

## NURSERY SEND POLICY

### Inclusion and Special Educational Needs and Development POLICY

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#### Special Educational Needs Coordinator

The Setting SENDCO will be responsible for ensuring that all steps possible are taken to accommodate children with SEN and enhance their learning

The person responsible for SEND is nominated individually at each EKC Group Nursery.

#### Job Description

- Write new personalised plans in between professional visits
- Monitor spending of DAF and SENIF to ensure it is tracked and spent correctly.
- To support children who need additional support within the setting and share all information with parents/carers
- To support practitioners in identifying areas where children may need additional support and work closely with them and the families to create targeted plans for the children
- To assess and monitor development and adapt targeted plans to suit children's needs
- To seek additional support when required
- Create targeted plans identifying SMART targets to support children's learning

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- Review at 6 week point to ensure targets are still relevant. Review fully at 12 week mark alongside practitioner/key person/parent
- Identify and compare development of children who are being monitored and ensure progression in areas and identify specific additional areas for support
- Share with consent information gained about a child with relevant support systems
- Support other children and practitioners in understanding appropriate ways to support children with additional needs, providing inclusive practice
- Consult with key persons regarding meetings with parents every 6 weeks to review progress at home as well as at nursery
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to children with SEND
- Provide training opportunities to support practitioners with understanding SEND
- Identify and supply additional resources needed to support children with SEND which may include room layouts
- Support the aims and ethos of each nursery regarding all-inclusive practice
- Set a good example in terms of practice
- Advise and support parents
- Provide staff training where necessary
- Attend staff meetings and recognize any issues that are brought to attention during these
- Develop links with outside agencies
- Complete referral paperwork
- Update Best Practice Guidance termly on each area of need for each identified child with SEND

## **Special educational needs and disability**

### **Statement**

Each nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share

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opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

Each nursery believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

Each nursery is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. Each nursery is committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of each nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Where each nursery believes a child may have additional needs that have previously been unacknowledged, it will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs, any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining each nursery according to their individual needs.

## **Aims**

We will:

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- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on the identification and assessment of any needs not being met by the universal service provided by each nursery.
- Include all children and their families in our provision.
- Provide well informed and suitably trained practitioners to help support parents and children with special educational needs and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported
- Share any statutory and other assessments made by each nursery with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of each nursery day according to their individual needs and abilities
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

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Each EKC Group Nursery will have an individually nominated Special Education Needs and Disabilities Co-ordinator

The role of the SENDCO is to take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENDCO should also ensure that appropriate records are kept including a record of children graduated approach and those with statements. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action (code of practice 2001). This role includes monitoring of children with;

- Free for two status
- Medical needs
- Early Years Pupil Premium
- Armed Forces relatives
- Traveller heritage
- English as an additional Language
- Bilingual parents

She/he works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of each nursery, always making sure plans and records are shared with parents.

## Methods

We will:

- Designate a member of staff to be Special Educational Needs and Disabilities Co-ordinator (SENDCO) and share his/her name with parents for each EKC Group Nursery and is signposted in parent areas.
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals.

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- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in each nursery
- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- Work closely with parents to create and maintain a positive partnership which supports their child(ren).
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education.
- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- Use the graduated response system (see explanation below) for identifying, assessing and responding to children's special educational needs and disabilities.
- Provide a broad and balanced early learning environment for all children with special educational needs and/or disabilities.
- Provide differentiated activities to meet all individual needs and abilities.
- Use a system of planning, implementing, monitoring, evaluating and reviewing targeted plans for children with special educational needs and/or disabilities and discuss these with parents.
- Review targeted plans or personalised plans every 6 weeks and hold review meetings with parents at this time.
- Ensure that children with learning difficulties and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability.
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities.
- Provide resources (human and financial) to implement our SEN/disability policy.

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- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided.
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. targeted plan reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy annually.

### **Special educational needs and disabilities code of practice**

Each nursery has regard to the statutory guidance set out in the Special Educational Needs code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment through the graduated approach. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENDCO will ensure that appropriate records are kept according to the Code of Practice.

### **Looked after children**

EKC Group is committed to providing a welcoming and inclusive quality environment for all children and families.

The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for

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short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act 2006
- Children Act (1989)
- Adoption & Children Act (2002)
- Children & Young Person Act (2002)
- The Children and Social Work Act (2017)

The term 'looked after child' denotes a child's current legal status. Each nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

For young children to get the most out of educational opportunities they need to be settled appropriately with their carer. At EKC Group Nurseries we treat each child as an individual. Discussions will take place regarding the length of time the child has been with their carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All practitioners are committed to doing all they can to support all children to achieve their full potential. Each nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times and we have an open door policy if they need to discuss any sensitive issues regarding the child.

**The designated person** for 'looked after children' is *each nurseries individual manager*.

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Each child will be allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at each nursery and with the social worker (where applicable).

Regular ongoing practice such as observations will be carried out to build up a picture of the child's interests, and activities will be planned accordingly to support the child's stage of learning and development and interests. This information will be shared with carers as well as any concerns surrounding their developmental stages.

Where necessary a care plan will be developed with carers and professionals. This will include:

- The child's emotional needs and how they are to be met
- How any emotional issues and problems that affect behaviour are to be managed
- The child's sense of self, culture, language/s and identity - how this is to be supported
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- How any special needs will be supported.

In addition the care plan may also consider:

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed
- Who may collect the child from nursery and who may receive information about the child
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in planning

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- With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, a Personal Education Plan (PEP) will also be completed for 3-5 year olds in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

Transition to school will be handled sensitively with the key person and designated 'looked after' person working together with the child to ensure that this is as smooth as possible and all necessary information is shared.

The child's individual file, including observations, photographs and pieces of art work and mark making will be passed on to the carer at this stage.

### **Key contact details:**

Key contacts and updates to numbers can be found on the safeguarding section of the Kelsie Website.

## **Inclusion and equality**

### **Statement of intent**

Each nursery takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. Each nursery is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability,

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sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within this nursery.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of each nursery manager at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under each nursery's disciplinary policy.

**The legal framework for this policy is based on:**

- Equality Act 2010
- Children Act 2004
- Care Standards Act 2002
- Childcare Act 2006
- Special Educational Needs and Disability Act 2001
- The Code of Practice 2015

**Each nursery and staff are committed to:**

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, each nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and each nursery's ability to provide the necessary standard of care
- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families

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- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread, which runs through the entirety of each nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

### **Admissions/service provision**

Each EKC Group nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

Each EKC Group nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

### **Recruitment**

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

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At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

## **Staff**

It is the policy of each EKC Group nursery not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the whistleblowing policy where applicable to report any discriminatory behaviours observed.

## **Training**

Each nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. Each nursery will strive towards the provision of inclusion, equality and diversity training for all staff on an annual basis.

## **Early learning framework**

Early learning opportunities offered in each nursery encourage children to develop positive attitudes to people who are different from them. 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.

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- Ensuring that all children have equal access to early learning and play opportunities.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypical or derogatory images in the selection of materials.
- Acknowledging and celebrating a wide range of religions, beliefs and festivals.
- Creating an environment of mutual respect and empathy.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds.
- Ensuring that children whose first language is not English have full access to early learning opportunities and are supported in their learning.
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made.
- Ensuring the medical, cultural and dietary needs of children are met.
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

## Information and meetings

Information about each EKC Group nursery, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of each nursery.

EAL Policy (English as an Additional Language)

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At EKC Group Nurseries we value all children within the Setting, and value the contribution with ethnic minority children and bring their culture and language to enrich each nursery environment.

#### Aim

We aim to provide the means for all children to have access to a supportive learning environment, ensuring that they have the tools and support to fully interact socially with others, and learn and develop as a whole. We will seek to ensure that all families have clear information, with additional strategies put in place when additional support is needed. We will ensure that we do everything possible to enable all parents and children to be fully involved with all aspects of the Setting, the environment, activities and information.

To achieve these aims we will:

- Gain additional information or registration of children's key words to support
- Find a variety of ways to communicate effectively, which suits the needs of the parents
- Provide specific Targeted Plans to children who may need additional support in understanding and speaking English
- Provide visual aids and use the children's key words to support their interactions and understanding.
- Encourage sharing information with parents to the Setting, including key words, pictures from home, food containers for role play, cultural garments etc.
- Ensure that the rooms reflect the culture of the children and that every child's culture and language is valued.
- Monitor and assess progress regularly to identify any additional needs for support
- Provide staff with the tools to provide relevant and additional support

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All staff will

- Follow the Inclusion and Equality policy
- Treat every child as unique
- Build a strong parent partnership with every child
- Promote each child's language and culture

The SENDCO will;

- Provide and encourage staff to gain information to support children and families with EAL.
- Will provide Targeted Plans alongside parent consultation and Key Person input, to provide the best support possible.
- Create relevant visual prompt cards to support building an additional language.

EAL Job Description

- To support practitioners in developing ideas to support EAL
- To be aware and identify children with EAL
- To provide resource material to support Staff
- To support SENDCO with identifying and supporting children and families with EAL
- To ensure that inclusive practice is carried out throughout the setting.

### **Dealing with discriminatory behaviour**

We have a duty to create and implement strategies in each nursery to prevent and address all discriminatory behaviour. Such strategies include:

- Each nursery records all incidents relating to discrimination on any grounds

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- All recorded incidents are reported to the children's parents, and when appropriate to the registering authority.

Parents have a right to know if discrimination occurs and what actions each nursery will take to tackle it.

### Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision or criterion is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

### Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

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- Pregnancy and maternity.

Incidents may involve a small or large number of persons, they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people because the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

### **Procedure**

- All staff in each EKC Group nursery will be trained to be aware of and alert to any discriminatory behaviour or bullying taking place
- They must intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents. Any allegation should be taken seriously and reported to each nursery manager
- Each incident should be investigated and recorded in detail as accurately as possible. This record should be available for inspection by staff, inspectors and parents where appropriate, on request
- Each nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to each nursery
- Where an allegation is substantiated following an investigation, the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome

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- Continued discriminatory behaviour or bullying may lead to exclusion and dismissal but such steps will only be taken when other strategies have failed to modify behaviour
- Adults found to be perpetrators must be reported immediately to the manager and where such adults are employees and such allegations are substantiated after investigation, appropriate disciplinary action shall be taken which can include dismissal.

Discriminatory behaviour or bullying needs to be recorded to ensure that:

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified
- Persistent offenders are identified
- Effectiveness of nursery policies are monitored
- A secure information base is provided to enable each nursery to respond to any discriminatory behaviour or bullying.

### **Nursery staff**

All staff should be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

An atmosphere must be created where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of each nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory. Nor must staff appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. A sensitive and informed approach must be used to counter any harassment perpetrated out of ignorance.

### **Promoting positive behaviour**

At EKC Group Nurseries we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. Each nursery

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encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within each nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Have a named person who has overall responsibility for behaviour management.

**The named person** of each nursery will;

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- Advise other staff on behaviour issues
- Along with each room leader will keep up to date with legislation and research
- Support changes to policies and procedures in each nursery.
- Access relevant sources of expertise where required and act as a central information source for all involved.
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. We keep a record of staff attendance at this training.
- Use strategies and support staff using STAR charts

Our nursery rules are concerned with safety and care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

#### **When children behave in unacceptable ways:**

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking.
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who

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have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training. We will complete an incident form following any restraints used and notify the parents.

- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity.
- Staff will not raise their voices (other than to keep children safe).
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate.
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate.
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and each nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist.
- We support children in developing non-aggressive strategies to enable them to express their feelings.
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child and use behaviour plans.
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.

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Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The SENCO will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child until they have calmed down.

### **Anti-bullying**

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At EKC Group nurseries, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way.
- Children are helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways

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- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will discuss any instance of bullying fully with the parents of all involved to look for a consistent resolution to the behaviour
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in each nursery
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible, thoughtful members of society.