

Equal Opportunities

Inclusion: Community Values and Positive Behaviour Policy

Under the Equalities Act 2010 it is illegal to discriminate against children or families on the grounds of 'protected characteristics'. These are:

- Disability
- Race
- Gender reassignment
- Religion or belief
- Sex
- Sexual orientation
- Age
- Pregnancy or maternity
- Marriage and civil partnerships

Our Values

At Pre-School, we value diversity, equality and inclusion. We aim to foster a sense of community within Pre-School and our Pre-School families.

We aim to embrace cultural differences and promote the British values of inclusion, equal opportunities, tolerance, diversity and anti-discriminatory practice. We value children's individuality and independence. We acknowledge that each child will develop at their own pace in response to wide opportunities and experiences that support learning, experimentation and wonder. We value each child's voice, thoughts and feelings. We support friendship, kindness and honesty. As a staff team, we value professionalism, open communication and reflective, child-centred practice.

This policy looks at how we support and promote our values and how we encourage diversity, equality and positive behaviour in Pre-School and across the wider Pre-School community.

Much of what we do to reflect our values is delivered through our curriculum; is demonstrated through the Pre-School environment; and is modelled through our relationships with children and their families.

Teaching and Learning: Curriculum

We recognise that each child is unique. We offer a planned curriculum which:

- Reflects children's needs and interests, cultural and community events, and other activities which we think may develop and extend children's understanding of the world around them.
- Gives children opportunities to learn through play the skills they will need to develop independence, self confidence and resilience. We also encourage children to develop their understanding of sharing, taking turns and respecting others' needs.

- Gives children opportunities to talk about their own feelings and behaviour, to understand the impact that their behaviour has on others, and to explore the feelings and thoughts of others.
- Helps children learn how to keep themselves safe and to consider the safety and wellbeing of others.
- Invites children to share experiences from their own families and extended families, and to explore the experiences of others.
- Invites children to explore and experience the religions and beliefs within the Pre-School community, the local community, and the four principle world faiths.
- Challenges stereotypes based on gender, faith, disability, age or any other characteristic

We differentiate the teaching and learning opportunities we provide, so that they are accessible to all children.

More information on how we plan, deliver and assess our curriculum; and support children as individual learners, can be found in our Teaching and Learning Policy, and our Supporting Children with Special Educational Needs Policy.

The Pre-School Environment and Resources, Toys and Equipment

We aim to offer role play, puzzles, books and other toys that represent and reflect:

- diverse languages, faiths, cultures and communities;
- the contribution of children and others with disabilities or impairments;
- the contribution of people of all ages within the family and community;
- different family structures and compositions;
- equality of opportunity across genders. All our resources, including dressing up, are open freely to both boys and girls. Play is not limited on the basis of gender.

We aim to ensure that the Pre-School hall, garden, resources and materials are accessible to children and families with impairments, disabilities or other special needs. We will take reasonable steps to make adjustments to ensure that our facilities and materials are accessible to all.

We reflect different faiths, cultures, beliefs and festivals through the food we offer at snack time or during structured activities. Parents may be invited to contribute particular foods that reflect their home or ancestral communities.

Relationships: Parents and Others

We aim to foster positive relationships with parents and the wider Pre-School community. We do this by:

- Ensuring our admission to Pre-School is open to all. Our admissions arrangements are regularly reviewed, published and clear.
- Ensuring our fee structure is published and clear. It is reviewed regularly, and arrangements can be discussed with families who do not qualify for government

grants (FEEE), and who may face financial difficulties, to allow their child to attend or continue to attend Pre-School.

- Encouraging parents to become involved in the Pre-School, attending events, coffee mornings, stay and play sessions or by becoming involved in our Parent Committee. Where appropriate, we also welcome members of a child's extended family to attend events, coffee mornings and stay and play.
- Ensuring that information about Pre-School activities, events, curriculum, policies etc is shared across our parent community. We share information in a range of ways including by email, on our website, in book bags and through our Parent Handbook. We will take steps to support parents who may find it difficult to access written information; or who need help to read or understand English.

We will not tolerate and will challenge any discriminatory behaviour or comments within our parent community.

More information on admissions and fees can be found in our Admissions Policy. More information on parental involvement and behaviour can be found in our Parental Involvement and Behaviour Policy.

Our Staff Team

Our staff recruitment procedures support equality of opportunity and we aim to reflect diversity in our staff team. We aim to encourage and enable staff to keep their skills, knowledge and practice in all areas up to date.

We aim to support our staff team in developing their skills and knowledge in all areas including equal opportunities, inclusion and diversity. We also encourage individual staff members to share their own experiences, cultures and communities within Pre-School where appropriate. Discriminatory behaviour or comments by staff to either children or parents will not be tolerated and may result in disciplinary action. Staff may whistle-blow on the basis discriminatory behaviour.

More information on our staff recruitment, training and development can be found in our staffing and employment policies.

Relationships: Promoting Children's Positive Behaviour within Pre-School

Very young children may find it difficult to manage and regulate their feelings and emotions. Children learn to manage their behaviour, and to understand simple routines and boundaries. Their learning and development in these areas are set out within the Early Years Foundation Stage (EYFS), mainly but not exclusively within 'Personal, Social and Emotional Development'.

At Pre-School we aim to support children in developing the skills, strategies and understanding they need to manage their emotions, feelings and behaviour in a developmentally appropriate way. This policy sets out our strategies for doing so.

The Golden Rules

We have five golden rules which underpin how we expect children at Pre-School to behave. The golden rules are displayed and are shared with parents/carers. Staff remind children about the golden rules on a regular basis. The golden rules are reviewed regularly and updated as appropriate.

Our golden rules are:

- We walk indoors
- We share our toys
- We are kind
- We listen to grown ups
- We use indoor voices indoors

We present the golden rules to children in a positive way, and remind children about the behaviour we expect, rather than comment on the behaviour we do not want. For example, we ask children to ‘walk’ indoors, rather than ask them to ‘stop running’.

Adults in the setting: staff, volunteers etc, are also asked to model the golden rules.

Hurting other children, Inconsiderate Behaviour and Bullying

We recognise that young children may at times demonstrate inconsiderate or difficult behaviour when asked to follow routines or rules by an adult; or when playing with other children. We also understand that children may hurt each other, either deliberately or by accident, when playing together. We understand that, at this age, children’s behaviour will reflect their feelings and emotions. We recognise that the behaviour we see at Pre-School may sometimes reflect children’s experiences at home.

In general, we do not accept that children of Pre-School age will ‘bully’ another child. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by the intent to hurt, is often planned and accompanied by the awareness of the impact of the bullying behaviour. We do, however, recognise that children at Pre-School may say hurtful things to others; and may comment, sometimes negatively, on apparent differences they see.

Where a child may say or do something that upsets another; challenges our golden rules; or challenges our established Pre-School routines we will:

- Take the child aside and speak to them about their behaviour. At all times, staff will remain calm and their voices even. We will explain why the behaviour is unwanted – that it hurts or upsets another, or makes an adult sad as rules are broken, for example. If another child is upset, we may identify the impact of the inconsiderate behaviour. We will tell children the behaviour we would like to see. We will monitor the child for more positive behaviour and will offer praise when we see (or hear) it.
- Staff will take time to comfort a child who is upset by another, and to offer them reassurance and positive support until they feel better and are happy to return to play.
- Where it is developmentally appropriate to do so, we may ask children to apologise or say sorry to each other or to staff.

If conflict occurs over a toy or a resource, alternatives are offered and/or children are supported to take turns. Where necessary, staff may use visual or other timers to support turn-taking.

If inconsiderate behaviour continues, despite staff warnings and support, a child may be asked to take some time out. Children may be asked to sit in a quiet area, or on a chair, and to reflect on their behaviour. Children will be given a short time limit and will be monitored throughout. Children will always be given 'calm down time' within the main hall or garden. Whilst they may be asked to move away from others, particularly those with whom the conflict is occurring, children will never be left or isolated when being asked to take some time out. Children will be supported when finishing their time out, and will be encouraged to play positively, or supported to become engaged in a positive activity.

Parents will be informed if their child has consistently needed 'time out' during the session or over a number of sessions.

We aim to prevent difficult or inconsiderate behaviour by identifying possible triggers, providing timely distractions, and supporting positive behaviour through praise. Where appropriate, we may also suggest activities such as a sticker chart, or a short note home to parents in the child's book bag book, to help acknowledge and record positive behaviour.

Tantrums

We acknowledge that children who are very upset or angry are unable to process verbal instructions and may reject or find difficult touch or reassurance from an adult. Children who tantrum at Pre-School will be monitored closely by staff. Staff will make sure the child is safe and does not pose a threat to themselves or to others. If it appears that the child who is upset may hurt themselves or another, a member of staff may lift and move them to a place of safety. Once there, the member of staff will let the child go. If the child seeks to return to an area which could be unsafe, staff may block the child's access to these spaces. Staff will continually observe the child. Once a child is becoming more open to listening and reassurance, staff will offer support and comfort as appropriate. Staff will acknowledge a child's feelings and the strength of their emotions whilst continuing to promote and support positive behaviour in line with the golden rules.

We will not physically restrain a child unless it is very clear that not to do so would result in harm to the child or to another (including staff). Staff who may hold a child to restrain them must do so in the sight of other staff members. If the incident occurs in the garden, staff will call for assistance as soon as it is possible. Staff will release the child as soon as possible, and as soon as it becomes clear that the child is no longer at risk of harm or hurting another. If a child is physically restrained, the matter will be recorded in the Incident Form (in the Safeguarding file) and parents will be informed.

If staff believe the child's behaviour may continue to be a risk to themselves or the wellbeing of others, we may contact the child's parents/carers and ask them to collect

the child from Pre-School. We will discuss with the child's parents/carers the appropriate steps for managing the child's behaviour at Pre-School.

Continuing Difficult Behaviour

If a child's behaviour continues to be difficult, we will speak with their parents/carers. We aim to explore the reasons behind the behaviour and to identify any possible triggers. We acknowledge that changes at home, even positive changes such as a new baby, can cause negative changes in behaviour at Pre-School.

We will discuss with parents the steps we are taking at Pre-School to support positive behaviour and aim to reflect and share practice with parents at home. We will use sticker charts, or comments in a child's book bag book, or other actions agreed with parents, as appropriate.

We will continue to monitor children's behaviour, and in particular if their behaviour changes. If we believe a child's behaviour may reflect or suggest safeguarding concerns at home, we will follow the procedures set out in the Safeguarding: Protecting Children from Abuse policy.

If we believe a child's behaviour may result from a developmental concern, we will follow the procedures set out in the Inclusion: Supporting Children with Special Educational Needs policy.

Smacking or Physical Punishment

It is illegal for Pre-School staff to smack or physically punish a child (Children Act 2004). Whilst we recognise that the law is different for parents and private carers, we would aim to discuss more positive strategies for managing a child's behaviour if we witness a parent/carer smack a child in the mornings or at home time.

If a child discloses that they have been smacked at home, we will speak with parents/carers except when we believe that to do so may place the child at further risk. This then becomes a child protection issue and we will follow the procedures set out in our Safeguarding: Protecting Children from Abuse policy.

Rough and Tumble Play and Fantasy Aggression

We acknowledge that some children like physical – rough and tumble – play with each other; and often enjoy play based on fantasy aggression. We allow children to play in this way in line with our golden rules. We ask children not to hurt each other – to be kind – and ensure that all parties involved in the rough and tumble are equally happy to play in that way. We limit time spent playing in this way.

We will not tolerate any play that is unkind or that hurts, demeans or undermines another child.

We do not allow gun play or weapon play. If children engage in superhero or ‘aliens and ray-guns’ we encourage the activity to be shared and to focus on ‘saving’ or ‘helping’ others rather than ‘shooting’ or ‘killing’ the ‘baddie’.

Legal framework

- The Equality Act (2010)
- Special Educational Needs and Disability Act (2001)
- Children Act (1989) & (2004)
- Counterterrorism and Security Act 2015
- Early Years Foundation Stage 2017

Further guidance

Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2017)

Prevent Duty Guidance: for England and Wales (HMG April 2019)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE June 2015)

Special Educational Needs and Disabilities Code Practice (DfE 2015)

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)
- Behaviour Matters (2016)

This policy was adopted at a meeting of	Handsworth Pre-school	name of setting
Held on	7 January 2020	(date)
Date to be reviewed	6 January 2021	(date)
Signed on behalf of the management committee		
Name of signatory	Jonny Cooper	
Role of signatory (e.g. chair/owner)	Chair	