

**BUCKINGHAMSHIRE EARLY YEARS DEVELOPMENT  
& CHILDCARE PARTNERSHIP**

**EQUAL OPPORTUNITIES**

**STRATEGIC PLAN 2001 – 2004**



**EQUAL OPPORTUNITIES STRATEGIC PLAN  
APRIL 2001 – APRIL 2004**

<b>April 2001-02</b>	<b>April 2002-03</b>	<b>April 2003-04</b>	<b>Funding</b>	<b>Outcome</b>
<p><b>Training</b></p> <p>Revise Early Years Development and Childcare Partnership Registration criteria to reflect the compulsory attendance of 1 person from every setting attending level 1 Valuing Diversity Course</p> <p><b>100</b> representatives will have attended Valuing Diversity Level 1 Course.</p>	<p><b>300</b> Representatives will have attended Diversity Level 1 Course</p>	<p><b>300</b> Representatives will have attended Diversity Level 1 Course</p>	Standards Fund	<p>All settings have a robust Equal Opportunities Policy</p> <p>Settings are equipped to self evaluate their equal opportunities policy</p> <p>All settings will have a Name Calling and Harassment policy in place</p>
<p>Provide <b>3</b> level 1 Valuing Diversity courses offering <b>75</b> places</p>	<p>Provide <b>5</b> level 1 Valuing Diversity Courses = <b>100</b> places</p>	<p>Provide <b>4</b> level 1 Valuing Diversity Courses = <b>75</b> places</p>	Standards Fund	<p>Providers knowledge and understanding about anti-discriminatory practices is increased</p>
<p>Provide <b>1</b> level 2 Valuing Diversity course offering <b>25</b> places</p>	<p>Provide <b>1</b> level 2 Valuing Diversity courses offering <b>25</b> places</p>	<p>Provide <b>2</b> level 2 Valuing Diversity Courses = <b>50</b> places</p> <p>Organise a 1 day conference for all delegates who have attended the level 1 and level 2 Valuing Diversity course</p>	Standards Fund	<p>Providers are equipped with more underpinning knowledge.</p> <p>Early Years practice is enhanced.</p> <p>Provider progress made in the area of Equal Opportunities over the 4 years is celebrated</p>

April 2001-02	April 2002-03	April 2003-04	Funding	Outcome
<p>Establish a rolling programme of training for EYDC Partnership members on Equal Opportunities</p> <p>Rolling programme is implemented 25% of Partnership members attend</p>	<p>25% of Partnership members attend Equal Opportunities training</p>	<p>50% of Partnership members attend equal opportunities training</p>	<p>Childcare Grant</p>	<p>100% of Partnership members receive training on Equal Opportunities issues</p>
<p>Provide training routes for childcare workers to access valuing diversity training</p> <p>25% of childcare workers have accessed valuing diversity training.</p>	<p>25% of Childcare workers have accessed valuing Diversity training.</p>	<p>50% of Childcare workers have accessed valuing diversity training</p>	<p>Learning Skills Council funding</p>	<p>100% of Childcare workers trained in valuing diversity.</p> <p>Practice in childcare settings is enhanced to reflect Equal Opportunities issues.</p>
<p><b>Name Calling and Harassment</b></p> <p>Equal Opportunities Sub-group meetings discuss the issues around name calling and harassment in Early Years Settings and develop a strategy to take the issues forward.</p>	<p>Supportive procedures and documentation for Early Years Childcare settings is developed to support Early years and childcare settings tackle incidents of name calling and harassment successfully.</p> <p>Provide 2 courses on Harassment and Name calling issues</p>	<p>Provide 2 courses on Harassment and Name calling issues</p>	<p>Standards Fund</p> <p>Childcare Grant METAS</p>	<p>Agreed Harassment and name calling procedures are established for all settings in Buckinghamshire</p> <p>All Early Years settings begin to implement strategies to deal with incidents of name calling and harassment.</p>

April 2001-02	April 2002-03	April 2003-04	Funding	Outcome
<p><b>Information</b></p> <p>All Partnership and initiative documentation is produced in relevant languages and made available using a variety of media</p> <p>Analyse the data from the 2000 Childcare Audit to ascertain the linguistic needs of the ethnic communities in Buckinghamshire</p>	<p>Establish a working group with key stakeholders to develop the translation services available</p>	<p>Recruit to the Children's Information Service a Translation officer</p>	<p>Childcare grant</p>	<p>Community access to information is increased</p> <p>Best Value principles are applied to the translation of Partnership documentation</p>
<p>Develop Buckinghamshire Children's Information Service to ensure the information needs of the ethnic communities in Buckinghamshire are met</p>	<p>Audit the information Strategy to develop further information strategy action plans</p> <p>Establish 6 Saturday Information Shops</p>	<p>Establish 6 Saturday Information Shops</p>	<p>Childcare Grant</p>	<p>More people from ethnic communities know about the Buckinghamshire Children's Information Service.</p> <p>More people can access early years and childcare provision</p>
<p><b>Recruitment</b></p> <p>Develop strategies to ensure that the recruitment campaign techniques reach people:</p> <ul style="list-style-type: none"> <li>▪ From the ethnic communities</li> <li>▪ who are disabled</li> <li>▪ who are over 40</li> </ul>	<p>Evaluate the strategies and ascertain the results from the recruitment campaign.</p> <p>Plan strategies to develop further the recruitment campaign and its accessibility</p>			<p>Opportunities for employment in the Early Years and Childcare field are increased for those</p> <p>From the ethnic community</p> <p>Who are disabled</p> <p>Who are over 40</p>

April 2001-02	April 2002-03	April 2003-04	Funding	Outcome
<p>To evaluate the Buckinghamshire Baseline for employment of people in Early Years and Childcare who are</p> <ul style="list-style-type: none"> <li>▪ From ethnic communities</li> <li>▪ Men</li> <li>▪ Disabled</li> <li>▪ Over 40</li> </ul>	<p>Increase the recruitment from under-represented groups:</p> <p>6%</p> <p>1.7%</p> <p>0.6%</p> <p>over 40%</p>	<p>8%</p> <p>2%</p> <p>1%</p> <p>40%</p>		<p>The recruitment targets for Buckinghamshire are met</p> <p>The Childcare targets for Buckinghamshire are supported with the employment of people from the categories</p>
<p><b>Target Areas</b></p> <p>Evaluate the findings of The Early Years Project for Racial Equality</p>	<p>Make resources, books, artifacts available for loan through the Multicultural Resource Centres</p>	<p>Monitor the impact of the Early Years Racial Equality project on Early Years Settings</p>	<p>Childcare Grant and METAS</p>	<p>All Early Years &amp; Childcare settings will benefit from the findings of the research project.</p> <p>All settings have a practical guide to developing a multicultural dimension in all areas of learning.</p> <p>All settings have a system for evaluating resources to promote equality.</p>

April 2001-02	April 2002-03	April 2003-04	Funding	Outcome
<p><b>Complaints</b></p> <p>Working with stakeholders to develop a strategy to raise awareness that people can complain when they feel they have been treated less fairly because of their race, age, gender, disability, ethnicity, language or social background</p>	<p>Documentation on complaints is produced, translated and distributed to compliment the awareness strategy.</p> <p>A complaints monitoring mechanism is established</p>	<p>Briefings on dealing with complaints and how to use the documentation are held for all nominated SENCOs</p>	<p>Childcare grant</p>	<p>Buckinghamshire parents and carers feel empowered to complain when they feel they have been treated less fairly.</p> <p>Access to Early Years and Childcare services is improved.</p> <p>Inclusion in all settings is promoted</p>
<p><b>Monitoring</b></p> <p>To devise and introduce a system for monitoring the Equal Opportunities policies in all Early Years settings</p>	<p>To inform all Early Years settings through Newsletters and INSET about the procedures for monitoring.</p>	<p>To select 25 settings across the County to moderate the monitoring of improvement in Equality Issues in settings</p>		<p>All settings monitor their Equal Opportunities Policy and practice on a termly basis.</p> <p>All settings have an updated knowledge of their local needs in relation to Equal Opportunities.</p> <p>Gaps are identified to inform future training.</p>