

Inclusion: Community Values and Positive Behaviour Policy

Intention

The Pre-School values diversity, equality, and inclusion.

We support and foster a sense of community within the Pre-School and Pre-School families.

The Pre-School promotes and facilitates positive behaviour for each cohort of children.

The Pre-School's Values

- The Pre-School embraces cultural differences and promotes the British values of inclusion, equal opportunities, tolerance, diversity, and anti-discriminatory practice.
- Children's individuality and independence is acknowledged and promoted. We know that each child will develop at their own pace in response to wide opportunities and experiences that support learning, experimentation, and wonder.
- Each child's voice, thoughts and feelings are recognised. We support friendship, kindness and honesty.
- The staff team values professionalism, open communication, and reflective, child-centred practice.

Legal Framework

- The **Equalities Act 2010** under which 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.
- The **Early Years Foundation Stage (Sept 2021) (EYFS)** in respect of the four principles of teaching across the areas of learning and development to support the unique child, positive relationships and enabling environments.
- The **EYFS** in respect of managing behaviour (paragraphs 3.53 and 3.54).
- The Children Act (2004)
- Special Educational Needs and Disability Act (2001).
- Counterterrorism and Security Act 2015 (Prevent & British Values).

Scope

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.

Linked policies include but are not limited to:

- Curriculum, Teaching and Learning

- Admissions
- Safer Recruitment and Staffing
- Staff Complaints and Whistle-blowing
- Parental Complaint
- Parental Involvement and Behaviour
- Protecting Children from Abuse
- Supporting Children with Special Educational Needs
- Terrorism and Lockdown Policy

Implementation: Teaching and Learning

We offer a planned curriculum which:

- Reflects children's needs and interests, cultural and community events, and other activities which 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. Children are encouraged 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 world faiths.
- Challenges stereotypes based on gender, faith, disability, age or any other characteristic.

Teaching and learning opportunities are differentiated subject to need so that they are accessible to all children.

Implementation: Enabling Environments, Resources, Toys, and Equipment

The Pre-School is set up daily to 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. Reasonable adjustments will be made to ensure that Pre-School 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.

Implementation: Positive Relationships

Parents and the Wider Pre-School Community

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

- Ensuring admission arrangements clearly set out open admission for all; are reviewed regularly; are clear; and are published.
- Ensuring the fee structure is published and clear; reviewed regularly; and that arrangements are in place for families 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 and to keep in touch with their child's development and with Pre-School events. Parents are encouraged to activate access to their child's Tapestry account and to post up observations about special events, activities, outings etc. Parents are also able to keep in touch with Pre-School events through, for example, the group Facebook page, 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 be involved in Pre-School life.
- Ensuring that information about Pre-School activities, events, curriculum, policies etc is shared across our parent community. Information is shared in a range of ways including on Tapestry, on Facebook, by email, on our website and in book bags. Steps are taken 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 face to face online, verbally and/or face to face.

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

Positive Relationships: The Staff Team

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.

Individual staff members are encouraged 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. Discriminatory behaviour or comments by parents (or children) towards staff members

are not tolerated and may result in action taken in line with the Parental Involvement and Behaviour policy.

More information on our staff recruitment, training and development can be found in the Safer Recruitment and Staffing policy.

Positive Relationships: Managing Children's Behaviour

Children's behaviour will be managed in a way that is:

- Age and developmentally appropriate.
- Reflects the needs of the child in that moment and more generally.
- Supports, promotes and rewards positive behaviours.
- Encourages emotional validation and understanding.
- Aims to put things right, promote solutions, responsibilities, empathy and healing (restorative practice).

Adults in the setting will model positive behaviours and will help teach children the skills and understanding they need to manage their behaviour consistently during the session; in times of conflict with their peers; and when they are overwhelmed by the situation and their feelings (meltdowns).

Rules, Routines and Boundaries

The Pre-School establishes golden rules which set out positive expectations for behaviour of all members of the Pre-School (child and adult). The golden rules are reviewed regularly, often in partnership with the children. They are on display in the Pre-School Hall, on the website, and shared with parents when children first start.

The Pre-School session runs generally to the same routine each day as an aide to settling and positive behaviour. Information about the session routine is shared with parents and is visible to children. Behaviour within the session is reinforced in a positive way – wanted behaviours are highlighted and rewarded.

Staff communicate with children in developmentally appropriate ways. This may mean using visual prompts or gesture (sign) alongside or instead of words. It may mean offering children closed choices.

Rough and Tumble Play and Fantasy Aggression including Online Game Content

We acknowledge that some children like physical, rough and tumble play. Children are allowed to play in this way in line with our golden rules. Children should not hurt each other, and staff ensure that all parties involved in are equally happy to play in that way. Play is stopped or redirected if children are upset or at risk of being hurt.

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 similarly themed play we encourage the activity to focus on positive aspects of such play eg: saving and rescuing etc.

We acknowledge that some children may be exposed to aggressive play through video games at home. Parents are asked to ensure that their child is exposed only to age-appropriate online games. Information about how to check the content of games is shared with parents e.g.: the NSPCC website and the Video Standards Board. Staff will speak to parents if they think a child's behaviour/play is inappropriate due to exposure to video game content. If necessary, this may become a child protection issue and appropriate referrals will be made.

Managing Unwanted Behaviours

Staff know that young children may at times demonstrate inconsiderate or difficult behaviour at Pre-School. We understand that:

- children's ability to manage their behaviour, emotions and feelings will develop over time,
- children's behaviour is a form of communication;
- the behaviour we see at Pre-School may sometimes reflect children's experiences at home.

In managing incidents of difficult or unwanted behaviour in individual children or between a child and their peers, we aim to:

- Notice and intervene before issues between children escalate;
- Notice and reward positive behaviour and/or behaviour that marks a developmental step forward for a child, including when this is a successful solution to an earlier incident;
- Label, identify and name emotions that a child may be feeling or may have caused their peer(s) to feel;
- Speak or communicate with a child about the incident that has occurred when the child is calm and can listen.
- Talk to children in a calm and quiet voice;
- Provide opportunities for children to find a solution to make their friend feel better;
- Provide opportunities and options for children to de-escalate their own feelings and emotions in a way that is appropriate for them each time. Options may include (but not be limited to) 'thinking time'; a hug and a story; breathing techniques; and/or solitude/quiet time. Staff will continue to observe and check in with children if they seek or need solitude to manage their emotions and/or prepare to be ready to take steps to resolve an issue.

If a child has needed persistent or repeated behavioural support over a session, we may telephone parents and/or have a word on the door.

Staff do not punish children or identify blame. Children who blame others repeatedly at Pre-School are supported by staff to understand why this can be inappropriate and hurtful behaviour. Children who may find others' behaviour towards them difficult or upsetting are encouraged to come to staff for support.

Parents who are concerned about their child's behaviour at home or at Pre-School are encouraged to talk to their child's key person, to the Designated Safeguarding Lead (DSL, Deputy Pre-School Leader) or the Pre-School Leader.

Parents who are concerned about another child's behaviour towards their own child (including incidents where their child has named or repeatedly named another child at home) should speak their child's key person, DSL or the Pre-School Leader. Parents must not share personal information about individual children (or families) on Pre-School online forums or verbally face to face, including when there are concerns about behaviour. Personal or confidential information will not be shared by staff, but they will be able to discuss and agree with parents a way forward around responding to their child's needs and to manage their interactions with other individuals.

Staff may monitor behaviour over time to notice patterns, triggers etc. If a concern arises around a child's behaviour, we will discuss issues with parents and agree next steps. If patterns of behaviour suggest a child may have a special educational or developmental need, we will discuss with parents and make appropriate referrals as agreed. If a child's patterns of behaviour change, we will discuss with parents to understand potential reasons or concerns. If we consider a child's patterns of behaviour or changes in behaviour suggest a child protection issue, we will follow the procedures set out in the Protecting Children from Abuse policy.

Potentially Harmful Behaviour (Meltdowns) and Physical Intervention

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. Staff aim to intervene to de-escalate situations before a child reaches 'meltdown'. However, should this occur staff will:

- Make sure the child is in a place which is safe and does not pose a threat to themselves or to others.
- Move the child to a place that is safe if they think the child may hurt themselves or another. Staff will do this by lifting and moving the child. Once in a safer place, 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.
- 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 as set out above.
- Speak to parent(s) either by phone or on the door if their child has had a meltdown at Pre-School.

Physical Intervention

Physical restraint will:

- Never be used as a punishment;
- Use the minimum amount of force necessary in the situation to keep children safe;
- Be for the minimum amount of time to keep a child safe;

Physical restraint may be appropriate:

- In times of crisis or emergency – occasions that are unavoidable and unpredictable;
- to help manage a known or developmental (SEN) or medical need.

Staff will only use physical restraint:

- if all other positive behaviour strategies have been exhausted and the child is at risk of hurting themselves or others; or
- in times of emergency or crisis in the setting.

Staff will:

- support the child before, during and after the period of intervention;
- record when physical intervention has been used and why;
- share information with parents the same day or as soon as reasonably practical.

The type of physical intervention will be reasonable and fair to keep a child safe. Subject to a behavioural plan, we do not expect to undertake any actions other than to hold or catch a child or to move them to a safe place or to a place where they are less likely to harm themselves or others.

During the incident, staff should minimise the risk of harm to themselves. To reduce the risk of injury to a child, during an incident, staff should:

- Ensure the child's breathing remains unrestricted at all times
- Keep close to the child
- Not lift a child unless this is necessary to keep them safe or move them to a safe place
- Not hold a child on a body joint, to avoid injury
- Manage and respond to any injuries to the child with first aid

Staff will support other children who may observe the incident. Staff involved in the incident will be supported themselves.

All incidents of physical intervention will be recorded in the Incident file. Records will note:

- The date and time of the incident;
- Who was involved, including any observers;
- What happened and why the child was restrained;
- How the child was restrained, for how long and by whom;

- Any injuries to the child, to others and/or to staff. These should also be recorded in accident book(s);
- The child's reaction to the incident;
- With whom information has been shared and when – the child's parent(s); and the DSL/Pre-School Leader.

Behaviour Support Plans and Risk Assessments

If a child's behaviour repeatedly requires physical intervention or restraint or if it is known that a child is likely to demonstrate dangerous behaviour within the setting, plans for managing this behaviour and for reducing the risks to the child will be put in place. These plans may be part of a SEN Support Plan or a Health Care Plan or as a stand-alone Behaviour Support Plan.

Plans will be developed and shared with parents and will include information about:

- When dangerous behaviours may occur (what the child is trying to achieve or communicate);
- Possible or known triggers;
- Strategies to prevent the behaviour escalating to a point requiring physical restraint including behaviour management approaches and/or reasonable environmental adaptations;
- Any other professionals or service providers who support the child and/or the advice they have provided on behaviour management/keeping the child safe
- What the dangerous behaviour looks like;
- When physical intervention is appropriate;
- What physical intervention is appropriate; and
- Arrangements for the review and updating of the plan.

Corporal Punishment (including Smacking)

It is illegal for Pre-School staff to smack or physically punish a child (Children Act 2004).

The Pre-School does not accept that it would be appropriate for any parent/carer to smack or hit their child whilst on our premises before/after session time and/or when attending Pre-School events. If such incidents are witnessed or reported to staff, we will follow child protection procedures.

If a child discloses that they have been smacked or hit 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.

Further guidance, useful information, and links

- Start Guide for Public Sector Organisations (Government Equalities Office 2011)
- Fundamental British Values in the Early Years (Foundation Years 2017)

- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE June 2015)
- Special Educational Needs and Disabilities Code Practice (DfE 2015)
- NSPCC – keeping children safe/online safety (www.NSPCC.org.uk)
- Department for Education: Child Safety Online a Practical Guide for Parents and Carers; and Child Safety Online a Practical Guide for Parents and Carers whose Children are Using Social Media (www.gov.uk/government/publications)
- Anna Freud National Centre for Children and Families (www.annafreud.org)
- Magic Behaviour Management (www.magicbehaviourmanagement.com)

This policy was adopted at a meeting of	Handsworth Pre-school	name of setting
Held on	17 January 2023	(date)
Date to be reviewed	16 January 2024	(date)
Signed on behalf of the management committee		
Name of signatory	Jonny Cooper	
Role of signatory (e.g. chair/owner)	Chair	