



# Mad Hatter's Day Nursery

*A Place full of wonder, where curiosity is explored, and  
imagination runs free*

Mad Hatters is a private establishment run by qualified experienced staff. We are registered with OFSTED.

We provide a happy, secure and stimulating environment, in which the child can grow and develop, with respect, self discipline, independence, purposeful activity and the development of the child's absorbent mind.

Thank you for your interest and taking the time to read our prospectus. There can be no substitute for a visit, so please come and see us at work and at play. Please telephone us for an appointment to arrange a visit.

**Mad Hatters  
2 Tanworth Lane  
Shirley  
Solihull  
B90 4DR**

**Telephone: 0121 745 8608**

**[info@madhattersdaynursery.co.uk](mailto:info@madhattersdaynursery.co.uk)**  
**[www.madhattersdaynursery.co.uk](http://www.madhattersdaynursery.co.uk)**

## **Location**

The nursery is situated at 2 Tanworth Lane, Shirley, Solihull, in close proximity of Shirley shops, a major supermarket and retail parks. The nursery is on several main bus routes.

## **Age Range**

The nursery provides quality care for children aged 3 Months to 5 years. Both part time and full time places are available.

## **Hours of Opening**

The Nursery is open Monday to Friday from 7.00 am to 6pm.

## **Staff**

All staff are highly motivated, with relevant qualifications or equivalent experience. Staffing levels are maintained in accordance with the National Standards.

## **Meals**

Hot, nutritious, meals are provided at lunch time. Snacks are provided mid-morning and mid afternoon e.g. fruit, water or milk. In the afternoon tea is also provided.

The cultural background and dietary requirements of every child are fully respected, and we work with parents to ensure their child's needs are catered for.

## **Toys**

We kindly ask all personal toys are not to be brought into Nursery as the Nursery is not prepared to accept responsibility for them. However, if a comforter is necessary this may be brought into the Nursery but remains the responsibility of the parent/guardian.

## **Clothing**

Please keep a spare set of clothes on the child's peg in case of accidents etc. However we recommend labelling all clothing in case items get lost or misplaced.

## **Holidays**

The Nursery is open throughout the year, except for all Bank Holidays. Depending on when Christmas Day falls, we will close for one week of the Christmas Holidays. Holidays are charged at full fees.

## **Leaving**

Four weeks notice is required when your child is leaving the nursery. In the absence of this notice, you will be liable for the four weeks fees.

## **Lateness**

In order to maintain the correct staff ratio, it is important that children are brought to and collected from Nursery at the time agreed, otherwise fines will be incurred. There is a £30 charge for every 15 minutes or part thereof.

## **Medicines**

Nursery staff will administer only prescribed medicines from a doctor and if there is health reason to do so. Non prescribed medicine maybe given in an emergency for example, Calpol for a high temperature. The medicine book must be signed by the parent/guardian before the Nursery will administer any prescribed medicine.

## **Security**

The nursery rooms are secured at all times and entry is gained by ringing the bell.

Only Nursery Manager, Deputy Manager and Supervisor are allowed to open the door at any time.

Should anybody other than a parent be collecting a child then we must have full details in advance.

## **Absences**

It is important to inform the nursery if your child is unable to attend for any reason. This may be done in person or by telephone. Children who are poorly or suffering from an infectious illness should not attend the nursery until they are well enough to return or upon advice of a doctor. All absences must be paid for as normal.

# Parents as Partners

## Aim

To support and enhance the development of the children and to respect, understand and value the contribution parents make towards their child's learning. To provide support, guidance and encouragement to parents as educators.

## Objectives

- To provide parents with information about the Nursery before their child starts at the nursery.
- To work with parents in distinguishing the child's needs when the child starts at the Nursery.
- To provide opportunities for parents to discuss their child's progress.
- To provide guidance, advice and resources to support home learning.
- To provide regular written reports to parents giving details of their child's progress.
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- To provide regular written reports to parents giving details of their child's progress.
- To have written consent from parents before any decision is made with their child.
- To make any initial contact friendly, supportive and welcoming.
- To build a two-way relationship based on mutual trust and respect, ensuring they feel valued and belong.
- To listen, understand and ensuring empathy to gain trust and confidence.
- Being sensitive to their concerns about the setting's cultural appropriateness.
- To ensure that parental expertise and skills are valued.
- Consulting with them about their cultural, religious and dietary practises.
- To plan any meetings with times appropriate to them.

## Operating Policy

Before a child starts at the Nursery, parents will be invited to bring their child to a Nursery session during which the children can play and parents can ask questions of staff. Each parent will be given a Nursery Prospectus, which contains details of the Admission Policy and the Curriculum as well as other useful information relating to the Nursery.

During the "settling in period" when a child starts Nursery a member of staff will talk to the parent about their child. The duration of the "settling in period" will be flexible and will continue until the child feels happy and secure in the Nursery setting.

Parents will have access to information regarding the curriculum activities and events through discussions with staff, regular newsletters and written information placed on the parent's notice board. An information board is also available displaying the full menus of the food and drink we offer.

The parent's notice board will be updated on a regular basis. Newsletters will be sent out each term, Parent's contributions are always welcomed and we have a suggestion box by the front door.

All our policies and procedures, and other information are also available for parents on our website by signing up to our Parents corner.

If a parent has a concern or complaint regarding the care of their child the Nursery Manager, Sarah, or the Assistant Manager, Jemma, are always available to meet and discuss the issues confidentially. If they cannot be resolved then parents/carers have the right to contact OFSTED who will take the matter further. There are forms on the notice board for parents to complete with any concerns/complaints.

### **Planning, Recording & Assessment**

Staff will complete reports on each child and will be available to discuss these with parents if necessary. Such reports will be used to provide advice for parents to support learning at home. Parents are encouraged to be involved in their child's learning and assessments, by contributing to the reports. and their learning journeys within the setting.

A Parents Evening will be held twice a year to give parents an opportunity to discuss their child's progress with staff, but parents are welcome anytime to discuss their child's progress.

The Nursery Manager and Deputy Manager are always willing to discuss any issues with parents/carers and if they are busy with the children then a meeting can be arranged at a convenient time for both.

# Special Educational Needs, Disability and Inclusion

All Children are welcome and supported. We will provide support and help with adults within the setting whether they are parents, carers, visitors or staff. The Nursery will work in partnership with all parents/carers. Positive atmosphere generated with the whole of the Nursery set up will go a long way in helping all the children feel valued in their efforts, when receiving encouragement and praise.

Our Setting based SENCO is Sarah Holmes

## The Role of the setting based SENCO

1. Works with other staff to agree and implement SEN policy.
2. Co – ordinate the SEN provision within the setting
3. Offers support for parents/carers
4. Supports staff development
5. Liaises with other agencies
6. Keeps appropriate records
7. Assists staff in making observations and assessments
8. Assist staff in planning for children with SEN
9. Maintain confidentiality at all times.
10. We will always seek parents/carers written permission before seeking outside help.

## The Nursery supports the setting based SENCO by:

11. Valuing her skills, experience and training
  12. Allowing her to access relevant training
  13. Assisting her in reviewing the settings resources
  14. Ensuring she receives any relevant mailings, information and documents
  15. Allowing her time to work alongside colleagues, parents, professionals and other agencies.
  16. The nursery will ref to Disability Discrimination Act and make reasonable adjustments.
- Rooms in the Nursery will be well organised to support learning and behaviour problems. A calm and well-structured environment with resources readily available will support any areas of learning through play if needed we will endeavour to seek specialist equipment from toy library resources and the room layout can always be adapted to meet differing needs.
  - Stimulating activities will be structured accordingly within the Nursery to meet the needs of all children, which does not allow them to fail in any way.
  - We have a parent/carer partnership policy which involves the parent/carers from the start of Nursery. Parents hold key information and a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
  - Mad Hatters have regard to the SEN Code of Practise. It is desirable to recognise and accept that children with learning difficulties gradually respond well to small 'steps' being taken towards a concept or skill being mastered or learnt. Activities will be adapted to meet individual needs.

- Other children when appropriate will be made aware of a child's 'needs' in a positive sensitive and caring way.
- Help children to take part in activities alongside their peers and to ensure privacy when required.
- More able children need many challenging activities and these will be planned and provided. These children need to be challenged in areas they can naturally cope with too easily. Children's differing/extended levels of ability will be discussed with the child's Supervisor, Proprietor and Parents/Guardian.
- Promote Positive images of children and others with special needs.
- Support child's specific physical needs.
- The Special needs and Inclusion Policy is monitored daily and reviewed annually.
- Staff have access to in-house training and opportunities for training through the SENCO, and the SENCO staff will have specific training through the SENCO team.
- Daily information is shared with parents through daily sheets, newsletters, notice board.
- If parents feel the need to complain then refer to the complaints policy or telephone OFSTED on 03001231231
- We have a settling in policy which enables the children and parents to meet staff and children.
- If parents, carers, visitors have individual needs then we will endeavour to meet them.
- We are committed to work with other agencies where appropriate.

### **Facilities Available**

The Nursery is situated on two floors, the ground floor has easy access for wheelchairs and accessible toilets and changing room facilities. The first floor has the facilities for babies and access to toilets and changing facilities. Adults and visitors have access to the staff toilets if needed.

We will be 'reasonable' address all situations which occur to meet the needs of all children.

If an interpreter is needed then we will do our utmost to meet this need.

**No decision or discussion will be made on a child without the written permission of the parent/carer.**



# Admissions Policy

All children who attend Mad Hatters will not be discriminated against disability, race, gender or religion.

Our Admissions Policy will be as follows:

- 1) Existing siblings will be offered a place.
- 2) Full time place. A full time place will take preference over a part time place.
- 3) Siblings – children who have previously attended the Nursery.
- 4) A referral – if Social Services feel that a child has a great need for a Nursery place.
- 5) Anyone who is on our waiting list.

To secure a place at Mad Hatters Day Nursery we will ask for a week fee's deposit, this is refunded off your last invoice, and a £30 non-refundable administration charge.

# Fees

Sessions Available 3months – 5Years	Fees
<b>Full Day Sessions</b>	
7:30am to 6pm	£60.50 per day (Includes meals, nappies and wipes)
9am-4:30pm	£58.50 per day (Includes Breakfast, Snack and Lunch, nappies and wipes)
<b>Extra Session</b>	
7:00am to 7:30am	£3.50
<b>Half Day Sessions</b>	
8am to 1pm	£38.00 per day (Includes Breakfast, Snack and Lunch, nappies and wipes)
1pm to 6:00pm	£38.00 per day (Includes Snack, Tea, Nappies and Wipes)
<b>Full Time Session</b>	
7:30am to 6pm (5days a week, 10 sessions)	£275 per week
<b>Late Payment Fee</b>	
£30 (for every 15minutes or part of)	
<b>Fully Funded Only Sessions (Term Time Only)</b>	
9am to 4:30pm	£10.50 per day (includes snacks, and Dinner, and any extra activities)
7:30am-5:30pm*	£15.00 per day (includes breakfast, snacks, Dinner, Tea, and any extra activities)
5:30pm – 6pm	£3.50

\*If you require the full day session when you receive your government funding, you would pay for the additional hours where applicable. We do offer term time only places however, if you require a place throughout the holidays then full fees would apply. Please note we follow the term dates set by the Solihull Local Authority and are not able to change the term dates if these do not fall in line with other Local Authorities however, please let me know in advance as any extra days may be able to be booked (subject to availability).

If you pay your invoice monthly all fees need to be paid before the 7<sup>th</sup> of each month, and if you pay weekly all fees need to be paid before the Thursday. Your child may not be allowed to attend their days at nursery if payment is not made before these days. If fees are not paid on time then an additional 10% on top of outstanding fees will be applied on the next invoice.

Your deposit will be refunded against the last week's fees. Deposits secured for future places to start over 12 weeks will not be refunded if the child's place is not taken.

Nursery fees are payable in advance, either weekly or per calendar month.

Nursery is open from 7.00am to 6.00pm Monday to Friday

A late charge of £30.00 per 15 minutes or part thereof will be charge for children collected late.

Please note a 2 week notice is applicable when booking extra half hour sessions. If extra sessions are needed within a 2 week period an emergency £7 payment is payable (Subject to availability).

We have a minimum attendance of 2 fully days or 3 half a day. We are unable to offer alternative pricing structures for hours outside the above attendance patterns. Parents and carers are welcome to drop off and collect their children at anytime within those hours specified, but normal session rates are payable. 2, 3 and 4 year old funded places are available, including the 30 hours if eligible. Our sessions for these are listed below, and on occasion we maybe able to offer alternate hours dependant on availability. All absences are liable for full fees, this includes holidays and sickness. Our full exclusion list for illnesses can be found in our sickness policy.

We do offer a 10% Sibling discount. To Sibling discount is available if both children are full time, and not obtaining the childcare funding.

All nappies, wipes and meals are included in the fees, and some baby's formula milk, the following milk is included in the fees;

Cow and Gate 1 First Milk	SMA Pro First Instant Milk
Cow and Gate 2 Follow on Milk	Hipp Organic
Cow and Gate Comfort	Aptamil 1 First Milk
Cow and Gate Anti-Reflux Milk	Aptamil 2 follow on milk
Aptamil Anti-Refulx Milk	SMA Wysoy Soya Infant
SMA Staydown Anti-Reflux Milk	
SMA PRO Follow on Milk	

We regret that any brands not on the list above cannot be provided by the nursery, and must be brought in from home.

**Nursery reserves the right to refuse admission without notice if accounts are not paid up to date.  
Any unpaid account will be automatically be referred to the county court for settlement.**

## Please Find Below a Sample Menu

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Breakfast</b> Choice of Cereal, breads, pancakes and fresh fruit Milk or Water to Drink</p>	<p><b>Breakfast</b> Choice of Cereal, breads, pancakes and fresh fruit Milk or Water to Drink</p>	<p><b>Breakfast</b> Choice of Cereal, breads, pancakes and fresh fruit Milk or Water to Drink</p>	<p><b>Breakfast</b> Choice of Cereal, breads, pancakes and fresh fruit Milk or Water to Drink</p>	<p><b>Breakfast</b> Choice of Cereal, breads, pancakes and fresh fruit Milk or Water to Drink</p>
<p><b>Morning Snack</b></p>	<p><b>Morning Snack</b></p>	<p><b>Morning Snack</b></p>	<p><b>Morning Snack</b></p>	<p><b>Morning Snack</b></p>
<p><b>Dinner</b> Toad in the hole, with Mash Potato, parsnips and gravy <b>OR</b> Quorn Chicken Stew with Boiled Potatoes</p> <p><b>Pudding</b> Carrot Cake</p> <p>Water to Drink</p>	<p><b>Dinner</b> Jacket Potatoes, Grated Cheese and Baked Beans <b>OR</b> Creamy Tofu and Mushroom Stroganoff, with Fusilli Pasta</p> <p><b>Pudding</b> Blueberry Muffins</p> <p>Water to Drink</p>	<p><b>Dinner</b> Vegetable Fingers, Sweet Potato and Courgettes <b>OR</b> Chicken Fajitas with Peppers and Rice</p> <p><b>Pudding</b> Pineapple Upside Down Cake</p> <p>Water to Drink</p>	<p><b>Dinner</b> Quorn Chicken Burger, waffles and Broccoli <b>OR</b> Salmon and Broccoli Pasta, with Garlic Dough Balls</p> <p><b>Pudding</b> Berries and Yoghurt</p> <p>Water to Drink</p>	<p><b>Dinner</b> Vegetable Curry, Rice and Naan <b>OR</b> Rosemary and Lemon Chicken, with Roasted Potatoes and Vegetables</p> <p><b>Pudding</b> Apple and Butterscotch Sponge</p> <p>Water to Drink</p>
<p><b>Afternoon Snack</b></p>	<p><b>Afternoon Snack</b></p>	<p><b>Afternoon Snack</b></p>	<p><b>Afternoon Snack</b></p>	<p><b>Afternoon Snack</b></p>
<p><b>Tea</b> Ham and Salad Wholemeal Rolls with Crisps</p> <p><b>Pudding</b> Fresh Fruit and Yoghurt Water to Drink</p>	<p><b>Tea</b> Tomato Soup with Wholemeal Rolls</p> <p><b>Pudding</b> Fresh Fruit and Yoghurt Water to Drink</p>	<p><b>Tea</b> Cheese on Toast and Mixed Salad</p> <p><b>Pudding</b> Fresh Fruit and Yoghurt Water to Drink</p>	<p><b>Tea</b> Pitta Bread, with Hummus and Mixed Salad</p> <p><b>Pudding</b> Fresh Fruit and Yoghurt Water to Drink</p>	<p><b>Tea</b> Chapattis with Yoghurt and Cucumber Sticks</p> <p><b>Pudding</b> Fresh Fruit Water to Drink</p>

# Aims of The Early Years Foundation Stage

Children are constantly encountering new experiences and seeking to understand them in order to extend their skills, develop their confidence and build on what they already know. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, observing, reflecting and responding to adults and to each other.

At Mad Hatters we need to plan learning experiences of the highest quality, considering both children's needs and achievements and the range of learning experiences that will enable them to make progress.

The Foundation Stage curriculum is organised into seven areas of learning and these are known as the Early Learning Goals:-

1. Personal, Social and Emotional Development.
2. Communication and Language
3. Literacy
4. Mathematical Development
5. Understanding the World
6. Physical Development
7. Expressive Arts and Design

These seven areas help nursery staff to plan the learning environment, activities and experiences and to provide a framework for the early year's environment, but this does not mean that the children's learning is split into areas. One experience may provide opportunities to develop a number of competencies, skills and concepts across several areas of learning.

The planning is displayed on the Nursery boards or in their learning journey and parents/carers are welcome to read and if they require further information then the Nursery Manager or Deputy are always available.

A "Parent's Guide to the Early Years Foundation Stage" can be found on our website [www.madhattersdaynursery.co.uk](http://www.madhattersdaynursery.co.uk), and a copy will be given to you on acceptance of your child starting at Mad Hatters.

“Play is an essential part of every child's life and is vital to their development. Through play, children explore the world around them and develop and practise skills. It is essential for physical and emotional growth, for mental, intellectual and educational development, and for acquiring social and behavioural skills. Children play on their own and with others. Their play may be boisterous and energetic or quiet and contemplative, light-hearted or very serious.”

N.V.C.C.P (National Voluntary Council for Childrens Play) Charter

We believe that children learn through outdoor play, which complements and enhances their indoor learning.

### **We aim to:**

- Promote good quality, challenging, safe and accessible play for all children.
- Provide well-planned engaging activities outside similar but different to indoors.
- Provide an environment to extend and improve children’s learning and well-being regardless of the weather.
- Make the most of an environment over which we have little control.
- Expand children’s horizons of what learning can be experienced outside.
- Fulfil the requirements of the Early Years Foundation Stage outdoors as well as indoors.

### **Learning, Teaching and Caring Opportunities**

- Be independent.
- Be inventive and creative.
- Make their own choices and decisions.
- Take risks and solve problems.
- Learn and play in diverse groupings, which are not always controlled or supported by an adult.
- Develop individual interests and find own boundaries.
- Communicate, co-operate and negotiate with others.
- Experience a sense of adventure, excitement and fun.
- Develop fine and gross-motor skills.
- Develop physical skills for supporting emotional well being.
- Develop an appreciation of things seen, touched, smelt and heard.
- Develop a sense of awe and wonder in the natural world.
- Experience the seasons in all their richness.
- Develop knowledge and understanding of the natural environment, for example: life cycles.
- Develop and extend cognitive skills through active experience, discovery and practice.
- Engage in new experiences
- Revisit, repeat, re-live, recall, build-on and adapt previous experiences.
- Opportunities to experiment, observe, hypothesise, draw conclusions.
- Experience quite and secluded areas, for example: dens, tents

.....But as well as all this, there is something more.....something very, very special, which we delight in and value enormously about our garden, something which we believe to be part of the very essence of childhood.... This is the world of imagination, fairy-tale, magic, pretend, enchantment, story.....that whole exciting world of fantasy.

Let imagination run free!

## Policy into practice

Ratios are still to be adhered to while playing outside, dependant on activity ratios may differ for example: lighting fires – an extra member of staff present to always ensure the fire is supervised.

Staff will encourage children to care and respect each other, plants, animals, wildlife and the environment. Children will be provided with many resources and may move large or heavy objects, planks, boxes, or ladders when appropriate round the garden to make their own constructions. We show the children the best way to move these objects independently, or with a friend and encourage the children to ask us to help test their construction for safety. Woodwork and garden tools maybe used ensuring risk assessments are followed, and used with adult supervision. Sand should stay in the sand pit, unless being specifically used elsewhere. We aim to provide children with a broad and balanced curriculum indoors and outdoors. We provide children with honest appropriate answers to their questions about the world around them, and encourage exploration. Small fires are supervised by a staff member constantly and have been properly risk assessed.

Appropriate clothing/protection from weather should be worn/used for example wellington boots to be worn for wet and muddy play, or sun cream to be used for hot sunny days. Please see our nursery kit list for items that maybe needed throughout different seasons.

Staff ensure our outside area is safe to use daily before use, outdoor monitoring is completed to ensure all climbing equipment is safe to use, no litter or animal faeces, broken toys etc are staff are vigilant throughout play to ensure any hazards detected are removed, and recorded to eliminate risks. Children are taught safe practices, for example: when climbing, never climb with toys in their hands, push pull or hold onto their friends, or wearing long flowing dresses, or coats, and sensible shoes to be worn. In the warmer weather children are allowed to go barefoot, and shoes and socks will be stored safely.

We encourage children to keep specific toys in designated areas for examples~: wheeled toys on the pavement. Ensuring wheelchairs have access to all areas of the garden where possible.

We aim to make full use of prevailing weather conditions after risk assessing the circumstances, to allow children to experience the effects of the natural world.

## Promoting British Values

This Policy is also supported with our Safeguarding Policy

The Prevent Duty & Promoting British Values From 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

This duty is known as the Prevent duty. Here at Mad Hatters we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will;

Provide appropriate training for staff to ensure everyone is aware of their responsibilities. Part of this training will enable staff to identify children who may be at risk of radicalisation

We will build the children’s resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views (for early years providers the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world)

We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way

We will be aware of the online risk of radicalisation through the use of social media and the internet

As with managing other safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). The Key Person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly

We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly

We will work in partnership with our Local Safeguarding Children’s Board.

We will build up an effective engagement with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation)

We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms

We will ensure that any resources used in the preschool are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively



# Mad Hatters Day Nursery Limited Is Committed To An Equal Opportunities Policy

At Mad Hatters we believe that all children have a right to an equal service. We have an equal opportunities policy, which we ensure is followed through no matter what race, origin, sex, nationality, disability, religion and age of the child. Everyone is an individual with their own custom, values and beliefs. We emphasise on promoting anti racist and anti sexist behaviour, while supporting British Values using the Early Years Foundation Stage as guidance.

We do need to be aware of the following:

**The multicultural nature of society** – within our nursery we have a variety of children who have different abilities, disabilities and come from different racial, religions and cultural backgrounds. We are here to encourage our children to respect and value differences in other people and discourage them from making racist, sexist and anti social remarks which will upset other people.

**Avoidance of Stereotyping** – We should not expect a child to conform to stereotyping - a pattern of behaviour which we consider to be standard for the particular group to which a child belongs - nationality, ethnic group, social group or gender. Children from various backgrounds and cultures, socialise with each other, this helps to widen their knowledge and experience of people and their educational process.

**Gender** – We believe that boys should not be expected to behave differently to girls and visa versa. Both sexes must have the same opportunity to play with the full range of toys and to take part in all types of activities.

**Language and Accent** – It is important that children can understand what is being said to them, particularly when a child comes from a different background. It is of the utmost importance to respect the language which is spoken at home. Children who are bilingual can often move easily from one language to another and this will be encouraged.

**The Importance of Self Image** – All children are individuals in their own right and need to be encouraged to develop their own self image, as this will give them a positive approach to themselves and their fellow beings. Self confidence - to enable them to cope with people and the environment around them. Self reliance – encouraging independence, helping them to cope and to do things for themselves e.g. taking their own coats off etc. All our toys, books, puzzles, art materials, imaginative play, games etc. are aimed with the above policy in mind. All festivals are celebrated whether Christian or non Christian.

**Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. The concept of belonging is fundamental to racial equality**

- We aim to provide equal opportunities for all children and staff. Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued. Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff will be recruited with respect to their occupational skills and their ability to work effectively and safely.
- No one at Mad Hatters will receive less favourable treatment because of their race, culture, age, gender marital status or disability. Everyone will be respected and their potential nurtured. Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- We shall endeavour to meet the requirements of all families, regarding cultural, religious, medical and special educational needs, in an appropriate way. Managers and leaders will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Discriminatory remarks or behaviour are not acceptable and will be challenged. Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.
- Activities and opportunities will be selected to enhance children's self worth and respect for others, by avoiding stereotypes and derogatory images about others. Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Any medical, cultural or dietary food requirements will be met.
- We welcome families and children from a variety of backgrounds and cultures. The children will learn about a wide array of cultures and will be introduced to festivals from many different cultures.
- We welcome children where English is their second language. If needed we will seek help from outside agencies. Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.
- We promote equality of opportunity and good relationships between people of different racial groups. Staff will promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Mad Hatters will provide a start to a lifelong learning process about physical, moral and emotional development, by teaching an understanding and importance of family life, stable and loving relationships, respect, love and care.

Through planned and unplanned activities the nursery will encourage the following values:

- ✓ Respect for self
- ✓ Respect for others
- ✓ Responsibility for own actions
- ✓ Responsibility for family, friends, nursery and the community.

The nursery will provide a secure, non-judgemental environment in which to learn. All children and staff will be treated equally regardless of gender, race, disability, and social background etc.... Confidentiality will be maintained in accordance with the 'confidentiality policy' and we will strive to work with parents to assure that this policy is maintained as a working document.

Staff will be appropriately trained to ensure that the aims and objectives of this policy are met, and refresher training will be taken at least every twelve months if available, or as soon as available if not. Staff on training will be required to feedback to staff at staff meetings about the courses they attend.

Any outside visiting agencies must follow the same messages as the existing policies in place within the nursery.

#### What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

## **Respect for Others**

This policy applies to employees and parents of Mad Hatters. It may also apply to behaviour arising from contact with parties external to the Nursery, for example, independent contractors.

The purpose of this policy is to communicate the Nursery's commitment to ensuring the dignity of and respect for all individuals and to provide appropriate procedures in the event that these are infringed.

This is consistent with the 'Equal Opportunities and Inclusion' statements above, which sets out our approach to recognising individual differences and ensuring that bias and discrimination is eliminated from the way we operate.

Mad Hatters is committed to ensuring the dignity of and respect for all individuals. Harassment is a serious matter and is unacceptable in any form. We recognise that the detrimental effects of being harassed can be significant both for the individual (in terms of anxiety, loss of concentration, feelings of humiliation, ill-health, absence etc.) and for the wider environment (where harassment may become viewed as an acceptable standard of behaviour). The Nursery will ensure that appropriate procedures are in place to assist those who feel that they have been subject to harassment.

## Responsibilities

It is the responsibility of:

- ✓ all employees to ensure the practical application of this policy as it relates to the treatment of others so that the environment in which we operate is free from harassment and bullying. This includes offering support to a known recipient of harassment and not indirectly supporting the perpetrator by ignoring the situation.
- ✓ all line managers to ensure that this policy is applied and monitored effectively and for them to lead by example.
- ✓ all employees, particularly managers, to treat complaints of harassment seriously and to be sensitive to personal feelings and perceptions. Where cases of harassment are proven, managers are responsible for taking appropriate action under the relevant disciplinary procedure.

Examples of behaviour which constitute harassment include:

- ✓ unwanted physical contact ranging from touching to serious assault;
- ✓ unwanted verbal and written contact such as public humiliation, personal insults, jokes, offensive language, inappropriate banter, suggestive remarks, innuendoes or lewd comments;
- ✓ unwanted visual display of posters, pictures, objects, graffiti etc. including inappropriate use of IT such as offensive E-mail messages, faxes or screen savers;
- ✓ unwanted coercion including, for example, pressure to participate in political groups;
- ✓ unwelcome sexual advances or attention, propositions, suggestions or pressures for sexual activity at or outside of work where it has been made clear that this is unwelcome;
  
- ✓ isolation, non-co-operation or exclusion from activities;
- ✓ victimisation by, for example, singling out an individual for particular treatment or criticism;
- ✓ intimidation by, for example, aggressive or threatening behaviour;
- ✓ abuse of workplace authority;
- ✓ insulting behaviour including non-verbal harassment such as staring or gestures;
- ✓ spreading malicious rumours;
- ✓ deliberately undermining a competent worker by overloading and constant criticism;
- ✓ any other action or incident which the individual or group of individuals believes constitutes harassment or bullying.

This is an indicative list and is not intended to be exhaustive.