understand what Jaya’s needs are at any given time. In the most subtle but powerful way, Katie encourages and empowers Jaya to explore her surroundings, to become involved and interested in exploratory play. She gives Jaya plenty of opportunity to access the learning environment in the way that she chooses.

Teenage mothers had the highest neonatal mortality rate, of 4.4 per 1,000 live births, compared to other maternal age groups.

CEMACH, 2009

A stereotype is something that stops you doing stuff.

Year 6 boy
Case study 2: Disability

Equality is about sharing the balance of power. It is important for disabled people, including children and young people, to be able to participate in the decision-making process with parents, carers and professionals, on issues that affect their daily lives.

Since 2006, public sector organisations, including local authorities, schools and Primary Care Trusts, have been obliged to publish a Disability Equality Scheme policy showing how they promote equality of opportunity for disabled employees and service users.

Me2 is a Kitemark award that recognises, promotes and celebrates inclusive service provision for disabled children and young people in Dudley. It was set up to address a lack of inclusive leisure opportunities by offering tools, training and resources to services working with children and young people. These have enabled both disabled and non-disabled children to be consulted on their views and to participate in the decision-making process to develop services that they can access.

The Me2 awarding body is a group of young people aged 10–20 who are trained in a range of areas including inclusion, inspection skills, communication, equality and diversity. They attend services for children and young people aged from birth to 19; take photographs; interview staff members, and children and young people; take part in activities; and ultimately decide who receives the award. The Me2 staff support services to continually improve and assist young people in carrying out their panel inspections.

Abbey Evans, a 14-year-old panel member who has cerebral palsy and previously found a lot of services inaccessible, said of Me2: ‘It’s good because it gets me involved in everything, everything that I can. I’ve been swimming, to youth clubs and sports centres. It has brought me new friends to get used to.’

In terms of inspections, ‘we talk to the staff and we talk to the children to see how they feel’.

Those involved are delighted that the project has been written into Dudley’s Children and Young People’s Plan. Both voluntary and community staff are better informed about inclusive practice and this is reflected in their attitudes and those of the wider society.

Twenty-two services in Dudley have completed the award and a further 30 are working towards it. The Me2 award is currently being developed and piloted outside Dudley, with the hope that it becomes a nationally recognised Kitemark for inclusion.


There are 770,000 disabled children and young people in the UK.

Disabled Children’s Manifesto for Change, 2009

The number of disabled children and young people is growing, especially children with complex health needs and those diagnosed with autistic spectrum disorders.

Disabled Children’s Manifesto for Change, 2009

I don’t want to feel like I’m a nuisance or somebody different. I just want to do everything that everybody else does.

Claire, disabled girl
Case study 3: Gender

In the last 25 years, men and women have increasingly been moving away from stereotypical roles. More women are returning to work after having children, and many men are choosing to work part-time or be responsible for childcare. However, inequalities still exist, such as lower pay for women despite girls surpassing boys in attainment through school and university. Practitioners should be encouraged to provide alternative role models and to support young children to explore through play-based learning what it means to be: a boy or a girl, mother or father, brother or sister.

Babies Boys Men is an organisation that promotes positive learning experiences for young children. It was started by three male pre-school practitioners, Joel Culpepper, Blake Cooper and Ashley Herelle, who believed that the lack of men working in early years services meant that young children were often left without positive male role models. Joel particularly felt that, as a young black man from inner London, he was in an ideal place to develop an enterprise to provide alternative role models.

As 98 per cent of the early years workforce is female, most children cannot receive an even balance of influence from men and women within their nursery setting. Babies Boys Men promotes the practice of having a male presence in environments where there are children without father figures or older brothers in their lives; enabling boys to have someone to look up to and girls to develop healthy relationships with males from an early age.

The organisation provides fun, imaginative and educational learning workshops for young children in nursery settings, delivered by a team of qualified and trained male practitioners who want to give something back to their community. They cover the six areas of learning, within the Early Years Foundation Stage, with the following activities:

- ‘street dance’ workshops – using energetic current music to deliver expressive dance moves that will be popular with the children
- messy play – using various paints, materials and resources for children to explore
- role play workshops with favourite stories – using full costumes to tell familiar stories such as The Gruffalo, man on the moon and monkey puzzle
- keyboard and ICT sessions – learning to use the computer by using programs like PaintBox, Word and easy music programs
- sports day – football and basketball workshops, and all ball games encouraging coordination and gross motor skills.

See www.babiesboysmen.com for more information.

Women continue to be paid less than men for doing the same job. The median pay gap between men and women is currently 22 per cent.
Office for National Statistics, 2009

Girls outperform boys in virtually all ethnic groups in Early Years Foundation Stage and Key Stage 1 profile results.
National Strategies, 2007
Case study 4: Race or nationality

Racial hierarchy and difference is embedded in all communities. Although as a society we generally believe that racism is unacceptable, racial incidents still occur. In addition to violence and verbal abuse these can include less overt acts, such as stereotyping, holding prejudiced attitudes, making assumptions or simply not noticing whether black and other minority ethnic children are present. More than 50 years of research has shown that young children are aware of differences in skin colour from a very early age and can start forming negative judgements about themselves and others before they start school. Settings must offer a rich learning environment in which black and minority ethnic children and their families feel welcome, respected and valued. This should include creating a safe space for dialogue with parents; and ensuring practitioners have the capabilities to support children to freely explore their culture, heritage and faith without feeling stigmatised or self-conscious.

Mae, a three-year-old girl who had recently arrived from South Korea was fascinated by her practitioner’s African-Caribbean skin. She touched her practitioner’s face and her hands and asked her to roll up her trouser leg and sleeves. Mae pondered for a while and then enquired ‘Bottom brown?’

The practitioner was able to use Persona Dolls to facilitate a discussion with Mae about skin colour. The dolls represent the full range of racial backgrounds and have their own personalities, life histories, likes and dislikes. The fact that children readily accept them as small friends means that the dolls and their stories provide a powerful tool for exploring, uncovering and confronting racism and other social inequalities.

They enable children to appreciate that words and actions can be hurtful, and to empathise, reflect and make up their own minds about what is fair and what is unfair and, most crucially, to stand up for themselves and others when faced with inequality and exclusion.

See www.persona-doll-training.org for information on training and using the dolls.

Overall death rates for children from families of Pakistani and Black African origin are significantly higher than the rate seen in white children.
CEMACH, 2008

Almost half of all children from minority ethnic families are in income poverty.
Kenway and Palmer, 2007

_They do ‘slitty eye’ and say ‘Ching chong ching chong’. We walk the long way to school._
Eight-year-old girl, from ‘A special gathering, a delightful place’ by Patrice Lawrence.
Case study 5: Religion or belief

People often find religion hard to talk about as it is a very personal issue that is deeply rooted in history, culture and family background. We may make assumptions about people from faiths and belief systems that are different from our own, or hold strong views about faith that may impact on how we view others. We may also worry that some interpretations of some religions may contradict equality legislation, particularly around sexual orientation and gender. Our personal views are essential to who we are, but settings managers are responsible for creating an ethos that gives all children the opportunity to explore the diversity of the world around them.

‘Nowadays Jim likes Rangers and Tom likes Celtic but they are still friends.’

During the Troubles in Northern Ireland, it was rare for Catholic and Protestant children to live in the same street, to play together or to go to the same school. The Ulster children’s charity, Early Years, felt the peace process created an opportunity to promote a more explicit anti-sectarian approach that encouraged respect for diversity.

They developed the Media Initiative for Children Respecting Difference programme to enable young children to recognise when other children feel excluded and to be more inclusive of children from different cultures and backgrounds. It also aimed to raise the confidence of parents and teachers in dealing with diversity issues and reduce prejudice.

The programme was informed by the Too Young To Notice research project, which demonstrated that:

- children can develop prejudices on the basis of physical and racial differences from the age of three
- children are already learning the cultural and political preferences of their own community by the age of three
- by the age of six, a third of Ulster children recognise that they are a member of either the Protestant or Catholic communities and one in six are making sectarian statements.

The Media Initiative for Children programme focused on growing respect for all forms of difference, not just sectarian difference. Practitioners and teachers participated in training and then implemented the programme in their settings, using customised resources. Children, aged from three to six, engaged with the issues through Persona Dolls, DVDs, jigsaws and activities. Parents and management staff attended workshops to reflect on their own attitudes and behaviour and to support the work with children, so that there was a shared approach between home and the early years setting. In addition, supportive media messages are broadcast on television several times a year.

After just three weeks' participating in the programme, the children were more willing to play with others, including those who were different from themselves, and to understand when someone is being excluded and how it makes them feel. Parents were delighted to attend the programme: ‘I am happy I came tonight because maybe we can change our children's upbringing from that of our own.’

See http://www.early-years.org/mifc/ for more information.

One in four young people from across all religions have been bullied, often violently, because they have a faith or are perceived to be a member of a particular faith community.

Beatbullying, 2008

76.8 per cent of adults in the United Kingdom identify themselves as having a religious faith

UK Census 2001

If you grow up in mixed society then you can get to know other people's culture and can understand each other better. If you stay only with one type of people then you will always have a small mind and will never learn about other cultures

12-year-old girl, from ‘A special gathering, a delightful place’ by Patrice Lawrence.
Case study 6: Sexual orientation

Modern family structures are diverse. A child’s parents or carers could be two fathers, two mothers, a single parent, grandparents or foster-carers. Moreover, many heterosexual couples may not be married, while same-sex couples may be civil partners. Although there are more high-profile lesbian, gay and bisexual people in the media, open homophobia is still very common and much silence surrounds the issue. Settings managers must give a clear message that discrimination against lesbian and gay parents is not acceptable and work with relevant organisations to support the development and implementation of effective policies and resources to combat it.

Out For Our Children is a group of London lesbian parents producing books and resources that reflect their children’s lives and family experiences. The organisation was created following prejudice experienced by their children.

“Our son used to go to a parent-run nursery where they knew us really well. But one day they made Diwali cards and they wrote on them ‘to Mummy and Daddy’. I was really upset because they knew my child had two mums. I spoke to the staff member and her response was ‘Do you want a sticker to cover it over?’

“Our nursery’s policy document used to have lesbian and gay parents mentioned specifically, but the headteacher took it out because he thought we were ‘past all that’!

Out For Our Children believes every child needs love, support and acceptance for who they are and where they come from. It campaigns for:

■ nurseries, playgroups and schools that welcome children of gay and lesbian parents
■ books that reflect their children’s reality
■ a school curriculum that includes them and educates everyone
■ schools and early years settings that address prejudice and homophobia.

Out for Our Children has produced a range of resources including a website, children’s books and activity packs including a Early Years Foundation Stage Teacher’s Pack. They have also developed a staff development scheme for local education authorities, early years settings and primary schools, which includes bespoke training, consultancy and representation at events.

The bespoke training and consultancy can include looking at:

■ education policy and LGBT diversity
■ equality legislation and the duties on education settings
■ using the Teachers’ Pack and other resources effectively
■ how to embed learning about diversity within the early years and primary curriculum
■ identifying and dealing with the key issues that may arise when tackling this area of work
■ working with parents from the LGBT community.

See www.outforourchildren.co.uk for more information.

In 2006 in Great Britain, 65 per cent of young lesbian, gay and bisexual pupils in secondary schools experienced homophobic bullying. Of those who have been bullied, 92 per cent experienced verbal homophobic bullying; 41 per cent physical bullying; and 17 per cent death threats.

Hunt and Jensen, 2007

Well, it doesn’t matter if you’ve got two mams, or just a mam with no dad, if you’ve got two dads or just one dad. It doesn’t matter – you’re just still a family.

Year 3 pupil, from Mark Jennett, No Outsider Project
Case study 7: Socioeconomic environment

Socioeconomic inequality can be experienced by children and families from a myriad of backgrounds, but is generally most affected by income, employment, housing, education and social class. Today, 13 million people in the UK live below the poverty line. Poverty experienced during childhood can have a profound and lasting impact on children and their families. It often leads to social exclusion, low levels of education and employment, and poor mental and physical health and social interaction skills. The government has pledged to eliminate child poverty by 2020.

Sure Start was launched in 1998 with the aim of ‘giving children the best possible start in life’ by improving their health and well-being and tackling child poverty and social exclusion. Local programmes, focused initially in areas of deprivation, and local providers had the flexibility of offering services deemed ‘most in need’ for children under five and their families.

By 2010 it was hoped that every community would have access to a children’s centre. Each centre will provide integrated universal services, including:

- integrated early education and childcare services – including the free entitlement of 15 hours for three- and four-year-olds
- support for parents – including advice on parenting, local childcare options and access to specialist services for families
- child and family health services – ranging from health screening, health visitor services to breastfeeding support
- helping parents into work – with links to the local Jobcentre Plus and training.

Early reports from the National Evaluation of Sure Start showed that the impact of local programmes extended across all population sub-groups, including workless families, lone parents and teenage-parent families. Early intervention is key, particularly for the most disadvantaged families, as young children whose social development is enhanced and whose family life is more nurturing and stimulating perform better socially and academically as they grow up.

The home learning environment is equally as important as centre-based provision in raising outcomes for young children. Practitioners are increasingly aware of the importance of engaging both mothers and fathers in their children’s learning and providing outreach support.

For children who need seamless support, such as those with special educational needs (SEN) or from disadvantaged families, a Team Around the Child approach may be developed to provide greater interface between practitioners from a range of disciplines including healthcare, social services, education and child care.

The risk of infant mortality is higher for poor children. In the lower social group (routine and manual occupations) infant mortality is 5.9 infant deaths per 1,000 live births. This is 20 per cent higher than the average 4.9 per 1,000.

DH 2007

You know they see you as different when they think they’ve never met anyone like you
From Mark Jennett, No Outsider Project
FINAL THOUGHTS

There is a moral imperative that all children have access to equal opportunities in life, which impacts on the well-being of society and goes beyond policy and legislation. Good equality practice must be at the heart of practitioners’ relationships with children and their families. It also means continuous scrutiny of the practices and policies in each and every setting by local authorities as well as by managers themselves and their management committees. Community cohesion means respect for others, whatever their background, culture or situation, and an understanding that difference is essential for a rich and diverse society.

There are many examples of good practice, some of which are explained here, and a wealth of resources listed at the end of this leaflet. Training will be very important, both for managers and practitioners, and needs to be ongoing. The hope is that everyone in the early years sector will do all they can to ensure that, by effectively addressing the inequalities that currently exist, no child is disadvantaged.

RESOURCES

General

Age

Disability


Gender


Race or religion


Sexual orientation
Out For Our Children is a group of London lesbian parents producing books and resources that reflect our children’s lives and family experiences. www.outforourchildren.co.uk

Schools Out have produced both a teacher resource pack and student toolkit to address homophobia: http://www.schools-out.org.uk/teachingpack/contents.htm http://www.schools-out.org.uk/STK/Student_Tool_Kit.html

No Outsiders project team (2009) Undoing Homophobia in Primary Schools. Stoke-on-Trent: Trentham Books

Socioeconomic
Child Poverty Action Group campaigns for the abolition of child poverty in the UK http://www.cpag.org.uk

One Place has a website on assessments of local services and information on how they are performing http://oneplace.direct.gov.uk

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Further copies of this leaflet and earlier leaflets in this series – ‘Championing young children’s rights and entitlements’, ‘Working for children’ and ‘Working in partnership’ – can be purchased from the Early Childhood Unit: email ecu@ncb.org.uk or call 020 7843 6064.