

Y Bont

Clybiau
Plant
Cymru



KIDS' CLUBS

www.clybiauplantcymru.org

Diversity in
play settings

Supporting Transgender
Young People

Play in Africa

Equality
Diversity
Inclusion

Gender stereotypes
Neurodiversity

Racial microaggressions

Helping your Setting recognise
and celebrate cultural diversity

Supporting staff
and children
with their
Mental Health

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Welsh Government

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Dear Out of School Childcare Club Member...

As winter draws to a close and spring has sprung, we welcome the lifting of restrictions and hopefully a return to a slightly more normal existence.

With a packed programme for Government to support and additional funding which has allowed us to engage in some excellent training, for both our staff and Playworkers in Out of School Clubs, I hope that you have already benefited from this or are booked on to engage in the near future. The workshops celebrate and promote diversity such as neurodiversity, transgender and race equality awareness sessions and have helped our staff to gain knowledge which will in turn support our clubs to promote increased inclusive practice within their settings, I hope that your staff have taken the opportunity to engage too.

This spring edition of Y Bont is focussing on **equality, diversity and inclusion**, you will see articles that help you understand that inclusion and equality is not just about disability, children need a safe place to play regardless of their age. Thank you to all our guest writers and our own staff who have enriched this edition of our newsletter with articles

Clybiau Plant Cymru Kids' Clubs' **vision is 'A Wales where children play and communities prosper'**. In line with the UNCRC and the Wellbeing of Future Generations (Wales) Act (2015), we want to ensure that this vision is fully inclusive: that all children are able to play within accessible, quality childcare provision, and that all communities prosper. We are wholeheartedly committed to supporting Welsh Government, Out of School Childcare Clubs and communities across Wales to bring this vision into reality.

As the winter drew to a close so did our Tesco Bags of Help funded project **Grow Your Own Feast**. You will have hopefully by now received a gift funded by this project with seeds for you to sow (and show) along with activity cards to find hints and tips.



Camau Cymraeg Clybiau
We have developed a wide range of resources to support the increased use of Welsh, many of these have been shared via social media with #WelshWednesday. These resources are currently being collated into a

specific area of our website '**Camau Cymraeg Clybiau**'. This area will include posters, word searches and activity sheets.

I am proud to be able to announce Clybiau Plant Cymru Kids' Clubs **very first annual**



conference, we had hoped to have this face to face but unfortunately for this year at least it will be online. Hopefully you are already booked on, both myself and my team are really looking forward to 'seeing' you on the **30th March @18.45** for the main event 19:00 – 21:00.

We have exciting plans for Playday 2022, which will hopefully see the Out of School Childcare sector across the UK playing, being and working **twogether!**



We hope that your club will get involved to support your communities, their children and families to understand the benefits of play, whilst marketing what you can offer them

Lastly from me, we are once again this year able to offer you **funded membership until 2023**, thanks to The Welsh Government. We hope that this will support you to continue to access our wealth of resources and webinars, to support your ongoing **Governance, Sustainability, Training and Welsh Language**, all of which will help us to achieve our **Vision of a Wales where children play and communities prosper**.

Jane O'Toole
Chief Executive Officer

2022 - The Year of being TWogether

2022 - The year of being Twogether: Clybiau Plant Cymru Kids' Clubs continues to offer a FREE membership programme to Out of School Childcare Clubs in Wales

Clybiau Plant Cymru Kids' Clubs has been representing, promoting and supporting the Out of School Childcare Club sector for more than two decades.

For another year, we are delighted to confirm we will continue to offer FREE membership to Out of School Childcare Clubs, which will give access to benefits, initiatives and continued up to date guidance for the Sector throughout 2022.

Already a member?

Sit back and relax; we'll do the hard work for you.

Your membership will automatically renew free of charge, allowing you to continue benefiting from our weekly newsletters, 'Y Bont', projects, resources, 1:1 support, advertising, discounts, training and much more (until March 2023).

All we ask is that you log in to the membership area on the website to ensure your details and credentials are correct and up to date; this allows us to provide the most effective support possible, tailored to your Setting.
<https://www.clybiauplantcymru.org/members.asp>

We are looking forward to working **twogether** in 2022.

20 22



Right of the Month

In line with a calendar developed by UNICEF, the Children's Commissioners Office has a 'Right of the Month' Campaign which features a specific Right (UNCRC - United Nations Convention on the Rights of the Child) every month, tying in with key dates and events.

Why not use this within your play provision, and think about how you can incorporate these messages about Children's Rights within their play and within conversations you have during the month? Empower children by helping them to understand about their rights!

Upcoming Rights of the Month:

- March:** The Right to a name and nationality (Article 7), which can tie into St David's Day
- April:** The Right to good food and water, and to see a Doctor if you are ill (Article 24), which can tie into World Health Day
- May & June:** The Right to a good standard of living (Article 27), which can tie into Eco Day / Fairtrade Day

Find out more about the Children's Commissioners Office Right of the Month here: <https://www.childcomwales.org.uk/resources/right-of-the-month/>





West Wales

Benefits of Registration

Care Inspectorate Wales (CIW) registered Out of School Clubs in Swansea continue to access sustainability funding through Swansea Council's Children and Young People Fund 2021-2022. Many Settings continue to face challenges as a result of the pandemic and accessing the funding available has enabled them to remain open to support their families.

As eligibility criteria for the grant stipulates providers must be registered with Care Inspectorate Wales, several providers in Swansea have been looking at what the benefits of CIW registration are, and 4 providers are currently working towards this status. Once registered they will be eligible to apply for funding, along with accessing other benefits such as offering funded Childcare Offer places to working families of 3-4 year olds and signing

up to Tax Free Childcare as well as providing an assurance of quality for families using those settings.

Swansea has also seen a gradual increase in Out of School Childcare settings looking to expand their existing provision to offer additional sessions such as wraparound or holiday care and again, accessing the Children and Young People Fund has enabled them to do this sustainably.

Providers in West Wales looking to apply for funding, expand existing provision, or considering becoming CIW registered in 2022, please get in touch with your Childcare Business Development Officer sianj@clybiauplantcymru.org (Swansea) or janinee@clybiauplantcymru.org (West Wales region).

New Clubs and the benefits of incorporation

We continue to see a large increase in new club enquiries throughout West Wales which is always promising news for the sector, as well as some new registrations from Clwb Ilar Llanilar, and Narberth CP school in Pembrokeshire who both received Charitable Incorporated Organisation (CIO) status in late 2021 and then went on to complete their Care Inspectorate Wales (CIW) registration shortly thereafter.

At the time of writing, both settings are eagerly awaiting their CIW registration and we wish them all the best of luck with their newly incorporated and fully registered organisations. The benefits of incorporation and registration can easily be seen through better access to funding streams and therefore better facilities and resources for the children in your care, and significantly improved sustainability for your organisation.

A formal legal structure that limits the liability of its members for any liabilities of the organisation such as a Charitable Incorporated Organisation is recommended when considering setting up a new childcare business.

Clybiau Plant Cymru Kids' Clubs is also able to offer information to voluntary run clubs to help them review their management model and decide whether it is still suitable moving forward.

One option as chosen by Clwb Ilar Llanilar and Narberth CP school is becoming a Charitable Incorporated Organisation (CIO) where any liabilities arising from e.g. employing staff, renting buildings, fall on the organisation itself rather than the individual committee members.

The basic steps:

1. Draft a constitution (set of rules) for the new company.
2. Register with the Charity Commission.
3. Transfer the business of the old voluntary group to the new company (CIO).
4. Close down the old voluntary group.

Get in touch with your Childcare Business Development Officer or regional office if you would like some more information about the advantages and disadvantages of a range of management models for the childcare and play sector.

If your setting has recently become incorporated or registered and would like support with fund sourcing and applications, or if incorporation or registration is something your setting is considering in West Wales then please don't hesitate to get in touch via janinee@clybiauplantcymru.org (Covers: Carmarthenshire, Powys, Pembrokeshire, Ceredigion, and Neath Port Talbot).

A Sad Farewell In December 2021 we bid a sad farewell to Tre Uchaf Kids' Club in Swansea, who after 20 years of providing an excellent, quality childcare provision for the children of their school and community, closed their doors. We would like to wish Nicola and Heather, along with all of the team at Tre Uchaf Kids' Club, good luck for the future and a massive thank you for their hard work and contribution to the Out of School Childcare sector.

We are incredibly fortunate in West Wales to have a number of settings who go above and beyond in the pursuit of good inclusive working practices.

Most practitioners believe that when inclusion is achieved properly, with the correct ethos, provision and resource it can be 'great.' (Nind, Sheehy and Simmons, 2003). Believing that early and appropriate intervention, followed by a sensitive approach to the development of individual's needs, is paramount to every child achieving to their best ability. The best settings prioritise creating an atmosphere of respect, sensitivity and encouragement to foster an environment where every child can play, have fun and be happy and achieve success within their own limitations.

Equality vs Equity

'Equality is about sameness; it focuses on making sure everyone gets the same thing. Equity is about fairness; it ensures that each person gets what he or she needs.' (Divides, 2015).

The development of a relatively new term in childcare and education, equity, is one of considerable importance today. Equity is predominantly about creating a fair system rather than an equal system. This allows for children to be supplied with what is necessary for their personal need, rather than all receiving the same thing. The settings who are best able to provide this equity are very often the ones which promote this inclusivity in their communities. These settings often provide a range of exciting club experiences for children and communicate in a way in which all can understand. These settings usually place a high importance on promoting diversity in society as

Inclusion within Childcare settings

well as within their own settings ensuring this inclusive practise is shared. We are incredibly fortunate to have a number of settings in West Wales who continue to promote and adopt these best practices.

It is important to remember Booth and Ainscow's Index for Inclusion however; evolving inclusive practices is as crucial as creating inclusive policies when creating inclusive cultures. An inclusive setting is always changing to meet the needs of its changing children.

We hope you have benefited from the range of online training we have delivered over the spring term to celebrate and promote diversity such as neurodiversity, transgender and race equality awareness sessions and would love you to share with us how you have increased and promoted inclusive practice within your setting at info@clybiauplantcymru.org.

If your setting requires further support with promoting inclusivity (e.g. we have an inclusive play checklist), please don't hesitate to get in touch via janinee@clybiauplantcymru.org.



Image: Divides, R.O.D., (2015), STEP UP. Accessed via <https://www.aacu.org/sites/default/files/StepUpLeadEquity.pdf> on 11/12/2017

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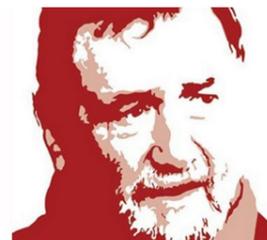
Ray Gravell and Friends Charitable Trust

Prior to the pandemic we also delivered Nature Zone, Playing Out with the Elements and Storytelling Workshops to 5 clubs in specific priority areas - Clwb Gofal Mes Y Dderwen, Young Carers Trust at Heol Goffa, Myrddin Unit and Canolfan Elfed and Clwb Miri'r Mynydd - to provide activity ideas and facilitate play with children.

In addition to the resources above, we have been able to fund the purchase of a Forest School Den Kit (nationaltrust.org.uk) to these 5 settings, to supplement these workshops and to support children to play outdoors.

Thank you to the Ray Gravell and Friends Charitable Trust for funding this project and we hope that the children are enjoying playing.

Please #showusyourplay and share and tag your photographs @Clybiau Plant Cymru Kids' Clubs.



Play Outdoors, Connect with Nature



Thank you to the Tesco Bags of Help (Llanelli) Programme for the funding to deliver nature based workshops in Clubs to support children to play outdoors and connect with nature, promoting health, wellbeing and environmental awareness.

for our Carmarthenshire members to promote outdoor play and mitigate coronavirus risks:

- bilingual guide on den building
- 12 bilingual activity cards focussing on the natural elements of earth, fire, water and air
- Gofindit treasure hunt kit
- Playworkers' Toolbelt.

Remember, we love to see your projects so share and tag us in your photographs using @Clybiau Plant Cymru Kids' Clubs, #bagsofhelp, #showusyourplay @groundworkUK and @Tesco_Wales across all your social media platforms!

The Pandemic prevented the delivery of some of these workshops and instead we were able to fund the purchase of the following resources

Facebook: <https://www.facebook.com/clybiau>
Twitter: <https://twitter.com/clybiauplant>
Instagram: <https://www.instagram.com/cpckc/>

Need to contact us?
You can contact the West Wales team by phone on 01269 831010, by email: info-ww@clybiauplantcymru.org by post: Unit 2 Clos Gelliwerdd, Cross Hands, Carmarthenshire. SA14 6RX.



North Wales



Welcome to new and old learners in North Wales

We would like to extend a warm welcome to new and old (existing) learners completing a variety of qualifications in Playwork throughout North Wales.

Two learners have joined us from Clwb Ty Wendy Bontnewydd in Gwynedd, both undertaking an apprenticeship CACHE Level 2 Diploma in Playwork (NVQ). Another learner joining us is from Clwb Enfy in Conwy who is also completing their apprenticeship CACHE Level 2 Diploma in Playwork (NVQ).

A learner from Golftyn After School Club, Flintshire, has been on programme for 6 months is completing her apprenticeship CACHE Level 3 Diploma in Playwork (NVQ) and we have two learners who are nearly finished their apprenticeship CACHE Level 2 Diploma in Playwork (NVQ), both are from Esgob Morgan After School Club in Denbighshire.

We also have a cohort of 5 learners who have just started on the Level 3 Award in Transition to Playwork.

We wish them all well in their studies.

If you would like to complete a qualification in Playwork then please complete an expression of interest form which can be found [here](#).

Need to contact us?

You can contact the North Wales team by phone on 01492 536318, by email: info-nw@clybiauplantcymru.org by post: 19, Princes Drive, Colwyn Bay LL29 8HT

Child Participation at Clwb San Sior

Clwb San Sior, is a voluntary managed Out of School Childcare Club based within Ysgol San Sior, Llandudno. The club have a fabulous way of ensuring the children take full responsibility for their own club. This is done in various ways from informal chats around the snack table to children's meetings, even taking turns to collect eggs from the 100 chickens and tending to the number of animals on site.

The club leader Fiona explained "the children absolutely love tending to the animals, cleaning their beds and restocking their food. We collect eggs from the chickens and honey from the bees. The children also love to participate in jam making and various other cooking activities which we source ingredients from the club garden."

Children attending the club take turns to check on the reptiles, feeding the tortoises and taking them out onto the field when weather is ok and check on the fish in classrooms and feed them during the holidays. They love collecting eggs and pack them also help to top feeders and water containers up, they also tally eggs and add up amount laid that week. They even help out with the bees, helping to take the wax out of frames from the bee hives and spin the honey.

A firm favourite of the children is butterfly spotting and recording all the beautiful

butterflies they see within the club garden for the 'big butterfly count 2021'.

In the garden they are involved with weeding, brushing up, watering plants and checking the polytunnel, helping to harvest apples.

The club also get the children very involved in cooking activities, helping to weigh ingredients out for baking and helping to peel apples and grate fresh ginger for chutney and labelling the chutney and honey jars.

The children help put cups out for breakfast and take toast out to all the children and even help to set activities up for the various themes and look for resources in cupboard. At the end of the night the children are always helping to tidy up and put toys in right boxes.

A child who participates in decisions about our club is likely to be happy and enthusiastic about being here – giving the working parent and carer peace of mind.

'A child who feels respected and valued by adults is likely to reciprocate that respect.' (Children's Participation Pack, Save the Children 1996)

Well done to all at Clwb San Sior and keep up the excellent child participation work.

Conwy Safeguarding Course

October 2021 saw 15 learners from Conwy County settings complete our All-Wales basic Safeguarding Awareness (Online) course. The course has been designed to convey key values and principles in the safeguarding of individuals, providing those who provide care or support with basic foundation knowledge. It is expected that those taking part would undertake further training and learning relevant to the individuals they support, children or adults.

These learners have now been equipped with the knowledge and skills to keep children within their settings safe and support their settings to comply with Care Inspectorate Wales (CIW) regulations.

Due to success and demand of this course Clybiau Plant Cymru Kids' Clubs are holding another All-Wales basic Safeguarding Awareness (Online) course in March.

To book visit our website (<https://www.clybiauplantcymru.org/training-events.asp>) or contact Rachel Tustin Childcare Business Development Officer for Conwy for more details at rachelt@clybiauplantcymru.org



South East Wales



Congratulations Hollies!

The Hollies After School Club are a very busy after school club that run from Gwauncelyn Primary School. The Club are managed by a voluntary committee who have been committed to the success of the Club. Sarah Murray manages the Club on a day-to-day basis and works very well with the committee to ensure the smooth running of the Club. Through conversation with Clybiau Plant Cymru Kids' Clubs over the years it was decided that the committee would work towards becoming a Charitable Incorporated Organisation (CIO).

A CIO provides protection from personal liability for the committee members as well as opportunities to apply for charitable funding. Work began on becoming a CIO around September 2021 and, working with South East Wales Business Development Officer Becky Hall, the Club developed their constitution and then completed their online application.

Their work was so thorough that the Charity Commission agreed their application very quickly. The Club submitted their application on the 9th October and received their CIO status on the 1st November. This was a very quick turnaround that was testament to the hard work that all involved put in.

Work on registration was also underway in the Autumn, with all policies completed and the application written. Since receiving their CIO status, this work has continued and we are positive they will have registration ready for the new year when they move into their new premises.

If you would like support with becoming a CIO or to register with Care Inspectorate Wales, please contact your regional Childcare Business Development Officer.

Clwb Allysgol Corneli Sger

Funding from the Summer of Fun was made available via BAVO within Bridgend and with support from Clybiau Plant Cymru Kids' Clubs, Clwb Allysgol Corneli Sger were successful in receiving £1000. The aim of the Summer of Fun grants was to provide quality play experiences for children to mitigate the impact of losing so many Play opportunities throughout the pandemic.

Clybiau Plant Cymru Kids' Clubs has a plethora of quality workshops in a variety of topics that provide opportunities for quality play. Clwb Allysgol Corneli Sger chose to use some of the funding to purchase a selection of workshops. The first workshop was delivered in October half term and using the 'Pulley's and What Not' workshop, a Halloween spin was added and the children enjoyed being mini-Dr Frankenstein's for an afternoon and made volcanos and lava lamps. The second workshop was delivered

before the Christmas Holidays. Through the Games Galore workshop, the children had lots of fun playing Christmas themed games and creating and demonstrating their own games. One of the Playworkers was also a parent whose child attended club. The child had additional needs and little speech but the parent commented to those delivering that his engagement was greater during these sessions than usual. This highlights the power of play and the inclusion that play provides.

Feedback received from the children was fantastic with one child commenting "I loved this session, could you do this another time and maybe for longer? Thank you so so much :)"

If you would like information on the workshops we offer, please contact your Regional Childcare Business Development Officer or a member of our Training Team!

Tesco Bags of Help, Blaenau Gwent

Following receipt of funding from Tesco Bags of Help to deliver 'Playing out with the Elements' workshops in Blaenau Gwent, 5 lucky Out of School Childcare Clubs in the county are receiving these workshops during February/March.

'Playing out with the Elements' is one of our most popular practical workshops (amongst children, Clubs and Training Officers themselves!). It introduces children and Playworkers to the elements of earth, air, fire and water as stimuli for children's play. The workshop can be delivered within during Club hours with children and Playworkers, and can also be delivered as a workshop for Playworkers from multiple

Healthy Friends in JAKS After School Club

Prior to the outbreak of Covid-19, we ran a competition via Facebook for Clubs in Rhondda Cynon Taf, through funding we received from Welsh Water. The winning Club, JAKS, was awarded a free Healthy Friends workshop, which was delivered later than originally planned, in December 2021.

Our Healthy Friends workshop is based around our 'Play, Learn and Grow Healthy' Pack. The workshop provides information and ideas for setting up a buddy system within your Club, allowing older children to lead on activities with younger children. The workshop can help children to improve their physical activity and nutrition levels through a range of fun games and activities. The workshop also includes a 'Play, Learn and Grow Healthy' Pack which contains 86 bilingual activity cards.



Clubs to support their continued professional development, and to provide lots of fun ideas for element-based play.

We hope all of the Blaenau Gwent Clubs who have received (or will shortly be receiving) the workshops have lots of fun!

Need to contact us?

You can contact the South East Wales team by phone on 029 2074 1000, by email: info@clybiauplantcymru.org by post: Bridge House, Station Road, Llanishen, Cardiff. CF14 5UW

Culture and Types of Play

My name is Nenie and I am the Administrator from the North Wales office, I am currently studying in Bangor university but I was born in Nigeria.

The African culture is a rich culture especially with a country like Nigeria that has over 250 ethnic tribes and nearly 500 ethnic languages spoken.

Children's play is:

1. By simulating real life situations based on actions they have seen from their parents or environment. For example, when a child plays going to work or cooking, the child mimics an adult whom he/she sees cooking frequently or going to work. More examples include;
 - family play pregnant or nursing a baby
 - singing of rhymes and dancing to rhymes in group
 - innovative plays; constructing castles, building houses, with sand or Lego
 - play with sand to simulate agriculture with miniature gardening implements while trying to plant a stone and water until they are told by an adult that stones don't grow.

2. Relative to learning and instilling cultural awareness in children, for example;

- Tales by Moonlight stories – a respected adult tells children tales of culture.
- Drama and cultural dances - where the children dress up culturally and dance to the cultural drums.
- Ayo – in times past, holes were made in the ground and played with seeds but now modernised with board game that comes with specially made seeds
- 'Alo' also known as 'folktale', adults tell stories of naughty children and make inferences of life lessons for children to learn from.
- Animal folklore - why animals like the tortoise have a cracked or hunchback

In sum, there are different Types of Play in different cultures and aimed at different purposes. We'd love to hear about play cultures from all over the world – email us at info@clybiauplantcymru.org if you have some stories about play from wherever you grew up!



Diversity, Culture, Values and Beliefs

As role models for children, Childcare and Play Workers play a vital role in modelling the acceptance of diversity, cultures, values and beliefs.

The National Minimum Standards set out by Care Inspectorate Wales (CIW) requires all CIW registered providers to meet 'the needs and preferences of individual children (including those from minority ethnic communities) in relation to their home language(s), intended medium of education (e.g. Welsh or English) and their social, cultural and religious practices are understood and catered for (standard 4.3)'. But this is not exclusive to those settings registered with CIW - but to all Childcare and Play providers.

To support a fully inclusive and diverse environment, staff and children need to have an understanding about different religions and cultures in order to be respectful to others, and to feel respected.

Here are 10 ways to help your Setting recognise and celebrate cultural diversity:

1. Ask the children to research and develop a year-round calendar of cultural events and celebrations and plan activities, snacks, games and discussions around each. It is important that Childcare and Play workers use these celebrations to talk about why they are celebrating and what the meaning is behind it.

2. Opt for books, literature, posters and films that include characters representing all children. Where this isn't possible look to create your own. It is important that children can identify themselves and family in all play resources.
3. Have signage displayed in different languages such as 'Welcome' or 'Hello' around the room. If a child attends your setting who is familiar with another language or uses another language in the home try and learn a few words or key phrases to help them feel understood and heard. You can download for free our multilingual 'Welcome' poster for your setting here: <https://www.clybiauplantcymru.org/pdfs/Welcome%20Poster.pdf>

4. Food can be a great way to celebrate cultural diversity. It not only teaches children about the different foods from around the world but provides an opportunity to taste food that they may not have tried before.
5. Explore games from around the world. Ideas can be found on the internet but ask children, or even family members to come in and show how to play a game from their heritage. The children could even create an activity book made up of all the different games they have learnt so it can be picked up and used over and over again.

6. Have an equal and diverse range of dolls, costumes, role play items and toys available at all times to 'normalise' diversity and demonstrate 'real life'. You can include utensils from different cultures in your role play areas, or musical instruments from around the world.

7. Ensure you have crayons and paints available that represent different skin colours.

8. Involve parents, carers and family members. A child's home life is likely to be the key source of their identity and it is vital to ensure children continue to develop a positive sense of their own identity within all environments. By working in partnership with families or carers Childcare and Play Practitioners can play a huge part in reinforcing this.
9. Encourage all staff to research different cultures and what it means to have a diverse setting. Encourage them to attend training that may help them to do this and to understand what their roles are.
10. Regularly review your Equal Opportunities policy and download a copy of our Equality Play Checklist - both can be found within our Stepping Out resource at www.clybiauplantcymru.org along with our Culture Zone pack which is full of activities and ideas to support your setting!

When considering culture, don't forget our Welsh heritage too! Our website hosts an array of Bi-lingual resources to use in your setting, along with Welsh language resources and YouTube videos to help your Setting increase daily usage of the Welsh language.

Supporting Children's Mental Health

Place2Be's Top Tips to Support Children's Mental Health

Children generally understand that it's important to look after their physical health – but how many know how to look after their mental health and wellbeing too? NHS figures suggest that 1 in 6 children now have a diagnosable mental health issue, and of course many more may be affected by challenges they face such as bereavement, bullying or family breakdown... and that's on top of the uncertainty and worry caused by a global pandemic.

As someone who works with children, there is a huge amount you can do to promote good mental health and build children's resilience to cope with life's ups and downs. Here are a few of my top tips:

1. **Look at what's behind the behaviour**
We all get angry, stressed, upset and frustrated from time to time, and it is exactly the same for children. If a child is in distress – emotional, angry, sad, or behaving in a disruptive way, try to look at the emotions behind their actions. You can try following these steps: remain calm, be curious about what their behaviour might be communicating, and empathise, then listen and reflect back, without criticism or judgement. This will help children become more open and feel safe to communicate

with you.

2. **Listen carefully** By listening carefully to what children tell us, it can help you to name their feelings and show you understand them. That can in turn, help them to better understand their own emotions. A child may open up in situations where they feel less pressure – playing a game, during snack-time, or during a creative activity. Try to be available and attentive during these times.
3. **Help children figure out what works for them** Every child is different. Some may find that fidgeting with an object helps them to feel calmer. For others, they may need a safe, quiet space where they can go when they feel overwhelmed. If you can help children figure out what helps, they will be better equipped to cope with big feelings in future.
4. **Be a good role model** It's natural to feel that we need to put on a 'brave face' for the children we work with. But in fact, being open about your feelings (in an age-appropriate way) and how you cope when things go wrong can be even more beneficial. For example, you might say something like "I'm feeling really worn out today. I think when I go home I'm going to



treat myself to a nice bath because that always makes me feel better." This will show them that it's okay to talk about how they feel – whether they feel happy and excited, or worried and sad.

5. **Access support** When we provide training for those who work with children, we often talk about the oxygen mask principle – you must take care of yourself before you take care of others. Whether it's having a natter with a friend, getting out into nature, or even just a good cwtch with your pet – it's important not to forget to make time for yourself.

For more advice and resources from Place2Be, including activities to try with children, visit www.place2be.org.uk.

Emma Bell, Area Manager South Wales, Place2Be.

Equality Play Checklist

As childcare and play Providers, you seek to ensure that your provision is welcoming and accessible for all. An Equality Play Checklist is one way that you can help to ensure that children are exposed to diversity and that your provision can be inclusive.

Typically, an Equality Play Checklist prompts you to consider different elements of your provision and how you can ensure that diversity is celebrated. For example, do your books show adults and children with disabilities, and show people in non-stereotypical roles? Do you have paints, pens and crayons that can be used to reflect different skin tones in art work? Has your play kitchen got utensils from different cultures? This links nicely in with our '10 Ways to Celebrate Cultural Diversity' Article featured within this edition of Y Bont.

We are currently revising our template Equality Play Checklist and incorporating elements of the UNCRC (United Nations Convention on the Rights of the Child). If you have not recently updated your own Equality Play Checklist, or if you have not yet developed one, you will be able to find our updated version on the members area soon, and we will include it within our Weekly Bulletin.



Grow Your Own Feast

As we head into the spring months, it is the perfect time to start planning a new gardening project. We have been posting all Out of School Childcare Clubs a FREE pack of sunflower and other seeds just in time for a season of sowing and growing with children as part of our 'Grow Your Own Feast' Project funded by Tesco Bags of Help. Our latest activity card 'Spectacular Sunflowers' is full of hints and tips for growing your seeds and using your sunflowers.

Get your free Grow Your Own Feast pack now in the resource section of the members area of our website (become a member for free at [Members | Clybiau Plant Cymru Kids' Clubs](#)). This pulls together fun, interactive and practical activities to help children in childcare clubs to sustainably grow, harvest (however big or small your outdoor space), forage and cook their own celebratory feast in a single bilingual activity pack.

Thank you Grow Your Own Feast Partners

The Grow Your Own Feast Project has encouraged children to connect with nature outdoors and make healthy food choices, whilst learning a range of new skills in a fun and rewarding way that enhances wellbeing for all. We would like to give our heartfelt thanks to all those who made the project happen:

- Tesco Centenary Grants in Mid and West Wales and South East Wales
- Adele Nozedar, published forager,
- Terry Walton, published gardener
- Clybiau Plant Cymru Kids' Clubs' green fingered staff
- Allysgol Corneli Sger Out of School Club, Archway Court Out of School Club, Hendrefoilan Wraparound, Little Keyper, Mayals Wraparound and After School Club, Puddleducks Plus, Sunbeams After School Club, Y Bont and Zoopers Out of School Club.

Clybiau Plant Cymru



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Grow your own Feast Sustainable Cooking

Spectacular Sunflowers

Sunflowers are easy to grow and can grow as tall as 16 feet. Each sunflower can contain as many as 1,000 to 2,000 seeds which are linked to a number of health benefits, including lowering your risk of developing diseases like high blood pressure or heart disease.

- Top tips for sowing and growing sunflowers
- Sow sunflower seeds into individual pots of peat-free, multi-purpose compost in April. Sow one seed per 7.5cm pot. Push the seed 1.5cm into the compost and water in. Cover pots with a clear plastic bag and place in a cool but bright place. Why not use some of the ideas for organic seedling pots and recycled plant pots before planting in the ground in the 'Sustainable Gardening' section of our Grow Your Own Feast resource pack.
 - Plant out into the garden when all risk of frost has passed, from early June.
 - After the sunflowers have germinated, keep them well-watered until they're ready to plant out at the end of May. Prepare soil by removing weeds and add plenty of organic



matter. Plant the sunflowers at the same depth they were in the pot. Water well and stake plants with a bamboo cane or similar- You could hold a competition in Club or at home to see who can grow the tallest Sunflower!
Remember sunflowers need plenty of water. Feed them with tomato feed just before flowering.

Celebrate Your Feast-Sunflower Style!

Sunflowers can create beautiful decorations if you are planning a feast or event. Try sunflower crowns, wreaths, archways or table decorations.



Fun fact/top tips

- The petals we see on the outside of the bloom are called ray florets. The centres of the bloom are called disc florets, this is where the seeds develop.
- Once the flower heads are empty of seeds, they can be converted into disposable scrubbing pads!

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Remember, we love to see your projects so share and tag us in your photographs using @Clybiau Plant Cymru Kids' Clubs, #bagsofhelp, @groundworkUK and @Tesco_Wales across all your social media platforms!

Grow your Own Feast

Exciting, engaging and planet-friendly activities helping you to plant, grow and enjoy eating your own feast!



Tyfu'ch gwledd eich hun

Gwethgredidduw yfhus, ddibonol a chyfeillgar i blaned er mwyn eich helpu i blannu, tyfu a mynychu bwyta eich gwledd eich hun!

www.clybiauplantcymru.org



Grow your own Feast Sustainable Cooking

Simple Sunflower Seed Recipes

Toasted sunflower seeds make tasty additions to soups, dips and salads. You could also sprinkle them on the herb bread recipe in the Grow Your Own Feast pack or try one of these other delicious recipes.

Cinnamon-Vanilla Sunflower Seed Butter

What you need:

- 2 cups / 225 g raw sunflower seeds
- ¼ cup / 60 ml sunflower oil
- ½ teaspoon fine grain sea salt
- 2 tablespoons vanilla bean paste
- 3 teaspoons ground cinnamon
- zest of ½ a lemon, or to taste

What you need to do

- 1 Toast the sunflower seeds in a 165C oven, until fragrant and golden. Stir them once or twice along the way to ensure even roasting. Cool for ten minutes.
- 2 Puree the seeds in a food processor along with 1 tablespoon sunflower oil, and the sea salt (if using). As the motor runs drizzle in another 2 tablespoons of sunflower oil. Scrape down the sides once or twice along the way, you're aiming for an even, creamy consistency, and it may take some time.
- 3 Once the mixture starts to look smooth, add the vanilla paste and cinnamon, and pulse to incorporate. At this point, evaluate the consistency, if your sunflower seed butter is on the thick side, drizzle in the remaining tablespoon of oil while the processor is running. Taste, and add more salt if needed (and the lemon zest, if using)

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Seedy Oat Crackers

What you need (8 servings):

- 1 cup of oats
- 1/3 cup raw sunflower seeds
- 1/3 cup sesame seeds
- 3 tablespoons chia seeds
- 3 tablespoons poppy seeds
- 1 teaspoon salt
- 1 tablespoon of vegetable oil
- 1 tablespoon maple syrup/golden syrup

What you need to do

- 1 Preheat oven to 180°. Mix oats, sunflower seeds, sesame seeds, chia seeds, poppy seeds, and salt in a large bowl. Stir oil, maple syrup, and ¼ cup room-temperature water in a medium bowl to combine. Pour liquid over oat mixture and toss until mixture is completely soaked. Let sit 10 minutes; mixture will absorb water and thicken.
- 2 Form oat mixture into a ball and transfer to a parchment-lined baking sheet. Press a second sheet of parchment paper directly on top and, using a rolling pin, flatten (the shape doesn't matter). Remove top layer of parchment.
- 3 Bake cracker until golden brown around edges, 15-20 minutes. Remove from oven and carefully turn out, parchment side up. Place a fresh sheet of parchment on baking sheet. Remove parchment from cracker, carefully turn cracker over, and return to baking sheet. Bake until firm and golden brown around edges, 15-20 minutes. Let cool on baking sheet, then break into pieces with your hands.

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Top Tips for successful Grant Applications



We recognise the essential role that early years, childcare and playwork settings play in the foundational economy and to children's wellbeing. As a result, numerous grants are being made available. Funding may be capital or revenue and can assist with sustainability (especially considering challenges presented by Covid-19) or to improve quality of resources.

Here are our Top Tips!



Read the guidance

This will highlight what the grant can be used for, how much is available, who can apply, what additional documentation you must provide, and when the deadlines are. A grant panel usually makes decisions on your application against the grant guidance and criteria. **Allow plenty of time, plan your application, don't rush it and do your research.**



Check the criteria

Do you meet the criteria? For local authority funding, settings will generally need to be registered with Care Inspectorate Wales (CIW). There may be other requirements linked to specific funding, such as being registered for the Childcare Offer if applying for Childcare Offer Capital Grants or being a registered charity. Make sure that how you want to spend the grant fits the grant criteria. **Think about need not greed.** It's important that the grant fits your needs and that you don't alter your plans or aims to fit the grant! Don't waste your time on proposals that aren't a good fit. **If you're not sure, pick up the phone and speak to the funder.**



Closing date

Check the grant closing date. Funds are limited and many grant schemes operate on a first come first served basis, so **apply as soon as possible.** Check how they want the application form to be completed – for example typed and sent by email. If you are waiting on quotes or other supporting information, contact the funder and explain.



Application form

Read the application carefully and note any information you will need. **Be clear and concise** about why the funding is needed and state how it will benefit the children in your care. Are questions scored? Remember, the higher the score, the more information you need to provide! Don't waffle! Stick to your aims, objectives and outcomes. Remember to **sell your setting and your plans.** The grant panel may know nothing about you. Be prescriptive and passionate! Read the application before submission, ensuring you have completed all questions and attached all required information. **Follow each and every instruction.** If you are not sure, ask! If your setting is run by a committee, ask for support from others on the committee.

Top Tips for successful Grant Applications



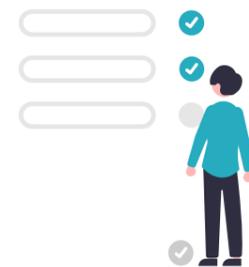
Legal and financial information

You will usually need to include financial information about your childcare business so that funders can ensure public money is allocated and used properly. Make sure your annual accounts are signed and dated, bank statements are no more than 3 months' old, and the name of your organisation is the same on your bank account. You may also need to provide a financial forecast. **Your national childcare organisation can help you with this.** If you run multiple settings / services but have one set of accounts, it will be useful to provide separate management accounts or supplementary information to provide clarity about the financial situation of the setting/service seeking funding.



Supporting information

If applying for capital funding to improve a specific area within your setting, you can **provide photographs** of the existing area and links to items you want to purchase so that a grant panel can evaluate quality and value. If available, include feedback from children, parents, CIW or other professionals that support your plans. You will often be asked for up to 3 separate quotes for more extensive work. You may also be asked to provide your governing document (e.g. Constitution or Memorandum and Articles of Association) as well as specific policies and insurance policy details. **Never** send the original governing document as funders will always ask for copies.



Do final checks

Proofread, spell check and remember to sign and date. Stick to specified formats, remember the little things count. **A well-presented application** will help show your commitment and promote your setting to the grant panel.



Further help

Local authorities usually distribute funding made available to the sector by Welsh Government. Check websites, sign up for updates and contact them.

Cwlwm partners have further resources and can support settings.

Business Wales provides financial support and advice.

[Business Support Childcare and Playwork Providers](#) | [Business Wales \(gov.wales\)](#)



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Inclusion and Equality is not just about disability

When we think about inclusion and equality, we often consider whether we have met the needs of children who have a disability, or whether children have representation within the club. This is of course absolutely correct and we should always strive to ensure that children's needs are catered for and respected.

To do this, what we need to do is consider what else leads to inclusive practice. Research along with responses from Play Sufficiency assessments illustrate how often older children have their play needs and preferences restricted.

Have you ever heard someone say that a child is too old for a toy, or someone suggest that children congregating together are up to no good? Older children often get a bad press with the 'hoodie generation' blamed for noise, litter or even crime such criminal damage. Whilst crime can never be justified, much of what is attributed to children may actually be by other members of the community. Children need a safe place to play regardless of their age and they should be afforded the same rights as their younger counterparts. When we criminalise a generation what we do is provide a stigma and an expectation of how they will interact with others. In the same way that children are influenced by stereotypes they can also be influenced by how they are accepted in the community.

So, what can be done, you may ask? When you are planning the provision, look at whether the older children are looking bored or uncomfortable. Take the time to talk to the children about their play preferences and make it acceptable to explore any play resources without upper age restrictions. It is also important that we are a voice of reason and champion children's right to play regardless of age. Remember what the Playwork Principles tell us; that Playworkers need to be an advocate for play. Make sure that we are giving older children a space where they can follow their play preferences. If you are working within the community help people to see that what the children are doing is interacting, communicating and socialising. Finally think about the images you portray of children playing and show that older children play and can play with other children of all ages.



A thought to leave you with. When children grow up to believe that there is an expectation or perception that older children in parks or congregating in the street are unwelcome and displaying challenging behaviour, this will impact on how they see themselves and other children. Research in Newtown by Long (2017) found that younger children were scared of older children that were in their community. By shifting the perception of older children's play we also support all children to play in parallel or together.

Neurodiversity

We don't all look the same on the outside, and our bodies don't all function the same way on the inside.

Neurodiversity is the recognition that people's brains function differently - not because of failures, weaknesses or deficiencies, but due to natural variations in brain development within a population. These are not problems to be fixed or cured, but things we need to understand and embrace within everyday life and our practice as Playworkers.

As a definition, all people fall into one of two categories:

- Neurotypical: people who have brain processing and functioning that is considered 'typical'
- Neurodivergent: people who have brain processing and functioning which deviates from what is considered 'typical'

Neurodivergent people may be diagnosed with dyslexia, dyscalculia, autism, ADHD, OCD,



dyspraxia or Tourette's. Children however, may not have these diagnosis' in place, so how can we tell if a child is neurodivergent?

The most simplistic explanation is that they will do things in different ways to how we generally expect children and young to do them. This could be the way they think, behave, respond to situations, process emotions or speak to others.

This could result in a very caring and loving child suddenly and for no apparent reason lashing out, throwing things, saying hurtful things, escaping the situation or even sticking items in their nose or ears. They are unlikely to realise they are doing it at the time, are not doing it 'for attention' and have very limited ability to

be able to stop it happening (a process they may be able to control more as they grow and mature). We see this response throughout the animal kingdom - referred to as fight or flight - and accept it as part of normal behaviour.

Neurodiversity is not a disability, although receiving the correct diagnosis can help the individual with their understanding and enable those around that individual to provide the requirements to meet their individual needs. In this respect, there is a definite link to the Social Model of Disability (which we explore within our qualifications and inclusion training programmes) in that we look at the ways in which the individual is impacted by society and the changes we need to make to enable their full participation.

We need to understand and embrace these differences, just as we would any other difference within society. After all, different ways of seeing things and problem solving can help us all to be more efficient, to think differently (outside the box as we are always told) and be more effective in our everyday lives.

We have recently held online webinars covering Neurodiversity, keep an eye on our training pages for further events.

What are gender stereotypes and why does it matter?

What is a stereotype?

A stereotype is a preconception about what a person will like or how they will behave, simply because they belong to a particular group. When it comes to gender, stereotypes assume that all boys will be the same and like the same things, and all girls will be the same and like the same things. This puts pressure on boys and girls to conform to certain ideas of 'masculinity' and 'femininity' which can limit and restrict young children's play. Stereotypes influence the activities children engage in, their interests and skills - and, ultimately, the roles they take in society as adults.

Did you know?

- In the UK less than 15% of people working in STEM (Science, Technology, Engineering & Maths) are female.
- Less than 20% of people working in social care are male (https://www.skillsforcare.org.uk_n.d).

What can we do to bridge the gap?

The table below highlights the expectations, socialisations and gender roles typically associated with boys and girls. Use the table to take a fresh look at your play Setting, is there gender stereotyping happening?

- Take a look at how the space is organized. Is there a boy section and a girl section? For example, are the kitchen, dolls, and dress-up clothes in one section while the blocks, cars, and dinosaurs are in another?
- Colours and design can play a major part in gender bias and stereotyping. Are toys/equipment arranged specifically to target girls or boys e.g. a role play area/ dressing up - ensure they are welcoming for all.
- Books/resources which challenge stereotypes are helpful e.g. stories which challenge the usual princes and princesses or kings and queens

What can you do to challenge expectations of 'male' and 'female' behaviours and play preferences?

- It helps to model gender neutral play. For example, a male Playworker being 'the nurse' during play or a female Playworker being a 'scientist'
- Be on the lookout for any negative comments or remarks - keep things positive with "remember we can all play what we like", "we can all be what we want to be"
- It also helps to think about the language we use. It can be easy to assign gender roles to toys like calling toy robots he/him and dolls she/her.

If you need some help our 'Equality play checklist' is available free to all members of Clybiau Plant Cymru Kids' Clubs -Login to the member areas [here](#) and browse the resources available to you at no extra cost!



	GIRLS	BOYS
EXPECTATION	Sensitive, caring, vain, gentle and 'proper', weak, dependant, passive, kind, intuitive, submissive, emotional, illogical, talkative, indecisive, giving, quiet.	Strong, adventurous, practical, rough, leader, non-emotional 'boys don't cry', like to get dirty, aggressive, independent, dominant, decisive, logical, unemotional, assertive, tough, stoic, active, worldly, boisterous, brave, challenging, loud.
SOCIALISATION	Toys focused on: baby dolls, cooking, princesses, art and craft. Social reinforcement through: social media, TV, authority figures (parents and carers).	Toys focused on: action, construction, technology, fighting and conquering. Social reinforcement through: social media, TV, authority figures (parents and carers).
GENDER ROLES	Women are expected to highly value appearance (being pretty), being compliant (nice, sweet, gentle), submissive roles (princesses).	Men must be physically strong, aggression is an acceptable part of male behaviour, a willingness to take risks (superheroes / action figures).

(<https://www.zerotolerance.org.uk/gender-equal-play/>, n.d.)

Inclusion Podcast

As part of our series of Playwork Training Podcasts we have created a podcast specifically covering the topic of inclusion during this podcast we will be covering:

- How as Playworkers we can design our services around children and their needs
- Explaining what is meant by Social and

- medical models
- Factors effecting children's lives
- Factors effecting decision making
- Defining equality, diversity and individuality
- Exploring attitudes and Barriers towards inclusion.

If you would like to have a listen you can find the podcast here <https://bit.ly/3qudd7y>

Creating a Culture that Supports Staff with their Mental Health

It is important that within any workplace, mental health is taken seriously. Employees suffering with their mental health can often underperform, lose motivation and focus, so it is important that all employers put measures in place to support staff. At risk of being judged or losing a job, employees may try to hide their mental health issues so creating a culture where mental health can be talked about is important.

All employers have a 'duty of care' and this means that they must do all that they can to support employees with their health and wellbeing. Under the Equality Act 2010, some mental health issues can be considered a disability if it affects an individual's ability to perform day to day tasks, lasts at least 12 months and has a substantial effect on the individual's life.

With this in mind, it is important employees look to support all staff with their mental health and wellbeing and this can be done through creating an open and non-judgemental environment; being pro-active and creating a workplace that supports all employees' well-being in general. Employers may need to look for resources or training to enhance knowledge on mental health issues if unsure.

With 1 in 6 employees suffering with mental health it is likely that your setting will need to look at how it could best support an employee who is experiencing mental health issues. Once it has been identified that an employee is struggling with their mental health but is continuing to work or is returning to work, it is important to create an action plan with that individual and look at what adjustments can be made to support them in the workplace. This might mean:

1. Adjusting working hours or allowing them to work more flexibly
2. Increasing the number of breaks they have or allowing them time to take a break if they need it.
3. Provide a quiet place or allow time for a quick walk outside if it helps
4. Make any helpful changes to their job role to address causes of stress or anxiety
5. Support with workload
6. More frequent supervisions or an agreement to make contact whenever it is needed in between supervisions

Remember everyone copes differently and what works for one person may not work for another so it is important that any changes should be discussed and agreed before implementing and reviewed regularly to ensure they are helpful to the individual's needs.



Inclusion case study

When a particular Playworker was working in an After School and Holiday Club, there was a child who attended the Setting and the child had experienced a major trauma in the early part of their life.

On starting at the Setting, the child was unable to verbally express his feelings when he was in a heightened emotional state. However, he could express emotions physically by throwing items, and running off. The Playworker discussed with a family member how they could work in partnership to provide the same support at home and at the Setting to provide consistency.

The Playworker built a relationship with the child and built the child's trust. This was done by giving the child time and space and letting the child know they were near but not too near, observing the child during different play opportunities. From these observations the Playworkers were able to identify the child's play needs and preferences. The Playworkers made adaptations to the Setting to meet the child's needs; the observations also identified the child's attachment to a certain playworker. The child had built a relationship with the Playworker which in turn built the child's ability to bond and feel secure within the Setting.

Over time, the child settled into the Setting, started to understand their emotions and became more involved in the play opportunities. Playworkers were able to put plans and strategies into place to support the child and family.

It is vitally important that the Setting is inclusive for all children to have the best play opportunities, and experiences to meet their needs.

Racial Microaggressions

There is a large amount of evidence that major ethnic and racial inequalities persist in terms of employment, housing and the justice system. In 2020/21, there were over 92 thousand racist incidents recorded by the police service in England and Wales and recognition of the fact that racism continues to pose a significant issue in Wales has led to the work currently underway on the Race Equality Action Plan.

However, the impact of racism is not limited to 'overt' and more obvious acts.

"Many mistakenly believe that the only people responsible for perpetrating racism are men in less-than-fetching white cloaks and hats, a certain breed of football fans or angry members of Britain First." Nova Reid, "The Good Ally" (2021)

The concept of Microaggressions is described by the Oxford English Dictionary as "A statement, action or incident regarded as an instance of indirect, subtle or unintended discrimination against members of a marginalised group such as a racial or ethnic minority".

"Microaggressions aren't often committed by overt racists. They are predominately perpetrated by well-intentioned, well-meaning liberals, people who are mostly unaware or in denial of the potential impact of their words or actions" Nova Reid, "The Good Ally" (2021)

The use of 'micro' within the term should not be used to assume that the impact of these acts is minimal and low impact. [The Centre for Health Journalism \(2017\)](#) explains that microaggressions can lead to negative health impacts: from changing eating habits, to trust in doctors, to triggering symptoms of trauma. Microaggressions are energy-depleting and act as constant reminders of second-class citizenship and historic injustices and misconceptions.

"The effects of microaggressions may be compared to the 'perennial slow death by a thousand cuts'". Derald Wing Sue (2021)

Examples of Microaggressions

There are lots of insightful articles online about microaggressions for further reading and to enhance understanding. Briefly, some examples include:

"Oh my gosh look at your hair, can I touch it?" This question can make Black people feel infantilized, dehumanized and powerless. In the nineteenth century, Black and Indigenous people, including young children, were included in 'exhibitions' where hundreds and thousands of white people would go to stare at their 'differences'; their hair and stature. Commenting on or touching hair, as well as being a violation of personal space, echoes this history of being on display.

"Where are you really from?" Whilst this might feel like an innocent question asked out of curiosity, it can communicate that you think an individual does not belong (it 'others' them) and can be complicated to answer, particularly if the individual has lived here their whole life and might perhaps not even be certain of their lineage, or it might be a question that brings up trauma. Are there better ways of connecting meaningfully with the individual?

[Crossing road to avoid passing/walking close to a black person / Holding your bag tighter] This non-verbal microaggression is problematic in the message it sends to the individual and in perpetuating unconscious prejudice in relation to aggression, violence and criminality.

"I don't see colour" This statement, or others like it, ignores the unique differences and experiences that racial groups face. Ignoring racism and shying away from conversations about it will never solve the problem. Janice Gassam Asare (Forbes, 2019) writes *"If we want to deconstruct a system of power and privilege based on skin color, important discussions about the deep-seated racial bias that each of us holds must be addressed. Saying you don't see color disregards the privilege and power of the dominant racial group of society, therefore diminishing feelings of bias, prejudice and racism experienced by people of colour"*.

Considering how to respond to microaggressions and increase awareness

Whilst it is important to avoid taking on the role of the 'white saviour' (performative acts, focusing on others' perception of you and feeding into the misconception that black people and other marginalised groups need to be 'rescued'), it is also important as we learn and understand more about being anti-racist, that we share this knowledge and support others (as well as ourselves) to 'do better'.

Dr Goodman, a social justice and diversity consultant (quoted in the New York Times, 3rd March 2020) recommends, if you feel safe to do so, using three tactics to address microaggressions when you witness them:

1. Ask for more clarification (*'Could you explain what you mean by....'*) to prompt the individual to stop and reflect
2. Separate intent from impact (*'You might not realise this, but when you It was hurtful/offensive because.... Instead you could*). This helps to avoid the individual feeling attacked and going into a defensive stand point.
3. Share your own process (*'I noticed that you.... I used to say/do that too, but then I learned....'*)

Whilst the above example is given in relation to conversations between adults, this does not mean that conversations about race and microaggressions, using age-appropriate language, shouldn't take place with children.

Children experience microaggressions themselves and so starting those conversations with all children early, modelling the right behaviour, welcoming questions, avoiding shaming and bringing diversity into your Setting as much as possible is essential in supporting a more anti-racist next generation. There are some great articles online about talking to children about microaggressions, including this one: <https://www.parents.com/kids/responsibility/racism/how-to-explain-microaggressions-in-terms-simple-enough-for-a-child-to-understand/>

Derald Wing Sue (2021) comments that the power of racial microaggressions lies in their invisibility to the perpetrator. We all want to believe ourselves to be good, moral people and so it can be really difficult to believe that we possess racially biased attitudes and that we may engage in behaviours that are hurtful and harmful, regardless of our intent.

Nova Reid states that one of the most important things that white people can do to be anti-racist and a good ally is to unlearn the racism and prejudices that we have ourselves (many of which may be unconscious); recognise what 'everyday racism looks like' and address it; speak up without speaking over black people and marginalised groups themselves and truly listen.

Further reading

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Projects

It's Spring!

by Forager Adele Nozedar

And if ever a season was aptly named....it just has to be THIS one!

Everything seems to be exploding right now. The dandelions, daisies and primroses are vying for attention. The birds in our gardens are singing from dawn until dusk. And the lanes, verges, hedgerows and trees are positively frothing with new growth, blossoms and unfurling leaves.

Spring is also a time for us to feel happy and optimistic, too. Although there's a tradition of making resolutions during the first days of a new year,

I think this isn't such a good idea, as we are still in the throes of the winter months. Spring, I believe, is a much better time to make plans, and decide what we would like to see happen for the rest of the year!

So, I'm going to share my list of

Spring Things that I'm planning. (I also know I might not do everything, but that's OK too!)

1. Feed the birds. Although it might seem as though they are fine once spring arrives, they still need to be fed as the nights can be very cold, still, and often frosty. Birds can lose half their body weight on a cold night! The best foods for our garden birds are nuts, suet, seeds – all these are fatty and high in nutrients.
2. Similarly, hedgehogs need some care and attention. Even if you never see these nocturnal creatures, they still need your help. Although it used to be the case that we fed hedgehogs with bread and milk, it's been found that a little dog food and a bowl of water is a much better option.
3. The most important resolution, for me, is to continue using everything that I have contributed to and learned from the Grow Your Own Feast Project. I want to grow more vegetables, especially the ones I like the most (tomatoes, potatoes, rhubarb, leeks, broccoli – there are lots!) So why

don't you decide what are your favourites? Now is the time to get some seeds, do some planting, and look forward to the rewards in just a few short weeks!

Best of all, I hope that you have managed to do a little foraging, too. Here in Wales we are lucky to have some of the best wild plants, fungi and seaweed in the whole of the UK. So get out there and make the most of it all!

With much love
Adele Nozedar xx



Cymraeg



Our Welsh Language Support Officers will be on hand to support you on your journey and beyond with bespoke, practical online support sessions tailored to you.

Mwynhewch! (Enjoy!)

To further support settings and learners on their Welsh language journey we would like to introduce our new project, Camau Cymraeg Clybisu (see right).

Do you want to improve your knowledge and confidence in utilising the Welsh language or to increase the use of the Welsh Language within your Childcare Setting?

Camau is an Entry Level, Online Self Study course tailored for childcare. The course consists of the following:

- Approximately 20 hours of independent learning;
- Learn Welsh to use with children in settings;
- Pronouncing the alphabet, colours, days of the week and numbering;
- Learn commands and introduce prepositions.



Camau Cymraeg Clybiau

We have developed a wide range of resources to support the increased use of Welsh, many of these have been shared via social media #WelshWednesday. These resources are currently being collated into a specific area of our website 'Camau Cymraeg Clybiau'. This area will include posters, word searches, activity sheets.

Enjoy!

HR Updates

Extending Pregnancy Protection (no date confirmed)

An employee at risk of redundancy while on maternity, adoption, or shared parental leave has the right to be offered any suitable alternative vacancy that is available.

The government is proposing to extend this protection to:

- pregnant employees, once they have told their employer of their pregnancy
- employees returning from maternity or adoption leave within the previous six months
- parents returning from shared parental leave (although how the limits on this right will operate is still to be worked out).

The proposals are in response to a consultation earlier in the year on pregnancy and maternity discrimination. The government has said that the legislation will be brought forward when Parliamentary time allows.

Holidays

To celebrate the Queen's Platinum Jubilee, the late May bank holiday, which normally would have fallen on 30 May 2022, will move to Thursday 2 June 2022, and there will be an additional bank holiday on Friday 3 June 2022. As some may recall for the royal wedding, contracts will need to be checked carefully to understand what the obligation to employees is; there might not be the automatic right to the additional day, or to time off on fixed bank holidays.

Covid

Covid will still be around in 2022 but the rollout of vaccinations has put organisations in a much better position. Whilst many organisations will not be required by law to have fully vaccinated workers, to minimise the disruption of Covid, and for the health and safety of staff and customers, encouraging staff to become fully vaccinated, and having boosters, is a move well worth taking. Keeping track of everyone's vaccination status is recommended for the same reasons.

Family friendly rights

An Employment Bill was announced in 2019 and is expected to be passed in 2022. This includes the introduction of statutory neonatal leave and pay for parents of babies requiring neonatal care, and the extension of the redundancy protection period for employees on maternity leave to up to six months after they return to work.

The government has also confirmed the introduction of carer's leave as a new statutory right. This will entitle employees with caring responsibilities to take up to one week of unpaid leave per year from day one.

Third party harassment

Changes to harassment laws are expected in 2022, including an extension to the time period employees have for raising tribunal claims and enhanced protection against harassment from third parties, such as clients, customers and

members of the public. Training for employees will need to be updated on this point, as will organisational policies.

Neonatal leave & pay (expected 2023)

The Good work plan contained a commitment to introduce extra statutory leave and pay for all parents of premature babies needing specialist care in a neonatal unit. In March 2020, the government confirmed its intention to introduce 12 weeks' paid leave for parents in this position to avoid them having to choose between returning to work and taking care of their newborn. Announcements prior to the Budget indicated the premature baby leave would be in addition to existing maternity and paternity pay provisions. Although details on how it will work are yet to be released, the leave is expected to be taken after maternity/paternity leave, in blocks of one or more weeks, and paid at the statutory rate for those employees with 26 weeks' service.

There was also a Budget 2020 commitment to consult on a new 'in-work entitlement' for employees with unpaid caring responsibilities, such as for a family member or a dependent.

Possible developments in 2022/23

Besides the above already announced employment law updates into 2022, the government has seen other suggestions that might turn into law. We will list them in here for awareness, and we'll keep you updated with any future changes.

The most important suggestions to change the current terms of the employment law refer to:

- Recognising menopause discrimination by law
- Recognising new rights for carers and working parents
- Recognising worker's right to request for flexible working from day one of employment

NLW Increase (1 April 2022)

On this date, the National Living Wage will rise from £8.91 to £9.50 an hour for workers aged 23 years and over.

These rates are for the National Living Wage (for those aged 23 and over) and the National Minimum Wage (for those of at least school leaving age). The rates change on 1 April every year.

	23 and over	21 to 22	18 to 20	Under 18	Apprentice
April 2021 (current rate)	£8.91	£8.36	£6.56	£4.62	£4.30
April 2022	£9.50	£9.18	£6.83	£4.81	£4.81

Apprentices

Apprentices are entitled to the apprentice rate if they're either:

- aged under 19
- aged 19 or over and in the first year of their apprenticeship

<https://www.gov.uk/national-minimum-wage-rates>

Similarly, from 3 April 2022, statutory maternity, paternity, adoption, shared parental, and parental bereavement pay will increase from £151.97 per week to £156.66 per week.

Statutory sick pay will also increase on 6 April from £96.35 per week to £99.35 per week. The lower earnings limit for eligibility for these payments is also increasing from £120 to £123 per week, for the first time in two years.



Diversity in play settings / Diversity for the next generation

Michelle Alexis, (Alexis Consultancy) January 2022

From the outset we must understand that Race is a social construct and consider that it has no biological merit yet still forms the foundation of substantial, illogical inequality and discrimination.

I have worked in higher education with thousands of students for nearly two decades watching them develop into young leaders. Educators have a responsibility to incorporate inclusivity into the curriculum and play is of equal importance to this. You are planting the seeds of the next generation so the opportunities you provide are of fundamental prominence which relays into our wider society.

The Well-being of Future Generations (Wales) Act 2015 introduced the well-being goals, two of which were 'A more equal Wales' and 'A Wales of cohesive communities'. The more recent Race Equality Action Plan (2021 onwards) which vision is to 'A Wales that is Anti Racist by 2030' continues to focus on young people. I have worked with Education Policy leads at the Welsh Government in forming the Race Equality Action Plan (REAP) for Wales. This included attending cross-cutting round table discussions within areas such as Social Policy, Health, Housing etc which all interlink journeys through these systems where themes emerged.

Identifying inequalities and forming the actions to address racism in these areas will positively affect and benefit the lives of all children and young people. This is now in planning and implementation stage. The Children's Rights Impact Assessment for the REAP states: 'There is a substantial evidence base related to race inequality in Wales and the wider UK. The evidence demonstrates cumulative disadvantages illustrates a range of potential barriers to Black, Asian, and Minority Ethnic children and young people in Wales and shows the significant challenge to achieving equality of outcome across all groups. These include poor health outcomes, higher likelihood of experiencing poverty and poor living conditions. These inherent and cumulative disadvantages are symptoms of structural, systemic, and institutional racism; our society is structured in a way that excludes or presents significant barriers to Black, Asian, and Minority Ethnic children and young people from having equal life outcomes.'

The Race Equality Action Plan will maximise, support, and promote the UNRC rights, particularly the ones mentioned above. This is because racism penetrates all areas of life such as identity, quality of healthcare and education, as well as standard of living' ([*43053 Children's Rights Impact Assessment \(gov.wales\)](https://www.gov.wales/sites/default/files/consultations/2021-07/childrens-rights-impact-assessment.pdf)).

The Equality Act (2010) is in existence to raise awareness of the protected characteristics as well as for young people to understand

their rights and protection within this. I would encourage raising awareness of this to reinforce understanding and confidence in expressing individuality as well as celebrating difference through play. Bullying often comes from a lack of understanding for beliefs, differences, and diverse cultures. Young people build friendships and develop respect for one another through learning from each other and embracing difference. Wherever possible, this should be celebrated through play. Adolescents are also discovering their identities and shaping their individuality at this stage; if the act can be used to reassure then this can be very effective too.

Equity (not equality as this pertains to everyone starting from the same position) diversity and inclusion (EDI) should not be seen, as it is by many, as a huge endeavour to undertake within organisations. It is important to understand that small changes and adjustments lead to huge impact. I would recommend breaking this work down into sections, utilising a few of the following ten ways below which I have devised for Clybiau Plant Cymru Kids' Clubs and the settings they support. I have had the opportunity to work with Clybiau Plant Cymru Kids' Clubs on their away day where we had open conversations on EDI and focussed on race equality within your dynamic sector. There were some very interesting conversations and ideas generated and an action and implementation plan will be devised moving forward so everyone can benefit. Everyone moving in the same strategic direction can be very powerful.

In terms of reach of the demographic, Out of School Childcare Clubs across Wales could have access to a potential ethnicity breakdown of 512k White; 13k Mixed/Multiple ethnic group; 19k Asian; 10k Black/African/Caribbean/Black British; 8k Other Ethnic Group as Welsh Government Statistics show that there are 3.1 million people in Wales, five hundred and sixty-two thousand of these people aged between 0 and 15.

It is so important to open conversations around race equality and not be deterred by the ever-changing terminology. Being interested in others is instinctual, and essentially, everybody wants to feel that sense of belonging. The United Nations Convention on the Rights of the Child refers to play and cultural and artistic Activities (Article 31) where every child has the right to relax, play and take part in cultural and artistic activities. We all want to show up as our true 'authentic' selves. We can certainly encourage this through play by highlighting and celebrating differences in a positive light. We can do variations in 'dress up' so instead of princess costumes use vibrant saris or other multi-cultural dress, using variations of play food, focussing on worldwide festivals, flags and learning about the cultures around these –

just 'reframe' everything. Instead of superhero's are there any real-life superheroes that young people can learn about who look like them or come from a similar background who have made a real difference? Listening to young people and who they consider heroes or who they look up to is important. Relevancy and 'Real-Models' are imperative in reinforcing positive representation. Diversity in play in terms of careers and professional representation must be introduced. The UK government's ethnicity service states: 'With 19% of the UK school age population are of Black and Minoritized heritage but only 1% of teachers are Black' (ethnicity-facts-figures.service.gov.uk). A review of toys and books that are inclusive too; there are many specialist organisations who provide this - everyone wants to see themselves represented and the more we incorporate this into materials the more beneficial to all.

Self-educating is key, read up on different aspects of race equality, there are some fantastic books such as Reni Eddo Lodge 'Why I'm no longer talking to white people about race'; Nova Reid 'The Good Ally' etc. Understanding the history and context around this provides you with an insight into how you can contribute to positive change and to be proactive. Everyone's collective responsibility contributes to major change. Look around your area of responsibility, question why you do things in a certain way. Is this inclusive to all? Is this creating unnecessary barriers to certain children or parents? How can you reach wider families and audiences? How can you incorporate inclusive practices into how you do things?

Although there is a business case for diversity, the moral and ethical standpoint always outweighs this. There are of course legal requirements for businesses but the richness that diversity offers to organisations is abundant. There is also so much to gain from embedding yourself into the community. There are many inspirational individuals and organisations out there doing things which may be of interest to you where collaboration can be mutually beneficial. You have solid roots into many different communities across Wales so are in an advantageous position in this respect. Not only having access to children and young people but their extended families, care givers and the wider community – a wide range of important stakeholders. An understanding of different customs and cultures in different households can add significant inclusive enhancements to the service you provide through play.

Most importantly is to listen and appreciate that everyone's contributions to your setting are valued and respected. Taking time to listen and consider children and young people's views on diversity, their insights and experiences is essential, the UN Article 12 states: (respect for children's views) Every child has the right to express their views on



matters that affect them, and for these views to be taken into consideration. Working for an organisation which is progressive, promoting diversity wherever possible and takes collective responsibility for driving this forward in every aspect is essential.

This is a continuous and collective journey which requires consistency and proactivity. I would urge you to challenge 'norms' and question why you do things and if they can be more inclusive. Diversity in every aspect of society is of paramount importance and Out of School Childcare Clubs have the excellent opportunity to implement this into the most important section of society – children and young people – who are the foundation of our future.

10 ways to promote diversity for the next generation

1. Review statistics – look at your settings' statistics. Compare these statistics to the working age/child population in your area. Are you truly reflective of the community? Look for patterns in this data to see if you can potentially unblock a pipeline in achieving more diversity.
2. Look around your setting and consider if you are catering for all? Do you have quiet spaces, what is displayed on your walls, are activities and play opportunities geared to everyone? Are you creating an inclusive sense of belonging for everyone?
3. Review where you advertise your job roles. Have you always used traditional methods to advertise and is this conducive to attracting a wider pool of applicants?

Consider alternative places to advertise such as specialist publications, websites, and community social media channels.

4. Refresh terminology annually. This is an ever-changing aspect of diversity, and it is important to keep abreast of the changes in terminology as to not offend a particular group. Don't be afraid to discuss terminology openly, people often tiptoe around this which can be misinterpreted.
5. Cultural awareness in the workforce. Think about how you can recruit, retain and train a workforce that is representative of and promotes society's diversity and can provide positive role models across that diversity.
6. Policies Review – Try to update your policies at least annually. Really scrutinise these so they are fit for purpose and as inclusive as possible. I offer a service of reviewing company policies and procedures, so it is worth getting an expert or at least gathering a focus group of employees at different levels to offer different perspectives on how accessible your policies actually are.
7. Marketing and advertising – are you truly reflecting your demographic? You should avoid stock images as much as possible and use images which truly represent your setting. If you are not as diverse as you would like to be then state this in advertisements – being honest is better than portraying a misleading picture of your setting.
8. Accessible formats – review your communication or develop a communication strategy where you

have accessible formats to reach wider audiences and communities.

9. Procedures – as mentioned, you must question everything. Have you carried out a procedure for several years in a certain way? Why have you always done it this way? Can this be adjusted as not to prevent anyone from progressing or being retained within your setting?
10. Jargon language barriers – we all get caught up in using certain jargon and language relevant to our sector. If someone from not within my industry attended a meeting within my work, you would think that we were speaking an extra-terrestrial language. Try to get someone outside of your sector or business to review communication.

<https://www.savethechildren.org.uk/content/dam/gb/reports/humanitarian/unrcr19-summary2.pdf>
<https://gov.wales/sites/default/files/consultations/2021-07/childrens-rights-impact-assessment.pdf>
[well-being-of-future-generations-wales-act-2015-the-essentials.pdf \(gov.wales\)](https://www.gov.wales/sites/default/files/consultations/2021-07/childrens-rights-impact-assessment.pdf)
[41912 An Anti-Racist Wales - Race Equality Action Plan for Wales \(gov.wales\)](https://www.gov.wales/sites/default/files/consultations/2021-07/childrens-rights-impact-assessment.pdf)
[The Good Ally: A Guided Anti-Racism Journey | Nova Reid](https://www.gov.wales/sites/default/files/consultations/2021-07/childrens-rights-impact-assessment.pdf)
[Books Written by Reni Eddo Lodge](https://www.gov.wales/sites/default/files/consultations/2021-07/childrens-rights-impact-assessment.pdf)
www.ethnicity-facts-figures.service.gov.uk

Michelle Alexis is working on a consultancy basis with the Welsh Government through Alexis Consultancy on their Race Equality Action Plan.

Supporting Transgender Young People

This article sets out issues for supporting transgender people and how to do it effectively. Teenage life can be very difficult for young people and we know that transgender people as well as being teenagers that are facing the struggles of puberty, identity, exams, parent pressure, peer pressure and so on also have additional complicated layers of identity in which to deal with. We know that trans young people are more likely to self-harm, to have thoughts of suicide and to attempt suicide; are more likely to be bullied; to seek solace in substance misuse and are more likely to be isolated. It is on this basis that we as adults need to be supporting trans young people through a time that can be difficult but also can be full of joy and optimism for the future.

Trans definition

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, gender-queer (GQ), gender-fluid, non-binary, gender-variant, crossdresser, genderless, agender, nongender, third gender, two-spirit,

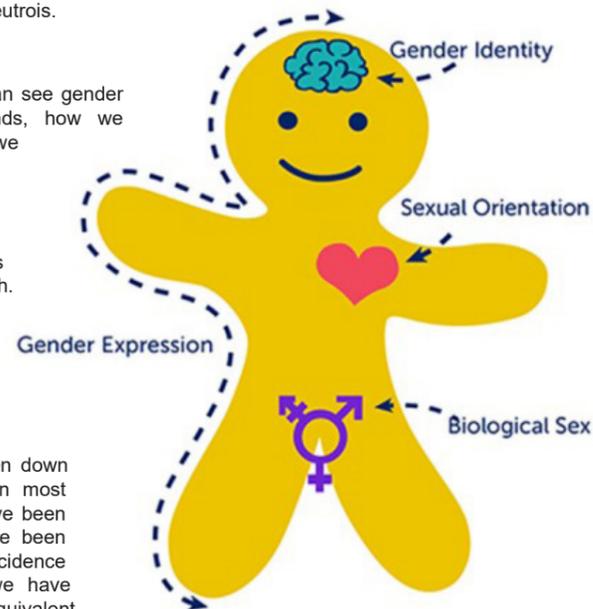
bi-gender, trans man, trans woman, trans masculine, trans feminine and neutrois. Stonewall

The Gender Breadman

I would call this neat. As you can see gender identity exists within our minds, how we think about who we are, how we feel about ourselves. Sexual orientation happens in the heart: it's who we find sexually and romantically attractive. Who we want to be with. Biological sex is the sex we are assigned at birth. The dotted line in the diagram is our gender expression, it's how we dress, how we do our hair, how we express ourselves to the world.

Trans history

There is very little history written down about trans people even within most recent history. Trans people have been around as long as people have been around and there is no coincidence that in ancient Greek myth we have Hermaphrodite, (Roman equivalent, Atlantius) combining both male and female. Native American Indians refer to trans people



as two spirits, having male and female spirits within them. Throughout much of history to date, those people who were trans weren't able to express that during their time. For instance, it is often forgotten that during the Stonewall riots which led to the decriminalization of homosexuality in US that it was trans people, in particular Marsha P Johnson, who led that charge, fought for rights of gay men and didn't gain them themselves. It is important that young trans people know about their history so that they can be proud of the contribution that their people have made to the world.

The Equalities Act 2010

Trans people are protected under the Equality Act: the protected characteristic is that of Gender Reassignment. The letter of the law (what the law says) states that someone has protected characteristics if they have undergone gender reassignment. The spirit of the law (what the law intended) is an understanding that all trans people are protected from discrimination under the Protected Characteristic of gender reassignment.

Pronouns and preferred pronouns and Names

There are more pronouns in circulation than just he/she, her/him. There are various pronouns being used at the moment by trans people like Ze/Zie to describe themselves. The most popular seem to be they or them. This is

where people start to get confused and agitated and worried that they're going to get the wrong pronoun, hoping not to offend someone. The simplest way to bypass all of that is to ask someone how they would like to be referred to. So, by introducing yourself as, "I am Mike, I prefer to be known as him or he" this starts the conversation where you can ask someone how they prefer to be referred to. If you make a mistake, just apologize and move on.

Anyone can be called any name they want, but you have to apply to Deed Pole to legally change your name and you have to be 18 to apply for a Gender recognition Certificate to change your Passport, Birth Certificate etc.

Phases of transition

Not all trans people will want to make a full transition from female to male or male to female. Sometimes people will want to transition partially for example by taking hormone treatment but not wanting full surgery.

This is the full process that people have to go through to fully transition. There's a first assessment with the psychiatrist, this involves blood tests and encouragement to stop smoking as it can interfere with the process. Then there's a second assessment with a different psychiatrist and that that then can lead on to hormones. Oestrogen for male to female transition and testosterone for female to male transition. This can lead on to chest surgery and genital surgery. People receive speech and language therapy and counseling as well. Puberty Blocks can be given before the age of 18, which put a pause on puberty whilst awaiting further treatment and giving space to think things through. Reassignment treatment cannot be applied for until 18 and the waiting lists can mean years before this can happen.

Coming out

Coming out is the process in which someone discloses to others their true self the Cracking the Egg as it is known. Things to remember when coming out: No one has to come out. There is no perfect time to come out, it's a personal choice. It needs to be considered. Things to consider include when, who are you going to come out to, where are you going to come out and what are you going to say. It might be better to write a letter. It isn't advisable to come out on social media unless you feel that you've got support to enable that to happen. It can be a painful experience but it can also be an incredibly joyous experience too. It may be worth asking or a trusted adult if you can practice coming out to them. Saying the words "I am trans", "I want to be a boy", "I want to be a girl" can be the most difficult part.

As Playworkers, you could be that trusted adult for that young person. Do your homework as there are going to be a lot of questions coming your way. Allow space and time for people to digest it, it maybe something you have been thinking about for a long time but it may be new to them.

Trans friendly spaces

Trans friendly organisations and spaces need to display nondiscriminatory statements where they can; have up to date training for staff; remembering children's rights; reflecting trans people's use of language; avoiding making

gender assumptions; offering support to "out" staff and "non out" staff; consulting with trans people; respect in peoples' information: encouraging complaints and reporting of transphobic incidents; challenging oppressive language; and displaying trans friendly images within your service. The pink, white and blue trans flag is a good start but just displaying it is only the start, services need to reflect that they're trans friendly too in their practice.

Mike Mainwaring
Training Officer, Children in Wales

Fundraising

Financial templates/support to strengthen your sustainability

Are there ways in which you could make your financial systems more robust and efficient?

Clybiau Plant Cymru Kids' Clubs has a host of templates and resources for member Clubs that can help, particularly if you need to show record to apply for funding or monitor grant spend!

These include:

1. NEW monthly income/expenditure recording Excel template, with pre-filled calculations to help you.
2. NEW weekly income/expenditure recording system, with Excel tabs and pre-filled calculations to help you to keep track of parent payments, outstanding balances and weekly spend
3. NEW Invoicing template
4. Cashflow Forecast
5. Pre-recorded webinar: Completing a Cashflow Forecast (available on request via webinar@clybiauplantcymru.org)

6. Instructions for completing a cashflow forecast
7. End of Year Accounts template
8. Pre-recorded webinar: Reviewing your finances (available on request via webinar@clybiauplantcymru.org)
9. Factsheets (Importance of completing end of year accounts; and Independent Verification of accounts)

If any other resources/templates that you would find useful, get in touch! We are always looking for additional ways to support Out of School Childcare Clubs across Wales.

Top Tips for Successful Grant Applications

In case you missed Cwlwm's Top Tips for Successful Grant Applications, we are sharing them again to support your Setting to strengthen your applications.

<https://www.clybiauplantcymru.org/news-more.asp?nid=735>

Support us while we support you!

Online shopping through www.easyfundraising.org.uk/clybiauplantcymrukidsclubs doesn't cost you any extra, but allows us to receive up to 15% of all purchases made from the 400+ stores listed, meaning we have more funds available to continue supporting clubs like yours.

e-news

As a member club you can access past editions of our e-news funding bulletins in the members' area of our website at www.clybiauplantcymru.org and, if we have an email address for you, future editions will be sent to you directly. Send your email details to membership@clybiauplantcymru.org to ensure you receive your electronic copy.

Traditional Games from Around the World

Chile: Corre, Corre la Guaraca (Run, Run, Guaraca)

Chilenos typically speak Spanish, but "Guaraca" is actually a nonsense word.

What you need:

- A handkerchief.
- Players: Five or more

What you need to do (how to play):

1. The players must sit in a circle while the person who is "The Runner" jogs around the outer circle with a handkerchief in their hand.
2. The children who are sitting in the circle must close their eyes singing "Corre, Corre, la Guaraca who looks back will be bopped on his head!"
3. Very gently, the runner drops the handkerchief on a child's shoulder or back and runs around the circle, if they make it around the circle before the child with the handkerchief on their back realizes it's there, the seated child is out.
4. If the seated child sees the handkerchief, she must tag the runner. If she succeeds, the runner is out. If they fail to tag the runner, they play again, but this time the previous seated child is the runner.



Sumatra: Semut, Orang,

Gajah

Sumatra is a large island in Indonesia, it's known for its rugged tropical terrain, smouldering volcanoes and its wildlife. It is home to the Sumatran elephant, and where this popular children's game is played, it's similar

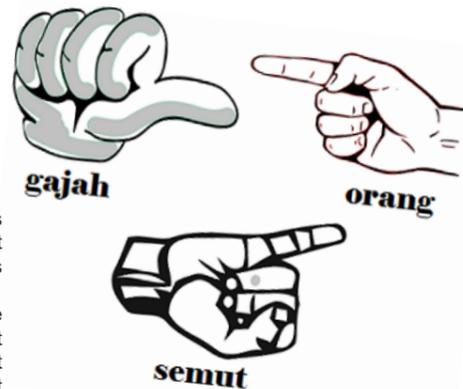
to the "Rock, Paper, and Scissors."

What you need:

- Players: Two

What you need to do (how to play):

1. Players thrust their fist up and down counting up to three, on four, they straighten their arm out and give one of three signs: Pinky out (little finger) is an "ant" (semut), the pointer finger out is a "man" (orang), and the thumb out is an "elephant" (gajah).
2. The elephant can beat the man because he is stronger; the man conquers the ant because he can step on it and squash it and the ant can defeat the elephant as it can crawl into the elephant's ear, tickle him and drive him crazy.



Republic of Korea:

Kongki Noli

Korea is a modern nation today, but with its history dating back more than 5,000 years, the country also retains a great deal of traditional culture and the children celebrate various different festivals throughout the year.

What you need:

- Five small stones.
- Players: Two or more

What you need to do (how to play):

This traditional and popular children's game is similar to the game "jacks".

1. Player 1 scatters five small stones on the ground, they then pick one up and tosses it in the air and quickly tries to pick up another stone in time to catch the one they just threw.
2. Now they have two in their hand; they then throw the stones up in the air, and picks up a third. This goes on until he has all the stones in his hand.
3. In the second round, the player picks up two stones every time he throws one up. In the third round, he picks up three; four in the fourth, and the fifth time he picks them all up.
4. For the game's last step, the player tosses all the stones in the air and tries to catch them on the back of his hand. Then he tosses them up again and tries to catch them in his palm.
5. The number he catches is that player's score. If he fails to catch them all, it's the next person's turn.



Australia:

Skippyroo Kangaroo

Did you know Australia is both a country and a continent? It's an enormous, diverse land filled with wonderfully crazy wildlife like the kangaroo, which gives this popular children's game its name.

What you need:

- Players: as many as 25 or as few as six

What you need to do (how to play):

This game is played by children of all ages Australian Out of School Clubs to help children remember the children's names in the club, as well as good listening skills.

1. The children must sit in a circle and one child who is going to be the "Skippyroo" goes into the middle of the circle, they are the first "Skippyroo" the kangaroo.
2. Skippyroo crouches down on the floor with their eyes closed while the other children in the circle chant: "Skippyroo, kangaroo, dozing in the midday sun, comes a hunter, run, run, run."
3. At this point a child is picked, this must be done very quietly, by pointing to one of the children sitting in the circle, who then touches Skippyroo's shoulder and says, "Guess who's caught you just for fun?" and waits.
4. Skippyroo then has to try name the owner of the voice and if they guess correctly, they swap places.
5. The game begins again and continues until all the children have had a chance to be Skippyroo.



Meet the Playworkers!

Playworker name: Laura Williams

County: Vale of Glamorgan

How long have you worked in the Out of School Childcare Sector? 10 years

How does your Setting support Equality, Inclusion and Diversity for your children and/or staff? Robust policies and procedures that are reinforced within practice, supporting good communication where staff and children feel free and safe to express and explore ideas, challenging any behaviour which breaches our equal opportunities and inclusion policies, adapting our service as needed (where practically possible).

What is your top tip for supporting Equality, Inclusion and Diversity in childcare and play Settings? Be approachable, adaptable and open to change.

What do you think the biggest barriers are in supporting Equality, Inclusion and Diversity in childcare, and do you have any ideas about how these could be addressed? Everyone has their own individual opinions and beliefs which may not always be welcomed by someone who differs in the belief or opinion. Differentiation of opinions should be explored and welcomed in the setting so that discussions can take place in an appropriate way in which each person feels respected and valued and can learn from the experience. This can only be done in an environment in which children and staff both feel safe to express themselves.



Playworker name: Amanda Hewer

County: Caerphilly

How long have you worked in the Out of School Childcare Sector? over 25 years

How does your Setting support Equality, Inclusion and Diversity for your children and/or staff? We have a children council and the child's voice is always heard and listened to.

What is your top tip for supporting Equality, Inclusion and Diversity in childcare and play Settings? Everyone is included, and staff and children are supported in all activities and planning.

What do you think the biggest barriers are in supporting Equality, Inclusion and Diversity in childcare, and do you have any ideas about how these could be addressed? Ensuring the children are comfortable and relaxed in the setting. They need to feel that they can be themselves and comfortable in the play setting.

Playwork Organisation: Torfaen Play Service

What does inclusion mean to you? Inclusion means to us that everyone can participate and that nobody is excluded. It means respecting people's rights and appreciating and recognising difference and doing everything possible to remove barriers that may halt or hamper participation

Why is inclusion in a Playwork Setting important? Playwork is a profession that places integral focus on the rights of children and young people from supporting and championing every child's right to play, to their right to be heard, to their right to be cared for. With all children having a right to play, as professionals we must challenge and remove barriers to play (social, cultural, psychological, physical and environmental).

What simple tips could you suggest to others to help them make their Settings more inclusive?

- Having the right attitude – looking at ways to work together to remove or decrease barriers rather than just saying "no, that's not possible"
- Celebrating and respecting diversity and difference
- Working collaboratively with partners to increase knowledge, share resources and training.
- Understanding and supporting the needs of individuals"
- Keep chipping away – sometimes things take time but small steps make a difference in the bigger picture

Playworker name: Brian Freeman

County: Bridgend

How long have you worked in the Out of School Childcare Sector? approximately 17.5 years.

How does your Setting support Equality, Inclusion and Diversity for your children and/or staff? We try for our setting to be all inclusive at all times and everyone child or staff member is welcomed and treated as equals. We have never refused a child attendance to our After School Club and we endeavour to secure that the child is happy and comfortable within our environment. We adapt games and activities to the best of our ability in order for any child to take part thus allowing them to fully integrate and therefore boost their self-confidence. At times we encourage the more able children to include and help the less able children in their games and activities. This is a great way for us to observe how the younger people work with others without the input and help from adults, whilst letting them discover new ways in how to interact with others.

As we all know from our Playwork qualifications

and training all children and young people are different. Learning to understand these differences and allowing children and young people to include these differences in their play helps with their own wellbeing and confidence. Children like to learn new things. Sometimes play is adapted to suit all the children and young people, this in turn will develop the play so that all taking part enjoy and don't feel as though they have been ignored or feel as though they couldn't take part.

Putting displays and pictures or posters depicting world issues and different cultures up around the room which the children have contributed to will help them to feel safe and secure without prejudice whilst in our care.

What is your top tip for supporting Equality, Inclusion and Diversity in childcare and play Settings? My top tip for supporting equality, inclusion and diversity in our setting is to make sure all who attend are welcomed, games and activities are adapted to suit all regardless of age, race, ability, gender, etc. If possible, let the children feel as though they run the club by allowing them to make decisions and use their ideas, only if there is a potential safety risk

which the children have not noticed or if things are going wrong should the Playworker become involved. Most of all the children should have FUN.

What do you think the biggest barriers are in supporting Equality, Inclusion and Diversity in childcare, and do you have any ideas about how these could be addressed? There are many barriers that we come across when supporting equality, inclusion and diversity some of these include:

1. The environment
2. Unable to meet the needs of the child or young person
3. Not enough knowledge about the child provided by the parents/carers
4. Religious beliefs
5. Not enough staff if one to one is needed

I think these barriers could be addressed through more training for staff and possible workshops for the children and young people who attend your setting, thus allowing all to feel more knowledgeable and aware of individual's needs. This can only help to further developing your working practices and procedures making your setting all-inclusive as it should be.

Meet the Team!

Name: Becci Gameson

Job Title: West Wales Administrator

How long have you worked for Clybiau Plant Cymru Kids' Clubs? 1 week (since January 2022)

What is your favourite childhood memory?

Having numerous caravan holidays within the UK with my mom, dad, sister and dog.

What do you like to do in your spare time? Long walks along the beaches and countryside with my husband and children. Keeping fit. Making and selling pebble art pictures and seaside wreaths.

What is your favourite TV programme? I don't have any favourites. I tend to watch Netflix series but of all different storylines. The latest Netflix series I'm watching is Cobra Kai.

If you could have a superpower, what would it be and why? I would like to read people's minds. I'm always intrigued as to what people are really thinking and what's going on in their heads, what they're having to deal with in their life etc.

If you were stuck on a desert island with one luxury item (not mobile phone) what would it be? A Camera to remember the beautiful images.

What would people be surprised to find out about you? I'm a fairly quiet individual but the few years before the pandemic occurred, I joined an Amateur Theatrical Group and performed on stage singing, dancing and acting in the shows Oklahoma and White Christmas, which I absolutely loved.

What is your favourite film and why? The Sound of Music. It was my childhood favourite.

Do you have any phobias? What are they? I hate really confined spaces, I would never go caving. I'm not a fan of swimming where I can't touch the floor, extreme water sports would terrify me.

Name: Ugo Kalu

Job Title: Administrator, South East Wales

How long have you worked for Clybiau Plant Cymru Kids' Clubs? Two months

What is your favourite childhood memory? Hiding in the bathroom to read novels



What do you like to do in your spare time? Read, write poems and sing

What is your favourite TV programme? Grey's Anatomy

If you could have a superpower, what would it be and why? Being invisible so that I can avoid awkward conversations

If you were stuck on a desert island with one luxury item (not mobile phone) what would it be? An expensive book, I guess.

What would people be surprised to find out about you? I do not really watch TV

What is your favourite film and why? The Notebook because I love love.

Do you have any phobias? What are they? Heights



Name: Nicola Devlin

Job Title: Finance Manager

How long have you worked for Clybiau Plant Cymru Kids' Clubs? 3 weeks

What is your favourite childhood memory? Everything!

What do you like to do in your spare time? Walking my very big dog and drinking wine.

What is your favourite TV programme? Any trash TV

If you could have a superpower, what would it be and why? To be in 2 places at once.

If you were stuck on a desert island with one luxury item (not mobile phone), what would it be? My dog!

What would people be surprised to find out about you? I aim walk 50 miles a week and usually succeed.

What is your favourite film and why? Armageddon because Bruce Willis is fit.

Do you have any phobias? What are they? Spiders



KIDS' CLUBS

Activities



Puffy Paint

What you need:

- ¼ cup of shaving cream,
- ¼ cup of white glue
- A few drops of food colouring

What you need to do:

1. Mix together the equal amounts of shaving cream and white glue and add a few drops of your food colouring.
2. In less than 5 minutes you will make super fun, super simple diy puffy paint!
3. Even if you don't measure the exact amounts when you make it, you still end up with a great 3-dimensional texture!



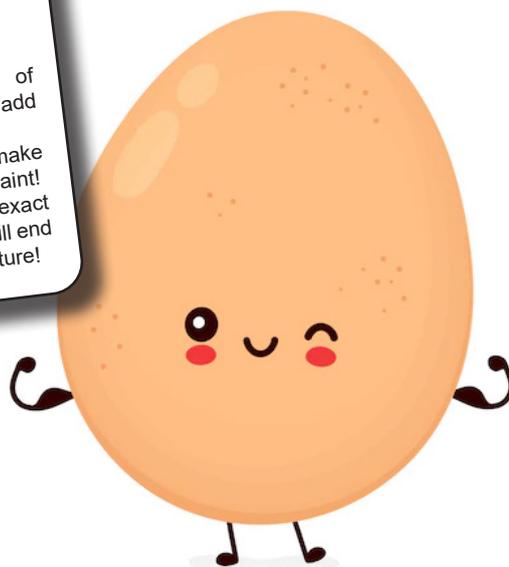
Leaf-Crown

What you need:

- Leaves
- Flowers
- Hole punch
- Ribbon

What you need to do:

1. Use a hole punch to make the holes in the leaves
2. Thread the ribbon through
3. Wear with pride!



The Mighty Unbreakable Egg

What you need:

- Eggs
- Cling film

What you need to do:

1. Wrap the egg in cling film, place in your palm and close your hand around it so your fingers are completely wrapped around the egg.
2. Squeeze as hard as you can.
3. The egg should remain in one piece. If you are feeling extra brave you could try it without the cling film.

WHY CAN'T YOU BREAK THE EGG?

If you've ever dropped an egg, you know the shell is fragile, but the shape of an egg is very strong. If pressure is applied evenly all over the shell it will not break.



Crackin' Cress Heads

What you need:

- 2 teaspoons of cress seeds,
- 2 cotton wool balls,
- felt-tip pens or acrylic paints

What you need to do:

1. Carefully remove the tops from the eggs, leaving the bottom two-thirds of the shells intact.
2. Empty the shells (save the eggs for another time), then carefully wash them out. Decorate the shells with pens or paint, then leave them to dry.
3. Dip the cotton wool balls in a little water, squeezing off any excess.
4. Place 1 ball inside each shell, then sprinkle 1 tsp cress seeds onto each one.
5. Sit the filled shells in eggcups and leave in a dry, well-lit place for a week – a windowsill is perfect. Your cress will start to grow within a few days, perfect for making egg & cress sarnies!

Make your own bird feeder

What you need:

- Pine or fir cones (dried out so they don't open)
- Bird seed
- Raisins
- Peanuts
- Lard
- A mixing bowl
- Scissors
- String

What you need to do:

1. Mix together the bird seed, Raisins, Peanuts and lard. You may want to wait until the lard is at room temperature before you do this
2. Loop string around the cones.
3. Pack the sticky bird mix around the cones with your hands, creating a ball shape. Put your cones in the fridge to set for an hour or so. After that, they'll be ready to hang up and are bound to bring the birds flocking.

