



3.0 Equal Opportunities

3.1 Valuing diversity and promoting inclusion and equality

Introduction

All children are entitled to an education that enables them to achieve the best possible educational and other outcomes and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. This policy outlines the provision for children with special educational needs and those with a disability (SEND) and supports **all** children who experience barriers to learning. The Lenches Pre-school works towards the statement that

“Every child should be given the best chance to succeed in life” (April 2014 DfE)

At The Lenches Pre-school we try to promote positive images of people of both sexes and all ethnic groups, with and without disabilities. We positively welcome children and their families of all races, languages, beliefs, and background. All children will be respected, and their individuality recognised, valued, and nurtured.

Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination.

We work in accordance with all relevant legislation including the disability discrimination act 1995, race relations act 1976, sex discrimination act 1986 and the children’s act 1989.

Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Some of the activities and toys are chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

We aim to meet the needs of all children in our care in accordance with their stage of development, and value them as individuals.

We try to provide opportunities for each child to explore his/her identity and to build on his/her self-esteem.

Every family in the pre-school is encouraged to become involved with the running of the setting. We have a waiting list if no spaces are available. When a space becomes available it is offered to the person on the top of the list i.e. if it is not suitable for them it will be passed on to the next continuing until it is accepted.

We believe that all children are individuals but recognise that some have more physical, social and emotional needs that require a higher level of support. Where possible, we try to provide for children and adults with disabilities or learning difficulties.

Our aim is to show a respectful awareness of all the major events in the lives of our children and families, and society. We welcome the diversity of backgrounds from which they come. We aim to acknowledge all festivals which are celebrated in our area and/or families who are involved with us. Children will be made aware of any festivals which are being celebrated by their own or other families. Children will become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations, special food, and clothing that each involves.

Our Aims

- Provide a welcome, secure, and accessible environment and appropriate learning opportunities for all children.
- Promote equality of opportunity and value diversity for all children and families, including support for disabled children and children with SEND (Special Educational Needs and Disability).
- Encourage all children, irrespective of any special needs, to be included in all pre-school activities and opportunities for development, wherever possible.
- Operate, in partnership with parents, a system of observation, assessment and record keeping, which enables us to recognise and monitor the children's needs and progress on an individual basis.
- Operate an inclusive and welcoming approach to interest in working or volunteering at the pre-school
- Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and people with disabilities through our curriculum.
- Challenge and eliminate discriminatory actions and foster good relations between all communities.
- We view children's behaviour as an outward sign or indicator of another need that a young child may not be able to verbalise or understand.

We aim to have knowledge and to be aware of:

- The principles and legislation of Inclusion and Special Educational Needs and Disability (SEND) in the Early Years.
- The DfES Special Educational Needs Code of Practice (2002).

- Early Years Foundation Stage Statutory Framework and Practice Guidance
- The Common Assessment Framework for Children and Young People (CAF).
- The Equality Act (2010).

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

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

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

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

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

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

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

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

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways – written and verbal (and in translation if needed) - to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion, and valuing diversity.

We provide a complaints procedure and a complaints summary record for parents to see.

Managing equality in practise:

- The equal opportunity policy applies to every staff member, parent, carer, and child. Each person is valued as an individual and different needs are accounted for within our practice.
- Nobody at The Lenches Pre-school is subjected to discrimination, racist comments, or gender bias. Cultural or religious diversity is respected.
- We celebrate a variety of festivals and special events each year from cultures represented within our setting.
- All activities are planned and progressed through each child's individual learning, ensuring we are meeting the needs of all children.
- Each child is given freedom for choice, time for discovery and support through adult interaction.

3.2 Supporting children with SEND and the Role of SEND Co.

Admissions and the identification of Special Educational Needs and Disability SEND

Our Pre-school is open to all members of the community. We do not discriminate against a child or their family or refuse a child entry to our Pre-school for reasons relating to disability, race, sex, gender reassignment, religion or belief, age, or sexual orientation.

Children with Special Educational Needs, like all other children, are admitted to The Lenches Pre-school after consultation with their parents, the Pre-school Management and the Special Educational Needs Co-ordinator (SENCO).

If it is felt that a child's needs cannot be met in the pre-school without additional personnel and/or equipment, funding will be sought to aim to provide appropriate support. When a child enters pre-school with a known special need that requires a high level of support, discretionary funding may be applied for in preparation for entry. If funding is granted, a member of staff would be appointed as a Learning Support Assistant (LSA) to work and support the child on a 1:1 basis.

We work closely with the parents of all the children in the pre-school to ensure that:

- We draw upon the knowledge and expertise of parents in planning provision for their child.
- The child's progress and achievements are shared and discussed with parents on a regular basis.
- Parents know the identity of the SENCO.
- Parents are aware of the arrangements for the admission and inclusion of children with special educational needs.

Early Identification

Children have a learning difficulty if they:

- Continue to make inadequate progress, despite high-quality teaching targeted at area/s of learning and development which the child finds most challenging. Observations, assessments, records and discussions between the child's parents, SENCO and Key Person help to identify a child who is experiencing difficulties.

As soon as a child has been identified as having a barrier to learning we would:

- Discuss the child in a team meeting to discuss the child in detail to share thoughts.
- Observe the child using the Early Support Tracker, this form part of the EYFS profile document and covers the areas Personal, Emotional & Social Development, Physical Development, Communication and Thinking. We would use the most relevant document or track them in all areas, dependant on the child.
- On tracking the child and finding a delay we would then consult the parent with this factual information and work together to decide on the next steps to help their child. It may be necessary at this stage to advise the parents to contact their Health Visitor or GP, which may then lead onto referrals to other professionals.
- We would require written parental consent if it was decided further interventions were required with the child. This form of Provision is called Graduated Response.

Graduated Response

At this point we would seek advice from our Early Years and Childcare Services (EYCS) advisor who can advise on strategies. Parental permission would be sought if the advisor was asked to observe the child.

Provision Mapping

At The Lenches Pre-school we use a planning tool called Provision Mapping. This enables us to organise information about children in an accessible and easy to manage format, which enables us to target support and strategies and identify any gaps.

The Cycle

1. **Audit** – Identify the needs of the learners, the provision and existing strategies and resources used by staff.
2. **Reflect and Identify gaps** – Map the needs of the children against the provision /resources available.
3. **Adapt and Enhance** – Identify training, research strategies, explore expertise in local area.
4. **On-going Monitoring** – Review termly, use outcomes to inform next steps in learning, evidence child records.

The above cycle also follows our process of Assess, plan, do, and review.

Graduated Response level 2 & 3

This level is for those children that have been referred to an outside professional agency

i.e. speech and language. Once the setting has received referral with targets for the individual child these can be incorporated into the provision map, in addition to this an individual provision map would be written also.

IPM

- An 'Individual Provision Map' (IPM) is written, monitored, reviewed (at least every 6 weeks) and updated by the SENCO, together with the Key Person/1:1 support and the child's parents.
- The SENCO will advise the other members of staff within the pre-school of the child's specific needs and gather relevant information for record keeping.
- Parents will also be informed of any local support groups known to the SENCO and signposted to the local Children's Centre.
- If the SENCO, in partnership with the parents and EYCS advisor, is concerned that a child is not progressing then a Common Assessment Framework (CAF) form will be completed to identify the child's needs and improve information sharing and a Lead Professional appointed to coordinate services from the multi professionals involved.
- If the child with additional needs may also attend another setting the SENCO will arrange visits to observe the child in the other setting, after obtaining permission from the child's parent/carer.

Discussing Children's Progress and outcomes

Discussing children's progress is an on-going process. At the end of each session we self-reflect and record our findings and actions where necessary. Evaluation of provision is discussed, and changes are made according to interests, needs and abilities.

Observations of children are read and discussed during weekly keyperson/ manager meetings.

Each term at parents'/carers' meetings, the Manager will discuss progress and review support plans, ensuring their views and contributions are valued. Parents/carers will be offered advice about how they can work with their child at home. The effectiveness of any intervention will depend upon the level of involvement of parents/carers.

Parents/carers are given information about procedures, outside agencies and where necessary, or if requested the support of Outreach agencies.

Role of the SEND Co

The SEND Co is responsible for ensuring all practitioners in the setting understand their responsibilities to support children with SEND and the setting's approach to identifying and meeting SEND, advising and supporting colleagues, ensuring parents are closely involved throughout and that their insights inform action taken by the setting and liaising with professionals or agencies beyond the setting.

The SEND Co achieves this through.

- Overseeing the day to day operation of the Pre-school's SEND policy.
- Co-ordinating the provision for children with SEND.
- Liaise with, advise, and contribute to in-service training of all staff.
- Advising on a "graduated approach" to providing "additional" SEND support.
- Ensuring all records of children with SEND and those children experiencing barriers to learning, who may not have SEND, are kept up to date.
- Liaising with parent/carers of children with SEND and those children experiencing barriers to learning, who may not have SEND.
- Being a key point of contact and liaising with external agencies, health and social care and the local authority.
- Liaising with SENCO of next provider to ensure a smooth transition.
- The role of the SENCO is strategic and to be effective the SENCO should be a member of the senior management team.

Supporting children's transition

Parents/carers of children with SEND are invited in to meet with the SENCO with their child, prior to starting at the pre-school. This is an important meeting for the parent/carer to share information with the school about their child's needs and any concerns they may have.

Where appropriate, transition arrangements into the pre-school will be discussed at this meeting, and shared with all relevant staff and agencies. This may include structured transition visits to the pre-school up to a term prior to the child's start date. Outside agencies may be contacted to gather any additional information about the child where necessary.

Following a child's settling period to the pre-school the SEND Co will arrange a meeting with the parent/carer to review the child's learning and progress.

Transition to Primary First School

All children are usually invited to visit their new primary school with their parent/carers prior to transition. Further visits are arranged according to the individual needs of the child. A photograph book showing aspects of life in primary school is used to prepare children for transition.

- All documentation, this will include individual support plans, EHC plan, any reports from outside agencies, will be forwarded with a progress report to the child's primary school.

In addition to this, the SEND Co will:

- Prepare and share a transition report with the child's new class teacher and the school's SEND Co.
- A copy will go to the parent/carers.
- Invite the new class teacher/SEND Co to visit the child at the pre-school.

Using the curriculum to develop positive attitudes

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

Our environment is as accessible as possible for all visitors and children. Reasonable adjustments will be made, where possible, to accommodate the needs of children or adults with additional needs.

Within our curriculum we aim to:

- Make children feel valued and good about themselves and others.
- Create an environment of mutual respect and tolerance.
- Help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Positively reflect the widest possible range of communities in the choice of resources.
- Avoid stereotypes or derogatory images in the selection of books or other resources.
- Celebrate a wide range of festivals.
- Ensure that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- Ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning, whilst ensuring that they are supported in the maintenance and development of their home language.
- We work in partnership with parents/carers to ensure that the dietary requirements of children that arise from their medical, cultural or religious needs are met. We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Valuing diversity in families

We welcome the diversity of family lifestyles and encourage parents/carers to contribute to the Pre-school through sharing their experiences and cultures with us.

- We welcome and support families who speak languages in addition to English.
- We welcome disadvantaged and under-represented groups to join the Pre-school.
- Displaying of openly discriminatory behaviour and possibly offensive materials, name calling, or threatening behaviour by staff, parents/carers or children are unacceptable on or around the premises. Any such behaviour will be dealt with through our disciplinary procedures. If, at any time, staff feel threatened by the behaviour of a parent/carer then the police will be called.

Funding

At The Lenches Pre-school we are committed to our SEND responsibilities and will endeavour to use any funding we successfully receive to be used effectively. Any awarded funding may be allocated to provide a member of staff to be employed to come in and complete;

- 1:1 activities for all children on Graduated response 2 & 3 on a daily basis.
- Work with the SEND Co to document all progress and relevant paperwork.
- To work with SEND Co to identify next steps.
- **This will be reviewed termly.**

Requesting an Education, Health and Care Plan

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting would consider requesting an Education, Health and Care Plan.

Legal References

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children and young people with SEN but no EHC plan: Section 29
- Children with SEN in maintained nurseries: Section 35
- Using best endeavours to secure special educational provision: Section 63
- SEN co-ordinators: Section 64
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100
 - The Equality Act 2010

Regulations

- The Statutory Framework for the Early Years Foundation Stage
- The Special Educational Needs and Disability Regulations 2014 79

Definition - EHP Education Health Plans this has replaced the 'Statement of needs'.

3.3 Achieving Positive Behaviour

Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Our Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

We aim for all staff, volunteers and learners to be confident in using positive strategies for handling any inconsiderate behaviour, helping children to find solutions in ways which are appropriate for the children's ages and stages of development.

Procedures

When responding to or observing unacceptable behaviour, staff will take the following actions:

- Approach Calmly
- Acknowledge feelings

- Gather information
- Re-state what the child has said to you to confirm understanding.
- Dependent on the child's developmental age the staff member would ask the child for a solution and choose one together and be ready to give the child follow up support in their play including re-introducing them to their play.

All staff are responsible for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

- We require all staff to:
 - keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
 - We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
 - We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
 - We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
 - We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
 - We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.

- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.
- We implement and encourage the education of British values at the Lenches Pre-school – PREVENT – we do not encourage explosive, violent, and threatening play.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as ‘bullying’. For children under five, hurtful behaviour is momentary, spontaneous, and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child’s rage as that will have the opposite effect.

- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. “Adam took your car, didn’t he, and you were enjoying playing with it. You did not like it when he took it, did you? Did it make you feel angry? Is that why you hit him?” Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings. “When you hit Adam, it hurt him, and he didn’t like that and it made him cry.”
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car, so you can both play with one.”
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

A snapshot of ways in which we would deal with different types of behaviour

At The Lenches Pre-school we realise the importance of sharing opinions, and experiences with the team of staff, on such matters as behaviour. If everyone is involved and gets their thoughts across we can come up with workable strategies that everyone believes in. Below are some suggestions of how to deal with common behaviours you may come across in our setting, these have been put together by the current members of staff.

Unwanted Behaviour Strategy

Biting - Approach situation calmly, get to child's level and say a very firm "No". Comfort victim and pass to other member of staff to meet any emotional/medical needs. The child who has bitten is taken to a quiet area and told calmly but firmly their behaviour is unacceptable. The child is then re-introduced to play with key person until they have re-settled. Complete an incident report and inform both sets of parents ensuring you do not name the other child.

Physical Child - As above but once the hurt child has been comforted, speak to the child who did the harming. Try and sympathise with the child "I can see you are angry" this hopefully will open up communication. Listen to the child and try to solve the problem together. Try and avoid this situation with the key person supporting the child in their play until they are developmentally ready to share independently. Ensure there are sufficient resources. Encourage self-regulation such as the child selecting a timer to help share resources.

Swearing - Stay calm and offer an alternative rhymed word, "you mean you want the....." Please see management team for advice on this. If a child is older and you believe they are aware that what they have said is unacceptable you would firmly say "We don't use that word at the Pre-school".

Refusal - Explain firmly what is expected "I need you to" Allow 10 second processing time, did the child hear you? Use visuals to help the child understand – 'do they understand you?' Encourage them to re-join activity using distraction techniques.

Watch and wait – watchful waiting whilst praising other children who are doing as asked and giving out rewards such as stickers. Don't let refusal always become a battle, pick your battles. Ask a colleague to intervene, sometimes the battle is with the person not the actual request. If a child is refusing to put on a sunhat/coat we give them a consequence "We can't play outside without a coat on". Counting down from three and then re-state what is expected. If this still does not that child would be supervised inside. If it is a recurrent behaviour it would be recorded on ABC documents and shared this with the parents, so that we can work together to devise a behaviour plan. A written observation of the incident is completed and a behaviour trigger sheet – this identifies any patterns in their behaviour i.e. is the child hungry? Have they just come in from a difficult time at home? By arming ourselves with this information we may be able to prevent incidents in the future. The behaviour file includes a chronological summary of incidents and this can be used to identify patterns in behaviour or highlight a possible developmental delay.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate and will consider whether notifying the police if appropriate.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the Safeguarding children, young people and vulnerable adults' policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained, and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

3.4 Anti Bullying Policy and Practice

Our Aim

At The Lenches Pre-school we believe in the importance of all children being able to achieve their right to play and learn in supportive, caring and happy environment, without fear of being bullied. Bullying is antisocial behaviour which affects all, and we consider it to be unacceptable within our setting.

Only when all issues have been addressed surrounding bullying, will children be able to fully benefit from the range of experiences and opportunities which our pre-school has to offer.

There are three main types of bullying:

- Physical (hitting, kicking, biting).
- Verbal (name calling and racist remarks).
- Indirect (spreading rumours, excluding from social groups).

We take bullying very seriously. If a child bullies another child or children we show the children who have been bullied that we are able to listen to their concerns and act upon them.

Practice

- We show the children/ adults who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the bullying.
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is not acceptable.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their actions.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- We do not label children who bully as 'bullies'.

- We recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

3.5 English as Additional Language (EAL)

'Bilingualism is an asset, and the home language has a continuing and significant role in identity, learning and the acquisition of additional languages.' (DCSF 2007)

Our Aim

This policy is concerned with children entering the setting with English as an Additional Language (EAL) The child's home language can be any other language, but they will be entering the setting with the intention of using English.

Context

Bilingual EAL learners in Worcestershire come from a variety of different cultures. They vary in their range of language and literacy abilities. Some may have some experience of using English and being around English culture whereas some may not have encountered it. Some children are already literate in one language whereas some may not have already developed these skills.

Enforcing/ relating legalisation and policy

We recognise our legal responsibilities and the suggestions made by the following:

- Children Act 2004
- Race Relations Act 1976
- Early Years Foundation Stage
- Supporting Children learning English as an Additional Language.
- Every Child Matters

Practice

- The setting recognises the importance of the child's home language.

- The setting recognises that the child with EAL is just as able as any other child and will be challenged accordingly.
- The setting recognises that a child may understand before they speak and so will not put pressure on that child to speak until they are ready.
- The setting will praise and encourage the child to enable them to feel safe, secure and valued.
- The team will be dedicated in ensuring that the parents/carers of the child fully understand the progress of their child.

Settings objectives

- Children's interests, likes and dislikes will be established before they start at the setting and their culture and background understood as far as possible in order to support them and make care for them as familiar as possible.
- Once in setting children will be assigned to a keyworker alongside them and support them in the setting.
- Pictures and photographs and other visual cues will be used as much as possible alongside spoken English in order for the child to comprehend what is being asked of them.
- Attempts will be made to bring bilingual help into the setting where possible.
- Letters and communication with parents will be translated where possible.
- We will ensure all children are safe and will recognise that they may not understand instructions.
- Staff will be trained accordingly, with how to deal appropriately with challenges that may be faced.
- Provide culturally diverse resources in order to provide a supportive environment for the child with EAL.
- Children will be closely observed in order to identify what stages they reach and to support practitioner when planning for those children.