



Ladybirds Newsletter
Term 3 Week 3 w/c 15th January 2018

Our topic... 'The Gruffalo'

The children are continuing with our topic this week, they are really enjoying listening to the story and exploring all the different characters. They will be making the fox and his underground house to go on the wall display, this is to join the mouse and the wonderful trees which were made last week. We will be continuing to develop imaginative play using toys such as our doll's house, pirate ships and castle this week. We will also be trying to develop some of the children's turn taking and sharing through play. The Letter of the week is 'O', if somebody has an item they would like to bring in for show and tell.

Birthdays:

We would like to wish Chase a very Happy Birthday this week, we hope you had a wonderful day.

Committee Meeting:

Our next committee meeting is being held on the 16th January 2018, at 7.30pm in the pre-school. All parents are welcome, it's a great way to have an input in your child's pre-school and put forward any ideas which you may have for the year ahead. Look forward to seeing all who are able to attend.

Canopy Work Commencement:

The work for our outside canopy is due to commence on Thursday 18th Jan, we have been advised that the work should only take 2 days to complete to limit the disruption for the children. Obviously whilst the work is being undertaken the children will not be able to access the outside play area but the staff will have lots of fun, exciting activities for them to play with indoors. I'm also sure that the children will be very excited to see lots of building work outside and staff may have to have a rota for peeks out of the doors!! We are very excited that we are finally having the canopy built as the opportunity's it will create for the children to be outside in all weather will be amazing.

Job Vacancy:

We are currently advertising for a new Pre-school Assistant. 26hrs per week on a rota basis, all applicants must be NVQ level 3 qualified. If you know of anybody who would be interested then please either pass our phone number or e-mail over. Alternatively you or they can come and pick an application form up from Avril in the office.

Outside Play:

Could we please ask that all children have a **named** pair of wellies in pre-school please.

Whilst the cold whether still remains could you also make sure your child has a named hat and a pair of gloves in pre-school.

Snack time:

We welcome any healthy snack donations you are able to give – eg. fruit, breadsticks, raisins, are all extremely helpful. There is a bowl in our foyer for any donations.

Policy Of The Week:

Our setting regularly reviews its Policies and Procedures, to ensure we are reflecting current legislation and as good practice in our setting. We would like to encourage our parents/carers to review the procedure with us, both to share the information with you and to ensure our policies and practices are aligned. This week's policy is titled 'Valuing diversity and promoting equality' and is attached with this newsletter, a copy will also be put up on our notice board. We would appreciate it if you could spare 5 minutes to read it and give us any relevant feedback. Thank you for your support.

Please remember that our door is always open and if you have any issues or concerns, we are always happy to speak with you.
Thank You, From the Ladybirds team.

Policy of the week:

9.1 Valuing diversity and promoting equality

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting; and
- foster good relations between all communities.

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our Admissions Policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:

- disability;
 - race;
 - gender reassignment;
 - religion or belief;
 - sex;
 - sexual orientation;
 - age;
 - pregnancy and maternity; and
 - marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
 - We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
 - We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
 - We take action against any discriminatory behaviour by staff or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
 - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone’s sexual orientation because of their mannerisms or how they speak.
 - Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.

- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

- The Equality Act (2010)
- Children Act (1989) &(2004)
- Special Educational Needs and Disability Act (2001)

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practise (20110)
- All Together Now (2011)
- Where's Dad? (2009)

—
—
—
—
—