

June 2022

## Inclusion Newsletter – Term 6



ECCC's newsletter with details of our developments and achievements within the area of inclusion, diversity, representation, belonging & connectedness.

### Diversity

Diversity values the many ways in which we're all different. This includes our gender, race, ethnicity, abilities and disabilities, religion, culture, age, sexual orientation, and our different backgrounds and experiences

### Equity

Equity means that we might need to be treated differently in order to have an equal experience. Some of our children might benefit from extra support in order to have the same, equal opportunities as their peers.

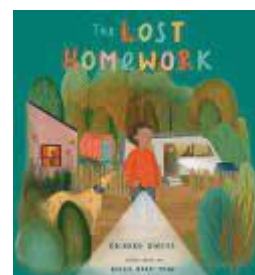
### Inclusion

Inclusion isn't just about giving everyone access to the same environment. True inclusive practice makes sure that everyone has access to the same experiences. It makes sure that everyone feels heard, valued and represented.

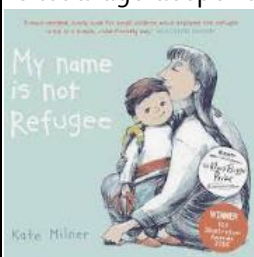
## Cultural Calendar Celebrations

During term 5 we celebrated **Ramadan and Eid-al-Fitr**. To ensure that the staff were fully informed about the celebration we invited Sham (a local community member and employee of Islamic Relief) to speak during a staff meeting, where we shared traditional food and listened to the experiences of children during the month of Ramadan. We chose to centre the activities with the children around the values of community, gratitude and celebration! We learnt the Ramadan Moon song and participated in some drumming workshops, we shared snack time with our friends in other rooms and we also talked to the children about the act of giving to those less fortunate, collecting wonderful donations for Bristol Baby Network. We did small walks in the local community and pointed out the Mosque as we went past, talking about its significance to Ramadan. We ended the month's celebration by having a communal Eid feast on cushions, surrounded by lanterns and music.

June is **Gypsy, Roma & Traveller Month**, we celebrated on the 1<sup>st</sup> of June by reading stories, eating a traditional beef goulash and talking about the diversity and richness that Gypsy, Roma and Traveller communities bring to the UK. Due to a lack of understanding about their way of life, Gypsies, Roma and Travellers have often suffered prejudice and persecution. Despite living and working throughout Britain for as long as 500 years, their history and culture is largely absent from British History. Gypsy, Roma and Traveller History Month aims to address this absence and encourage deeper understandings relating to these communities by raising

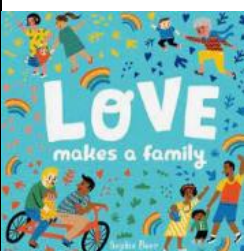


awareness, challenging stereotypes and supporting community cohesion.



Monday 20<sup>th</sup> June was **World Refugee Day**; an occasion to read stories and build empathy and understanding for Refugees plight and to recognise their resilience in rebuilding their lives. The rooms made simple flatbreads together whilst talking about rations and experiences.

**Windrush day** is celebrated on Wednesday 22<sup>nd</sup> June, we will all read the book 'Coming to England', talking about the journey that the Windrush generation made and their contributions to British society. We ate a traditional Caribbean dish of peppercorn stew.



On Friday 8<sup>th</sup> July we will be talking about how different people love each other through **Bristol Pride** celebrations. We will be sharing stories about all different types of families and in Rainbow will begin to explore why people march through the streets to stand up for diversity, equality, freedom and love. Feel free to continue this learning at home by collecting one of our festival library books.

A communal feast will take place in the garden on Monday 11<sup>th</sup> July to celebrate **Eid-al-Adha**, we will be listening to music and sharing afternoon snack as a whole centre. Eid-al-Adha is the Islamic celebration of sacrifice, a time for prayer, giving to others and getting together with family.



If you would like to come in to join in with a particular celebration at any time, please do speak to your child's key person! We would also love you to share your skills or experiences with the children.



## Sunhats

Due to our many conversations about hair discrimination, we have

purchased sun hats in a variety of sizes to try to accommodate all hair types and styles. Furthermore, our staff team are now better equipped to have interactions that show respect and empower our young children's identities.



## Bilingualism and Belonging

Last week our Diversity and Inclusion team (Beth, Habiba, Esther, Katie, Jenny and Izzy) audited the provision for children whose families speak multiple languages. We have found that learning a few key words in a home language can boost a child's sense of belonging, therefore the addition to the All About Me in the induction is very valuable. Each room was rich with visuals and scripts in other languages and all of the staff questioned were able to show how they were supporting the bilingual children in their room to feel a sense of belonging and encouraging their language acquisition. We will be doing some whole team training on Inset day in August and hope to come up with an action plan for future developments in the area.

If you have any ideas or ways you would like to see your language represented in the centre, then please do get in touch.

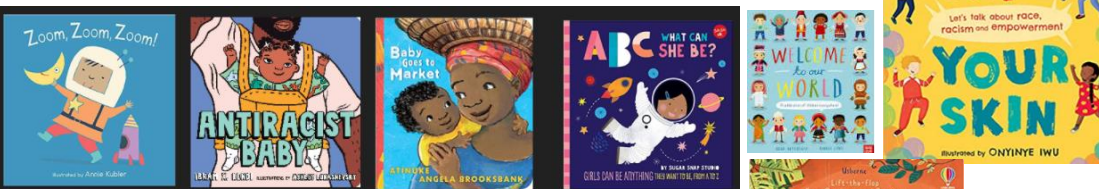
We love to raise an understanding of living in a multilingual community, if you speak a language other than English please join a group time to speak with the children or read a story.

We will be running our webinar '**An introduction to Talking to young children about Race**' again in September/ October. In the mean time, why not audit your book shelf? Research tells us that by the time that your children leave ECCC, at age 4, they are aware of the social construct of race and begin to recognise their own racial group and those of others. We want to ensure that children grow up as fully informed global citizens and value diversity.

Here are some useful questions when auditing your bookshelf:

- Is there positive representation of different races? And stories from different cultures?
- Are people of colour taking on a main role, and not only depicted in disadvantaged situations? Are they seen in positions of power and influence?
- Think about where these books are coming from. Who is writing them? What messages are they giving?

Here are some book suggestions:



EXPERTS SAY CHILDREN SHOULD READ BOOKS THAT ARE "MIRRORS" (REFLECTIONS OF THEMSELVES) AND "WINDOWS" (A GLIMPSE INTO THE LIVES OF PEOPLE WHO ARE DIFFERENT FROM THEM). BY DOING SO, THEY LEARN RESPECT FOR THEMSELVES AND OTHERS.

-Pamela Paul and Maria Russo  
*How to Raise a Reader*

In 2018 only 4% of children's books published in the UK had a minority ethnic hero. This doesn't reflect the reality of our world.



If you have any questions, comments or would like the opportunity to chat please do not hesitate to pop upstairs or contact me: Izzy Ruddick Centre Manager, SENCo and Inclusion Lead [iruddick@eastonccc.org.uk](mailto:iruddick@eastonccc.org.uk)