

POPPIES DAYCARE NURSERY LTD.

Equality of opportunity

2.1 Valuing diversity and promoting equality

Policy statement

We recognise that children and their families come from wide range of backgrounds with individual needs, beliefs and values.

They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social; exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the wellbeing of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread which runs through all of the activities of the nursery such as resources, food, dressing up, music or art forms and working alongside any outside agencies involved with the child.

Procedures

Admissions

Our Nursery 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 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 nursery because of any disability.
- We ensure that all parents are made aware of this policy.
- We do not discriminate against a child or their family, or prevent entry to our nursery on the basis of colour, ethnicity, religion, or social background, such as being a member of the travelling community or an asylum seeker.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the Nursery and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possible offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- Applicants are welcome from all backgrounds and posts are open to all.

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- 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 them to develop anti-discriminatory and inclusive practices which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for promoting equality and valuing diversity.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required. We reserve the right to ask a child to defer a start date until staff have been trained in any medical procedures.

Curriculum

The curriculum offered in the Nursery 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.

Our environment is accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- making relevant adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest 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;
- differentiating the curriculum to meet children's special educational needs;
- 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 in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the Nursery.
- We encourage parents/carers to take part in the life of the Nursery 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.

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Food

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

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure that strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaint procedure for parents to see

The legal framework for this policy is:

- Sex Discrimination Act 1986;
- Children Act 1989; and 2004
- Special Educational Needs and Disability Act 2014.
- The Equality Act 2010
- Disability Discriminations Act (DDA) 1995, 2005

2.2 Supporting children with special educational needs

Policy statement

We provide an environment in which all children including those children with special educational needs are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use a graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We have systems in place for following Wiltshire Council procedures for SEN children and families.

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- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our special educational needs policy.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

2.3 Achieving positive behaviour

Policy statement

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

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

Procedures

We have a named person who has overall responsibility for issues concerning behaviour.

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

Strategies for children who engage in inconsiderate behaviour.

- We require all staff volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feeling so that they can learn a more appropriate response.

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- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each other in developing self-esteem, confidence and feelings of competence.
- We support each other in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We praise and endorse desirable behaviour such as kindness and willingness to share
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair'.
- 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 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 nursery manager 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.
- 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.

Children under three years

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

Rough and tumble play, hurtful behaviour and bullying.

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression.

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

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

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- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc. and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger and fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to manage their own feelings.
- We do not engage in punitive responses to a child's rage as that will have the opposite effect.
- Our way to respond to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them by making a connection verbally between the event and the feeling.
- We help children to learn to empathise with others, understanding that they have feelings too and that their actions impact on others feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skill such as sharing and turn taking develops. In order for the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help children to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs, this may be at home and it may also be in the nursery.
 - the child may have insufficient language or mastery of English, to express him or herself and may feel frustrated.
 - the child has a developmental condition that affects how they behave.

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- Where this does not work, we use the Code of Practice to support the family, making the appropriate referrals to a Behaviour Support Team where necessary.

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 bullying behaviour.

If a child bullies another child or children:

- 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;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done.
- We discuss what has happened with 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 a more acceptable ways of behaving.