



Display Policy

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Policy Statement

We want all our children and members of their family to feel welcome and stimulated by our environment. We believe that our children will use their environment as an additional form of support in their learning. Therefore we aim to provide displays in a variety of formats, texts, scripts and appropriate for the differing functions.

Procedures

1. Self - selection resources

All boxes will be labelled so that the children can easily see the contents of the box, tray or cupboard. The label will be a picture and a name to encourage the understanding representation in the form of letters.

Where it is possible labels will be in languages used by children in the Kindergarten.

2. Welcome area

Children and their families need to feel welcomed. Throughout the Kindergarten we use vocabulary on labels that reflect the languages used by our children.

3. Display of children's art work

We value the level of concentration and enthusiasm each child puts into achieving a creation. We show recognition of this when we display the children's artwork. All work displayed will be backed onto a colourful surround. Work will be clearly labelled with the child's name and will carry a title and/or a description. This will be done using the computer wherever possible. However handwritten names can be seen as an encouragement for children to write. Each room will carry a mixture of children's artwork and photographs of the children at work. All practitioners involved in the creating of a display must

check that only photographs of children who have had permission given by the parents are shown.

All practitioners are encouraged to be involved in the planning and hanging of displays .

Some displays can be hung from the beams across the ceiling these too will be labelled with the child's name and the display will also have a title.

All children within the setting have equal rights to have their interests displayed, for some children it will be a piece of artwork for others it will be a photograph.

Displays demonstrate the diversity of the society we live in and promote a celebration of that diversity.

Supportive links

United Nations Conventions on the Rights of the Child, UNICEF 1989

Every Child Matters-Change for Children 2004

The Early Years Foundation Stage 2014

Brown-DuPaul, J. Keyes, T. Segatti, L. (2001) *using Documentation Panels to Communicate with Families*, Childhood Education Publisher: Association for Childhood Education International. Available online

<http://www.freepatentsonline.com/article/Childhood-Education/74691775.html>