

EQUALITY OF OPPORTUNITY POLICY

BEHAVIOUR MANAGEMENT

Statement of Intent

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

We understand that behaviour is part of social, emotional and mental development and support all children to develop fully, regardless of their starting points.

Aim

We aim to provide an environment in which there is acceptable behaviour and where children can develop self-discipline and self-esteem, whilst learning to respect themselves, other people and their environment, in an atmosphere of mutual respect and encouragement.

New Millside Pre-school is a Rights Respecting Early Years Setting and has the UN Convention on the Rights of Child at the heart of its core values. We prepare the community to recognise the universality of children's rights and to support the rights of others locally and globally and ensure we have strong arrangements for protecting children from all forms of abuse and harassment.

Method

- We have two members of staff who have overall responsibility for issues concerning behaviour; they are **Karen Barnes & Sandy Booker**
- We aim to ensure that the named persons;
 - Keep themselves up-to-date with legislation & research & thinking on handling children's behaviour.
 - Access relevant sources of expertise on handling children's behaviour.
 - Check that all staff has relevant in-service training on handling children's behaviour, keeping a record of staff attendance.
- 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 require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development – for example distraction, praise and reward.
- We familiarise new staff and volunteers with the pre-school's behaviour policy and its rules for behaviour.
- We expect all members of the pre-school – children, parents, staff, volunteers & students – to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- 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 pre-school.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send the children out of the room by themselves.
- 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 only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to the 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 lead practitioner and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.
- We work in partnership with the children's parents. Parents are regularly informed about their children's behaviour by their keyperson. 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.
- 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 behaviour.
- We handle children's behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation.
- We have a strategy support file for those children that require additional adult interventions to manage their behaviour to ensure the children are dealt with fairly and consistently.

Prevent Duty

We are required to 'have due regard to prevent people from being drawn into terrorism'. To be both effective and lawful, we must meet specific legal duties, including those arising from the Prevent Duty. This sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong. These British Values are designed as:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs

These values are universal aspirations for equality. As such they are fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society. We will demonstrate these values through the management and implementation of the Early Years Foundation Stage and through policies and procedures relating to equality, behaviour and safeguarding, with which the Prevent Duty is entirely consistent. We will ensure that we share these beliefs and that they are understood and applied by all staff, volunteers, and where appropriate, parents. We will ensure:

- Staff will undertake Prevent awareness training.
- Staff are able to identify children who may be vulnerable to radicalization, and know what to do when they are identified
- They assess the risk of children being drawn into terrorism and work in partnership with local parents such as the police, Prevent Co-ordinators and LADO, to take account of local risks and respond appropriately.
- They take action when they observe behaviour of concern
- They focus on children's personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others and challenge negative attitudes and stereotypes.
- They make referrals to local Channel Panels, Police or local LSCB if there are concerns that an individual may be vulnerable to being drawn into terrorism or extremism
- They assess their training needs in the light of their assessment of the risk

Our key person approach means we already know our key children well and we will notice any changes in behaviour, demeanour or personality quickly. We will assist and advice families who raise concerns with us

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

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
- We intervene to stop the child harming the other child or children;
- We explain to the child doing the bullying why her/his behaviour is inappropriate;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to say sorry for her/his actions;
- We make sure that children who bully receive praise when they display acceptable behaviour;
- We do not label children who bully as "bullies"
- We recognise that children who bully may be experiencing bullying themselves, or be the subject to abuse or other circumstances 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 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; and
- 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.

EQUALITY & DIVERSITY

Statement of Intent

Our pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are valued.
- Include and value the contributions of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities
- Improve our knowledge and understanding of issues of equality and diversity; and
- Make inclusion a thread which runs through all of the activities of the pre-school

The legal framework for this policy is:

- *Equal Opportunities 2010 'Umbrella Act'*
- *Equality Act 2010*
- *Children and family Act 2014*
- *Special Education Needs and Disability Code of Practice (2014)*
- *EYFS (2012)*
- *Equality Act (2010)*

Links to Welfare requirements for this policy:

- Food & drink
- Safeguarding Children
- Information & Complaints



- Safe Recruitment
- Data

Methods

Admissions

Our pre-school is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members 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 do not discriminate against a child with a disability or refuse a child entry to our pre-school because of any disability.
- We ensure that all parents are made aware of our equal opportunities policy.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the pre-school and in the curriculum offered.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- 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 equality and 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 to develop practise which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Curriculum

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

We do this by:

- Making children feel valued and good about themselves;
- Ensuring that children have quality of access to learning;
- Making reasonable adjustments to our environment both indoors & outdoors to accommodate a wide range of learning.
- We will utilise a wide range of visual aids, i.e. the timetable in photographs, story sacks, cue cards etc
- Reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of materials;
- Celebrating a wide range of festivals;
- Creating an environment of mutual respect and tolerance;
- Helping children to understand that discriminatory behaviour and remarks are unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; and
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Valuing Diversity

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the pre-school.
- We encourage parents/carers to take part in the life of the pre-school and to contribute fully
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.
- We will not tolerate threatening or abusive behaviour towards or between staff and families and all such incidents will be challenged and recorded and where necessary relevant outside agencies will be involved.

Food

- We work in partnership with parents to ensure that the medical, cultural & dietary needs of the children are met.
- We help children to learn about a range of food, 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 pre-school.
- Information about meetings is communicated in a variety of ways – written, verbal and in translation – to ensure that all parents have information about access to the meetings.

Recording/Monitoring

- We provide a complaints procedure.
- To ensure our policies and procedures remain effective they are monitored and reviewed regularly by the Pre-school Manager Administrator, committee & staff.
- We report and action appropriately, incidents of discrimination between an adult or child and record relevant information.



SPECIAL EDUCATIONAL NEEDS

Statement

This Special Educational Needs Policy is written in response to the Code of Practice on the Identification and Assessment of Special Educational Needs. Our setting has regard to this code and has written this policy, outlining our practices and procedures.

Statement of Purpose

Our aim is to welcome all children and their families, we will endeavour to include all children and offer relevant support for identified needs.

Definition of Special Educational Needs

New Millside recognises the DFES definition of Special Educational Needs as "special educational needs that affect a child's ability to learn can include their";

- Reading and writing
- Ability to understand things
- Concentration levels
- Physical needs or impairments

RESPONSIBILITIES OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

NAME OF SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR:	KAREN BARNES
DATE APPOINTED	MARCH 2013
QUALIFICATIONS	SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR Advanced Speech & Language Development – 11 th & 12 th October 2011 UPDATED – 1 st December 2014 Autism Education Trust Level 2 – Jan 2016 Makaton Training
SUPPORTED BY	SANDY BOOKER, DEPUTY SENDCO Level 3 Diploma for Children & Young Peoples Workforce MAHDIA BENYESSAAD, DEPUTY SENDCO Level 2

Information Gathering:

It is the responsibility of the Special Educational Needs Co-ordinator to have access to, and have read and understood all information on children in the setting, carrying out ongoing assessments of all relevant children in accordance with SEN Code of Practice and recognising the need for confidentiality.

Valuing & Communicating with Parents/Carers:

Ensure that parents feel involved with the pre-school by way of noticeboards, half-termly newsletters and letters; any contributions made by parents/carers are valued.

Clear communication with parents/carers through consultation and/or by talking promptly both with confidence and sensitivity when the need arises. Any contributions made by parents/carers are valued.

Considering The Child's View & Opinions

A Child & Family Profile to be completed before starting. Staff made aware of any special requirements i.e. name, diet, allergies etc, special toys, likes, dislikes etc. By talking, listening to children and observing them in the pre-school we will gather children's views.

Monitoring and Record Keeping:

Observations

Our system of observations and record keeping which operates in conjunction with parents aims to enable us to monitor children's needs and progress on an individual basis.

Within our setting, we will aim to devise a structured programme to meet the needs of all children with Special Educational Needs. This may include visual timetables etc.

N.B. All records and Education, Health & Care Plans will be passed on to the child's next school/nursery with parental/guardian permission.

Implement systems for identifying and supporting children at Education, Health and Care (EHC) Assessment and once an EHC plan is in place.

Outside Agencies/Other Early Years Settings

With parents/carers consent we will share information and aim to liaise and work with outside agencies and other early years settings to benefit the child.

The Local Education Authority (LEA)

Through attendance at various training and network groups we acknowledge the support of and will maintain close links with the Early Years Development Care Partnership (EYDCP).



Supporting Colleagues/Staff

The Special Educational Needs Co-ordinator will provide support and be a reference point for colleagues on all Special Educational Needs matters, including identifying and working with children who have Special Educational Needs and/or disabilities.

Training

The Special Educational Needs Co-ordinator will attend relevant training and ensure that the information is shared with colleagues.

The Role of Staff Members

The staff will support the Special Educational Needs Co-ordinator in her role and respect confidentiality at all times.

The Role of the Committee

The committee will support the Special Educational Needs Co-ordinator and her staff and be aware of and respect confidentiality at all times. Where appropriate the committee will consider provision of extra resources to benefit a child with Special Educational Needs and/or disabilities.

Implications for the Setting

Any meetings attended by the SENDCO with outside Agencies etc will be paid at their hourly rate, as already agreed by the committee. Cover will be arranged if required during sessions, to ensure ratios are kept to high standards.

Other Information

Admissions

Children will be admitted with due regard to our admissions policy. In exceptional circumstances New Millside Pre-school may admit a child with special educational needs above others on the waiting list.

Facilities

Wheelchair accessibility, separate disabled toilet.

Complaints

Refer to our Complaints Procedure.

Review Date

As with all policies this will be reviewed regularly.

