an Equal Start

Promoting Equal Opportunities in the Early Years

About this publication

This publication is a result of a joint initiative by the equality commissions in Scotland. Its specific aim is to help all involved with the provision of early years education and care to:

- provide a service that values and caters for the diverse abilities, needs and backgrounds of all children
- focus on the strategies that they can use to encourage positive attitudes and respect for others
- focus on the children's treatment of each other.

Although we refer to the three distinct categories of gender, race and disability throughout, we appreciate that children don't belong to any one group only.

We also appreciate that other factors such as social background may affect children's potential development. In practice you will be adopting more holistic approaches to applying advice which is offered in this brief guide.

Contents

About the equality commissions

There are three statutory equality commissions in the Great Britain, all of which have offices in Scotland, as well as in England and Wales.

They are:
The Commission for Racial Equality (CRE)
The Disability Rights Commission (DRC)
The Equal Opportunities Commission (EOC)

These bodies have been established to promote equality of opportunity in the areas of race, disability and sex.

Introduction

The equality commissions share the Scottish Executive's commitment to a Scotland in which every child matters and where every child has the best possible start in life. It is our view that young children who are enabled to be positive about themselves and others are more likely to recognise and challenge discriminatory attitudes and practices as they grow older. We have chosen to focus on early years workers in our first joint equality commission publication because of your important role in helping break down potential barriers, thereby creating a more just society in the longer term. We want to help you channel your childcare expertise and experience into ensuring that every child is given an equal start in life irrespective of gender, disability and race.

Scotland's children deserve no less.

It Hurts

It hurts when someone makes remarks
About the clothes I wear,
About the food I will not eat
Or the cover on my hair.

It hurts when someone calls me names
About the colour of my skin,
Everyone's different outside
But we're all the same within.

Rachel McLay
Glenwood High School, Fife

Discrimination

In our society, discrimination is widespread, which means that not all people are able to participate fully as equal citizens. When we talk about discrimination we are usually talking about two particular types of treatment, namely direct and indirect.

Direct discrimination means treating people less favourably than others because of their race, sex or disability. If in a playgroup or nursery, girls were asked to play in the home corner while the boys played in the toy garage, for example, this could be interpreted as direct discrimination on the grounds of gender. Indirect discrimination occurs when rules or policies apply to everyone but some groups are more disadvantaged as a result. An example of indirect discrimination would be where there is a rule that children should not wear headwear indoors. This rule could be interpreted as discriminating against some children on the grounds of race.

Indirect discrimination is often unintentional: this is why it is very important to think carefully about the impact on all the children concerned when making or reviewing policies or rules of practice.

Early influences

When does discrimination begin?

Children do not exclude or devalue each other until they learn to do so from adults, but this can happen very early. Research shows that children become aware of visible differences between people before the age of two, and that between two and three they can pick up unspoken attitudes and assumptions. Around this age they learn about being a boy or girl and form their social identity in terms of ethnicity, culture and social class.

Disabled children and children from ethnic minorities may learn at an early age to see themselves as subordinate to others from these attitudes and assumptions. It is our duty to teach all children that they are of equal value in our society. Girls and boys learn early that their behaviour, their likes and dislikes and their expectations should follow a set of unwritten but widely recognised rules about male and female roles.

If children are encouraged early in life to develop a positive view of themselves and others, they may be less prone to discriminate as they grow older.

Decisions affecting children

It is important that you create an environment that celebrates diversity and provides opportunities for all irrespective of sex, ability and ethnicity. To achieve this we ask you to think about and challenge *inadvertent* discrimination, an example of which may be **special** interventions for children with impairments, such as removing them from the group. These can reinforce the child's impression that she or he is powerless and is being punished for being different.

Similarly, disabled children may have no concept of having a **problem** until we imply it by asking questions such as, *What's wrong with you?* after which they may begin to feel that they are deficient and lose their sense of self-worth.

As adults we usually think that we know what is best for a child and exclude him or her from any decisions being taken on his or her behalf.

It is vital that from the outset children are given the opportunity to participate in decisions that affect them.

Direct intervention

Is direct intervention always a bad thing?

No, not when your intention is to help children deal with prejudice and eliminate discrimination.

This is often needed to help children establish their own identity and respect for others.

Young children may make hurtful comments to each other. If, for example, a child makes racist remarks to another child, it is important to deal with such remarks positively and constructively. *In a play situation, Chloe says *Anna can't be a queen! There are no black queens!* It is important to focus on the statement rather than avoiding it. Chloe can be helped to understand that not only was she incorrect, she was also hurting Anna, which at this point is more important, since dealing with children's emotions is paramount. Similarly, children may make hurtful comments to a disabled child because they do not understand impairment. *Amanda looks silly. She's got funny glasses!* provides an opportunity for explaining that Amanda finds it difficult to see. Ask the child to partially cover her eyes for a moment and say *What can you see? Not a lot! That's why Amanda needs her glasses to help her see more clearly.*

*(Examples provided by Rowena Arshad, Director of the Centre for Education for Racial Equality in Scotland (CERES).)

Bullying and harassment

The reasons behind bullying and harassment are complex, but discrimination and prejudice are often the source. Incidents of bullying and harassment are best dealt with quickly and directly.

Victims of bullying and harassment must be strongly supported, while those responsible will need sensitive counselling and should be provided with the opportunity to think about their actions and understand clearly that their behaviour is unacceptable.

For further advice and assistance bullying and harassment please refer to the Key Contacts on page 37.

Combating discrimination

You may not be immediately able to affect the discrimination that occurs in the wider society, but you do have an important role to play. You are children's first contact outside the home, their first role models after their parents. You can make the most of every child's potential by making them feel fully included, both as individuals, as children from different ethnic backgrounds, and as disabled children.

As an early years worker you should:

- consult the children and their parents about the service provided and value their views
- make good use of support agencies such as medical services, therapists, educational psychologists, learning support staff, and social workers
- draw up individual education plans, care plans and family support plans where appropriate
- be knowledgeable about legislation relating to children with special needs.

Stereotyping

Stereotyping is making assumptions about people that are based on their sex, race or disability, the effect of which can influence their role in society, their opportunities and experience.

It can have serious long-term consequences. Stereotypes are often used to justify prejudice and discrimination against others and to provide the basis of jokes told at the expense of others. Labels such as *Jamie is a thalidomide case; Rachel is a diabetic* imply that the person and the impairment are one and the same. Clearly they are not! Although much has been achieved in tackling such stereotyping, we still need to see more examples of positive images of disabled children and young people.

Black and ethnic minority children also suffer from the devaluing effects of stereotyping which can lead them often to reject unconsciously their own culture and its values, and consequently, in a sense, their own being and self identity.

Influencing factors

As early years workers, you may have to try to counter-balance some of the strong influences affecting children in other areas of their lives. Principal among these are:

The Home

Sex stereotyping begins at birth. Many parents have deep-seated perceptions of their children based on gender. As soon as a child is born it is treated according to its sex, and parents react differently to their babies, depending on whether they are girls or boys. As babies and toddlers, for example, boys and girls are often not given the same range of toys; girls can be supervised more closely than boys, and even the language used when talking to them can be more protective. Later on, girls are less likely to be asked to help with hobbies of a technical nature, or DIY at home, but they will be expected to help with domestic chores. Parents' expectations of what children will do in later life have an enormous effect on the performance of young children. As children grow, their understanding of differing gender behaviours continues to be influenced.

The Media

Children's notions about identity are influenced strongly by children's TV. Thomas the Tank Engine, Postman Pat, Fireman Sam, Bob the Builder are all white males, and associated with traditionally male areas of work. They do in some cases have female associates but they usually play a lesser role. For example Pip and Emma are Intercity 125s who can outrun Thomas, and Wendy has been known to drive Bob's tractor when she is not typing the invoices.

The media's tendency to stereotype black and ethnic minority groups has over many years proved equally harmful. There is a long-standing tradition in the media to create negative images of black people, for example by portraying them too often as drug dealers, crooks and assorted villains. This occurs in children's literature and entertainment, and is a powerful stereotype that must be addressed. Disabled characters are rarely seen in mainstream media and when they are, the focus can often be on the **difficulties** experienced by the individual. Rarely are disabled people portrayed as valuable, equal members of society.

The peer group

The peer group also exerts irresistible pressure on children. The three-year old Bob the Builder fan who is rarely seen without her spanner and hard hat will, sadly, eventually ask for a Barbie Doll because all her friends have one.

Challenging stereotyping

As early years workers you can increase your awareness by undertaking courses and training on issues around disability, race and gender. On a practical level, you can help challenge stereotyping by intervening in children's play and by using imaginative toys and texts.

Using play to question stereotypes

Children often behave in a certain way to demonstrate clearly that they are a'proper' boy or a girl, and your active intervention is needed to help them understand that a variety of behaviours is acceptable. For example, some manufactured 'boys' games are noticeably aggressive, and it is sometimes necessary for adults to intervene. Offering alternative images of what it means to be a boy may not be enough, however: boys in our society do not want to be seen as 'soft'. It may be necessary to help the children understand that there are different ways of showing that one is, for example, strong or brave.

Using imaginative texts to question stereotypes

Different texts often depict a range of ways of being a particular character. For example, princesses are portrayed differently in fairy tales, stories from different cultures, and in factual books. The princesses in *Princesses Are Not Quitters* are very different characters from the heroine of *The Princess and the Pea.* Ask the children questions to help them recognise different but equally acceptable versions of such characters in stories:

Are all princesses young and beautiful?

Do all princesses wear long dresses?

Can princesses do real jobs?

*Are all princesses white?**

Reading can take many forms. Books that are bilingual in nature, for example in two languages, in print and in Braille, can be read to children to familiarise them with different forms of print.

(*This illustration first appeared in The Development of Gender Roles in Young Children, a 2001 EOC publication by Christine Skelton and Elaine Hall of the University of Newcastle.)

Using imaginative toys to question stereotypes

Toys can nowadays be put to good use to challenge stereotypes. You may have long since abandoned the notion of **boys' toys** and **girls' toys**, but unfortunately they are to be found in most shops, and remain a key influence on children. It is therefore good to encourage children to take up toys or activities traditionally associated with the opposite sex, but this alone may not succeed in broadening their notions of how girls and boys behave.

Toys that celebrate racial and cultural variety such as ethnic dolls are now widely available, and some toy manufacturers produce multicultural and gender-related jigsaws. Face paints that take account of the range of skin tones are beginning to appear; Scandinavia is the best source of these materials, and they are increasingly becoming more available. Similarly, as consumer pressure increases, toys which project positive images of disability within mainstream contexts are also beginning to appear. However, there is still a risk that such toys are only seen as appropriate to a niche market. As early years workers, you are in a strong position to encourage all children to play with toys and games which portray the 'real world' children are living in.

Case study: Persona Dolls

*Persona Dolls can be used to raise difficult issues with young children in a non-threatening and enjoyable way. They encourage the skills and confidence children need to challenge unfairness against themselves or others and to feel good about themselves. They visit, usually at circle time, to tell the children about their good and bad experiences. The Dolls are transformed from inanimate objects into people, with their own personalities, families and cultural backgrounds, their own capabilities and problems. The children quickly bond and identify with the Dolls and see them as small friends; they are happy and sad for them, and talk about their problems. To avoid stereotypes, staff and parents together decide the selection of the Dolls and how they should be presented to the children. Dolls may represent a racial and cultural range; they may have an impairment; they may be male or female. Persona Dolls are clearly an important innovation for the early years setting.

***(Information about Persona Dolls is given in Key Contacts).**

Things to consider

Sometimes you may stereotype by making assumptions about a child's potential. Children may adapt their behaviour to fall into line with expectations, and may begin to fail. For example, it has been perceived in the past that as a result of a physical disability a child will have less intellectual ability. Similarly, if you accept an assumption that children from one ethnic group will tend to have a short attention span, you may allow them to wander off and may not encourage them to complete a task, while other children increase their learning and confidence by doing so.

Here are some questions you may wish to consider:

- What are the main theories and ideas that determine the way I work with young children?
- Do these take account of gender, ethnicity and differing abilities?
- Do I expect children to act in certain ways because of their gender, ethnicity or disability?
- Do I have different expectations about their abilities or potential?
- Does the way I interact with children influence their self-image in a positive way?

Creating an inclusive environment

Inclusion in the early years setting involves providing a welcoming environment for all children and equal access to all the play and learning experiences available. Every child has a value, not because of what they might achieve in the future, but for who they are today.

On occasion, you may need to make some changes to your daily routine to ensure that all the children are able to participate equally. Disabled children need the space to move around safely, however they go about it. This might involve changing the way you use your available space, for example by putting all the activities around the edge of the room. Flexibility is also important. Easily moved rather than fixed equipment frees up space and is likely to be more accessible for the disabled child.

You may also have to consider more fundamental issues such as the assumptions that might be implicit in your approach - we sometimes betray assumptions in commonplace remarks such as *Don't be a baby! Girls don't hit each other!*

You should be aware of the possible effects of how you talk to the children and the language you use.

Thinking about inclusive activities

We recognise that it can sometimes be difficult to provide a full range of activities without excluding anyone. For example, a deaf child who can happily join in practical activities may feel excluded during a group story-telling session. Children can easily interpret this as meaning that being different means not being equal.

There are imaginative and creative alternative ways of communicating, for example, if possible, by using sign language to tell the story. This is not only something that all children can enjoy learning; it will also help them interact more readily with deaf children. Even the words of songs need to be carefully thought about. *If you're happy and you know it, clap your hands* leaves out the child who can't make that movement, but maybe alternative words that don't exclude her from joining in can be composed. There are not many songs for young children that celebrate inclusion, certainly not in the traditional collection, but it is important to be sensitive to the messages they carry and the ability of everyone to join in.

Mealtimes

Mealtimes provide many ways of encouraging children's awareness of diversity, for example, by making and serving simply prepared foods from different cultures, possibly with help from parents. Some children (usually over the age of six) may fast at certain times, and these occasions can also be used to increase children's understanding of cultural differences. At mealtimes, discussions about the different ways some children eat, for example, with chopsticks, can be used to encourage cultural awareness.

Some children have special dietary requirements, and others are less able than others to feed themselves. No one is singled out when everyone eats together and staff join the children at the table to provide discreet assistance where necessary. Special dietary needs can be a topic for conversation, so that the children accept and understand that others may require a variety of diets. One little girl at a nursery, having noted the contents of her friend's lunch, went home and asked *Why can't I have an allergy?*

Responding to individual children

While early learning experiences are often based around themes, it is easy to break off occasionally to respond to children's individual experiences and interests. (It is important, however, that while doing so you do not inadvertently focus on the child's **difference** but rather on the experience or interest itself.) For example, if a child is moving home, or a new baby is expected, time can be allowed to focus on the event. In this way, all children are helped to accept and enjoy these new experiences.

Similarly, at different times of the year various festivals are celebrated, and all children should be included. Parents can be asked to help by making a visit to describe the celebration and its traditions. This encourages children to take a pride in their culture and to develop positive attitudes to others and other ways of life.

Children learning a second language

Language is learned through play and interaction. In a positive atmosphere, older children can be encouraged to help a learner, and language acquisition can be fun. Children learning a second language differ from others only in that they are learning two languages instead of one. Everyone is learning language at this stage, and the child who uses another language at home has no difficulty in assimilating an additional language. There are occasions, however, when bilingual support, if available, may be helpful.

Children can also be introduced to different forms of communication, eg sign language, and to different languages. Sometimes, for example, it is possible to invite adults with language skills to teach different languages through song, poetry and play. The children learn readily and enjoy the experience.

Liaising with specialist workers and advisers

As an early years worker you most likely have very positive experiences of working with disabled children, and can assist with the assessment of the children by contributing to reports about the child's achievements and successful integration and play with their non-disabled peers.

Where possible, you should integrate the visit from the specialist worker as far as possible into group work. Children who need developmental support, for example, may have a visiting specialist, but this help could perhaps be delivered during a library session, while seated at the table as part of the group.

There may be occasions when children require one-to-one and small group work (some children do need physiotherapy and other kinds of therapies that will lead to more autonomy for them later on) but these have to be sensitively targeted to protect the child from feeling discriminated against.

Action points

You will help create a positive and inclusive environment by:

- having high expectations of the children's behaviour and learning
- using praise effectively and responding to problems sensitively
- encouraging enlightened views about gender roles, levels of ability and ethnicity

and providing:

- themes and activities which are representative of all children
- flexible equipment and the space for disabled children to move around safely.
- books, pictures, puzzles and stories that give positive images of people of different races, cultures and abilities, and that depict men and women in non-traditional roles and a variety of cultural traditions
- a wide variety of play experiences that involve different cultures and non-traditional attitudes to male and female roles
- toys that are not overtly sexist and dolls that represent a variety of physical characteristics, skin tones and hair textures
- foodstuffs used to teach weighing and calculating that are drawn from a variety of cultures and cuisines.

The following case study highlights the importance of welcoming all newcomers, particularly where there is an early years setting with little cultural diversity. Positive action needs to be taken also where you are welcoming a disabled child into a setting where there are no disabled people.

Case study: a positive learning environment

A number of refugee pre-school and school children have recently arrived in Scotland. Barmulloch Primary School in Glasgow has 37 refugee children in a roll of 278. These are some of the steps taken to ensure that they are successfully included in the life of the school.

- A welcoming atmosphere was prepared by encouraging pupils to look forward to the arrival of the newcomers.
- They looked at maps in Environmental Studies and found out about the refugees' countries.
- The educational psychologist helps with children who have had terrifying and tragic experiences in their own country.
- Three extra teachers were appointed as support staff to teach basic English and support the integration of the children into classes.
- Every arrival was given a pupil 'buddy' of his or her own age and gender.
- Playground games that do not need any language skills were introduced.

(Further information is available in *Welcoming Newcomers;* see key publications)

Involving parents

Your role as an early years worker is complementary to that of *parents who often possess a wide range of skills that can with careful planning be used as a resource to enrich the children's experience and help in celebrating diversity. Involving parents can be mutually beneficial. In addition to being involved in day-to-day learning and play, parents can participate by planning events and visits from outside agencies, organising social events and taking part in fund raising. The greater the participation, the stronger the sense of partnership becomes. Parents feel that their views are respected, that they are personally involved in their children's early education, and that they can have an effect on their children's future. By working together, you can give children an excellent start to their education.

*When we speak about parents we use it as an umbrella term for parents, lone parents, carers and members of the extended family, whether heterosexual or same sex, who may be involved in looking after the child in the home.

Communicating with parents

Much can be gained from day-to-day contact with parents, especially as regards the social and emotional development of the child. If you know that there are problems at home, or that the child is upset or excited about something, you will be able to make allowances for unusual behaviour and give the needed support. Similarly, if the child's behaviour is giving cause for concern, daily contact offers the opportunity to inform parents and discuss the matter. This regular informal contact is as helpful to both you and parents as the more formal and organised parents' days and meetings.

Responding to parents' queries and complaints promptly and sensitively is an important aspect of communication: if you fail in this respect, the result will be alienation and a loss of trust. In some instances, a written response is less appropriate than an invitation to attend an informal meeting to discuss the problem. If parents have concerns, they will voice them more readily if they are given the opportunity to talk to you in private.

Pre-entry visit

When parents make the pre-entry visit, a setting that seems welcoming, inclusive and well organised will put them at ease. This visit also gives an opportunity to answer their questions and explain policies to parents. Talking about the child's unique personality is a good starting point for talking about challenging stereotypes and including every child.

You will help reassure parents and allay particular anxieties by using the visit to:

- explain your approaches to *gender stereotyping
- explain your provision for a disabled child or for a child with special needs
- discuss any particular cultural or religious requirements, for example, the child's diet and reassure parents that any periods of fasting will be observed.

***more information is available from the EOC's An Equal Opportunities Guide for Parents.**

Settling in

As the first carers of their child, parents bring to the early years setting an intimate knowledge and experience that can be used to ease the settling in process. At this stage, they are likely to be deeply involved with their children and will be willing to participate and help as much as possible. Initially, many parents want to stay with their child during the settling in process and decisions about when parents should leave should be dealt with sensitively.

If, as the child settles in, parents have daily opportunities of hearing how well the child is doing, they will be reassured that the child is in a safe, supportive place where he/she is cared for and treasured and that any incidence of bullying or harassment will be taken seriously. After the initial period, it is helpful to make sure that at dropping-off and picking up times, parents and children have time to say their good-byes and greet each other later in the day. This is another way of making parents feel welcome and included.

Action points

Parents want to feel that they can help their children to grow into adulthood happy, secure and self-confident. They will be enabled to do this if they are given the opportunity to join their children on the first steps along the way, and will in return learn to trust and believe in the work of the early years services. So much more can be achieved in an atmosphere of mutual trust.

In summary, you can help create a strong bond between parents and the early years setting by:

- making parents feel welcomed and supported
- including parents in planning and policy making
- involving parents in informed decision making regarding their child
- providing time for regular meetings, both formal and informal, to talk over their child's progress
- recognising specific parental anxieties and dealing promptly and sensitively with problems
- providing full information about daily activities and the reasons for them
- encouraging the active involvement of parents in all aspects of the service
- consulting with parents on all matters relating to their child's individual needs.

My greatest concern these days is my grandchildren and the world they will inherit. I want them to grow up in a society in which all the groups in our diverse population are at ease with themselves and one another. That requires an education system in which every child is treasured, every child learns to value diversity and to respect one another, every child can appreciate the variety of contributions that each of them makes to our culture and every child understands that they all share the potential and the frailty of the human condition.

Frank Dobson MP

Key publications

A Curriculum Framework for Children 3 to 5
Scottish Executive Learning and Teaching Scotland 2001
ISBN 1 85955 670 1

An Equal Opportunities Guide for Parents
Equal Opportunities Commission 2000

Code of Practice (Scotland) for the elimination of racial discrimination in education
Commission for Racial Equality 1991
ISBN 1 85442 047 X

Disabled Children: Challenging Social Exclusion
Laura Middleton
Blackwell Science Ltd. 1999
ISBN0 632 05055 1

Disability Rights Commission Strategic Plan 2001-2004

Draft Standards for Early Education and Childcare: Scottish Commission for the Regulation of Care
Scottish Executive 2001

From Cradle to School
Commission for Racial Equality 1996
ISBN 1 85442 021 6

Inclusion, The Way Forward: A Guide to Integration for Young Disabled Children
Micheline Mason
Voluntary Organisations Liaison Council for Under Fives 1993
ISBN 1 870985 22 2

Inclusive Education and Support for Learning
South Lanarkshire Council
Education resources 2001

Sure Start Scotland: Guidance
Scottish Executive Education Department 2000

The Child at the Centre
Scottish Executive Education Department 2000

The Development of Gender Roles in Young Children
Christine Skelton and Elaine Hall
Equal Opportunities Commission
2001 *ISBN 1 84206 001 5*

Two-Way Street: Communicating With Disabled Children and Young People
(training handbook and video)
Ruth Marchant and Ro Gordon
NSPCC, Joseph Rowntree Foundation, Triangle 2001
ISBN 1 84228 024 4

What's Stopping You?
Equal Opportunities Commission
2001

Welcoming Newcomers: Refugees and Asylum Seekers in Scottish Schools (Newsletter)
Scottish Executive Education Department, Centre for Education for Racial Equality in Scotland (CERES) and Anti-Bullying Network
2002

Women and Men in Britain - Sex Stereotyping: from school to work
Equal Opportunities Commission
2001
ISBN 1 84206 0473

Young People and Sex Stereotyping
Equal Opportunities Commission
2001
ISBN 1 84206 002 3

Key contacts

Equal Opportunities Commission
St Stephens House
279 Bath Street
Glasgow G2 4JL
Helpline number 0845 6015901
Email: scotland@eoc.org.uk
Website: www.eoc.org.uk

Commission for Racial Equality
The TUN
12 Jackson's Entry
Holyrood Road
Edinburgh EH8 8PJ
Tel: 0131 524 2000
Email: scotland@cre.gov.uk
Website: www.cre.gov.uk

Disability Rights Commission
Riverside House
502 Gorgie Road
Edinburgh EH11 3AF
Helpline number 08457 622 633
Website: www.drc-gb.org

Centre for Education for Racial Equality in Scotland (CERES)
University of Edinburgh
Holyrood Road
Edinburgh EH8 8AQ
Tel: 0131 651 6274 / 6371

Centre for Studies on Inclusive Education
Redland Close
Elm Close
Bristol BS6 6UE
Tel: 0177 923 8450

Children in Scotland
Princes House
5 Shandwick Place
Edinburgh EH2 4RG
Tel: 0131 228 8484

Council for Disabled Children
8 Wakely Street
London EC1V 7QE
Tel: 0207 843 6000

(EYTARN)
Early Years Trainers Anti-Racist Network
PO Box 28
Wallasey L45 9NP
Tel: 0151 639 6136

Kidsactive
Pryor's Bank
Bishop's Park
London SW3 3LA
Tel: 0207 607 9573

Learning and Teaching Scotland
74 Victoria Crescent Road
Glasgow G12 9JN
Tel: 0141 337 5050

The National Early Years Network
77 Holloway Road
London N7 8JZ
Tel: 0207 607 9573

The Scottish Anti-Bullying Network
Moray House Institute of Education
Holyrood Road
Edinburgh EH8 8AQ
Tel: 0131 651 6100

Persona Doll Training
51 Granville Road
London N12 OJH
Tel: 020 8446 7056

Acknowledgements

The three equality commissions would like to thank the following organisations for their advice and assistance in the preparation of these guidelines:

- Acorn Park Nursery, Glasgow
- The Anti-Bullying Network
- Barmulloch Primary School, Glasgow
- Centre for Education for Racial Equality in Scotland (CERES)
- Children in Scotland
- Glenwood High School, Glenrothes
- Learning and Teaching Scotland
- The National Early Years Network

Your views are important to us

We like to know what you think about the content and format of our publications. If you have any comments, please contact:

Equal Start Feedback
Equal Opportunities Commission
St Stephens House
279 Bath Street
Glasgow
G2 4JL

COMMISSION FOR RACIAL EQUALITY IN SCOTLAND

Disability Rights Commission

Women. Men. Different. Equal.
Equal Opportunities Commission Scotland