

# Equalities Policies

Little Wombatz

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Chris Barton

## **Achieving Positive Behaviour**

### **Our Aim**

At Little Wombatz we aim to work towards an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We understand that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We believe in promoting and nurturing positive behaviour and are committed to teaching children how to behave in socially acceptable ways and to understand the needs and rights of others.

### **Our Objectives**

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that “children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn.” At Little Wombatz, in line with the EYFS, we aim to provide appropriate opportunities for all children to develop taking in to account children’s previous experiences and developmental stages. In our setting we believe in order to behave in socially acceptable ways and to understand the needs and rights of others children should:

- Be encouraged to have respect for themselves and treat other people with respect, kindness and tolerance
- Speak appropriately and politely and be encouraged to use good manners, such as ‘Please’ and ‘Thank you’
- Be good listeners and display a level of self-control during circle and story time
- Begin to understand how to be fair by sharing and taking turns
- Look after the toys and resources available to them and take care of the Little Wombatz environment
- Be aware that there are different rules for playing indoors and outdoors, such as only walking inside and not shouting
- Have self-confidence and high self esteem

### **Our Approach**

To support children’s development the staff at Little Wombatz will:

- Provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy
- Use a firm but calm approach when dealing with behaviour and strive to ensure that all rules are applied consistently so that the children feel secure in knowing what is expected of them.
- Help children to be polite by encouraging exchanges such as “Good morning” or “Thank you”
- Help children to be fair when playing games and sharing the toys, trying to make sure there are enough resources so that a child does not have to wait too long for their turn and using a sand timer as an aid to taking turns when necessary.
- Give lots of praise and attention for efforts and achievement and reward behaviour that we want such as kindness and a willingness to share. Rewards will be immediate, meaningful to the child, small and varied from time to time. They may include verbal praise such as “Thank you for picking up toys”, a smile, a ‘thumbs up’, a sticker or the opportunity to perhaps choose a story or special activity.
- When handling inconsiderate behaviour we will help children to 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, an explanation as to what was not acceptable and what the child should have done or said when they got it wrong. It will always be made clear to the child that it is the behaviour and not the child that is unwelcome.

- Create a secure learning environment where all the children feel valued and welcome as part of the Wombat community. Help them to develop their self-esteem by encouraging their attempts and interests and giving time to listen to each individual child.
- Ensure that the setting, equipment and resources are in good order
- Communicate with parents when the children have achieved during the day either verbally or through the blog but also involve parents when there is a cause for concern over a child's behaviour.
- We have a named person who has overall responsibility for issues concerning behaviour. In our setting this is Monique Cooper. We require her to
  - keep her/himself up-to-date with legislation, 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.
- Not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- 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 as 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.

### **Unacceptable Behaviour**

We understand that children misbehave because they have not learnt how to react to feelings and needs in acceptable ways. The most common needs and feelings that can trigger unacceptable behaviour are: attention, boredom, curiosity, imitation, self-preservation, independence, anger, frustration, anxiety, fear excitement and anticipation. Our children are very young and will display a range of behaviours at this age, most of which is to be expected for their age and in particular when they are new to our setting. Staff expect to deal with behaviour such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy up time etc. However, at Little Wombat we will not accept the following behaviours from children or adults:

- Use of rude, inappropriate or unkind language
- Hitting, kicking, biting, spitting or other such physical responses
- Racist or sexist remarks
- Any behaviour which is intended to cause hurt, offence or intimidation to another person

### **Our Approach for Managing Unacceptable Behaviour**

In cases of serious misbehaviour we will make clear immediately to the child the unacceptability of the behaviour or attitudes by means of explanations rather than personal blame. Little Wombat staff will always attempt to use non-confrontational language e.g. "When sand is thrown...." instead of "When YOU throw sand...." and will be careful to label the behaviour not the child e.g. saying "I don't like it when...." or "It's not okay to...." Any repeated or persistent behaviour deemed as unacceptable will be recorded on an ABC form (See appendix 1). This will highlight what triggered the child to behave in an inappropriate manner, the behaviour that they displayed and how the situation was dealt with. The child's Key Worker will inform the child's parent(s) when they are collected. If the unacceptable behaviour continues the child's Key Worker and the Manager or Designated Person for Behaviour Management in partnership with the child's parents will try to find out why the child is behaving this way and then decide on the best strategies for supporting

the child. In some cases this may involve an ICP (Individual Child Plan) or Behaviour Care Plan with specific targets related to behaviour

### **Little Wombatz Behaviour Steps**

#### **1. Explanation**

- Explain to the child in a firm yet calm voice what is expected of them, keep it short
- Encourage them to make it better
- Re-join the child in an activity

#### **2. Reminder and Warning**

- Remind child of expected behaviour as above
- Warn that if the behaviour continues they will be moved

#### **3. Moving**

- Move the child to an activity close to you and away from others involved
- Sit child quietly for a short period (it could be 30 seconds to 3 minutes) and encourage them to think about their behaviour. Sand timers can be used.
- Encourage the child to apologise if appropriate at a level they feel comfortable with
- Re-join the child in to an activity of their choosing.

# Children's rights and entitlements

## Policy statement

- We promote children's right to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

## What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.

To be strong means to be:

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
- self assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in early years settings and in community life;
- confident in abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be resilient means to:

- be sure of their self worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;
- be positive in their outlook on life;

- be able to cope with challenge and change;
- have a sense of justice towards self and others;
- develop a sense of responsibility towards self and others; and
- be able to represent themselves and others in key decision making processes.

**To be listened to means:**

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

## **Supporting Looked After Children**

### **Policy statement**

Little Wombatz is committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

Definition of 'Looked after Children' (LAC): *Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).*

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however there are instances when this does occur or where the child has been placed with another family member who works.

In our setting, we place emphasis on promoting *children's right to be strong, resilient and listened to*. Our policy and practice guidelines for looked after children are based on these two important concepts, *attachment and resilience*. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness *to* learning and are the basis in developing positive dispositions *for* learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

### ***Principles***

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.

- We offer places to two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

## **Procedures**

- The designated person for looked after children is the designated child protection co-ordinator.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates and the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
  - 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; and
  - how any special needs will be supported.

- In addition the care plan will 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 the setting, when, where and what form the contact will take will be discussed and agreed;
  - what written reporting is required;
  - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
  - 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.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage 6 areas of learning.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

# Supporting children with special educational needs

## Policy statement

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

- We have regard for the DfES Special Educational Needs and Disabilities 0-25 Code of Practice 2014 (SEND 0-25 CoP 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 policy, practice and provision and, if necessary, make adjustments.

## Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCOs are Chris Barton and Tanya Woodroffe.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the 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, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing care plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during all levels of assessment, including where necessary an Education and Health Care Plan (EHC).

- 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 provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton/BSL trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

# Valuing diversity and promoting equality

## Policy statement

Our setting is committed to valuing diversity and promoting equality of opportunity for all. We seek to challenge prejudice and discrimination and create an anti-bias environment in which all children have a sense of belonging. We recognise that each child is unique and aim to meet their individual needs in order for them to achieve their full potential. We promote and encourage positive attitudes and relationships between all our children, families and the wider community.

The setting currently has 51 children on roll. Typically we have approximately equal numbers of boys and girls, although this year we have more boys (59% of the setting). The setting's intake is predominantly White British but we do have a small proportion of children from minority ethnic groups, currently 10%. Currently 4% of our children speak English as an additional language. An additional 4% of our children have Special Educational Needs or Disabilities.

By publishing this information we demonstrate our commitment to the specific duty within the Equality Act 2010. A more detailed breakdown of this can be found on our website at <http://www.littlewombatz.co.uk/equalities/>.

Treating people equally does not necessarily involve treating them the same. Our policies, procedures and activities promote equality and we challenge discriminatory behaviour and language. Nevertheless they take into account differences of life experience, background and individual needs and the types of barriers and disadvantages that people may face.

We respect the religious beliefs and practices of all staff, children and families and comply with reasonable requests relating to religious observation and practice. Our policies, procedures and activities will promote positive interaction, good relationships and respect between individuals, groups and communities.

## Admissions

We base our admissions policy on a fair system. We advertise our services widely to encourage maximum participation of all community groups. We do not discriminate against any child and we will make reasonable adjustment to facilitate places for all children. We aim to fully support all transition phases and understand that different children and their families will need different levels of support to achieve smooth transitions.

## Communication & Information

We value and respect all communication with children, parents/carers, staff and other professionals. We endeavour to listen and schedule meetings at accessible and convenient times.

We aim to make information accessible to families using a range of formats including verbal and visual information, clear written information and translated materials where appropriate.

We aim to ensure that the content of this policy is made widely appropriate to all stakeholders within the setting.

We share the names of the settings ENCO and SENCO with families. We provide a complaints procedure and a complaints summary record for parents.

## **Resources, activities and the environment**

We aim to promote a positive ethos and offer children a range of relevant resources that positively reflect diversity, as well as suitable activities that reflect their interests. We make reasonable adjustments to ensure planning reflects equality of access to resources and activities for all children, including those with SEN/D and those who speak English as an additional language. We encourage children who speak English as an additional language to also speak their home language and understand the value that this has in contributing to a positive sense of identity, learning and general linguistic development.

## **Staff development and training**

We ensure that all staff receive appropriate training and opportunities for professional development to enable them to develop anti discriminatory and inclusive practices.

We ensure that staff are confident and fully trained to meet the individual needs of the children, e.g. in administering medicines and performing intimate care procedures, if required.

## **Employment and Staffing**

Posts are advertised and all applicants are judged against explicit and fair criteria. Applicants are welcomed from all backgrounds and we aim for the staffing to represent the diversity of the community. All job descriptions include the promotion of equality as part of their specifications. All interviews include at least one equality and one SEND question.

### **Designated roles and responsibilities**

Our setting has a lead (Tanya Woodroffe) and deputy (Chris Barton) SENCo in place. The SENCo co-ordinates provision for children with SEN/D within the setting, works in partnership with parents, staff and external agencies and ensures appropriate record keeping procedures are in place.

Our setting has a lead (Lucy Alda) and deputy (Chris Barton) ENCo in place. The ENCos co-ordinate the development of equalities provision throughout the setting.

## **Addressing prejudice-related incidents**

The setting is opposed to all forms of prejudice and will take action against discriminatory behaviour (including that of staff, parents/carers, children and any visitors to our setting).

The setting aims to foster a culture where prejudice related incidents are proactively dealt with and reported. We will follow the guidelines in the ENCO handbook regarding prejudice related incidents.

We keep a record of prejudice related incidents and feedback anonymous data to the local authority.

## **Narrowing the Gap**

We aim to identify the vulnerable and under achieving groups within our setting and include strategies to close the gap in achievement between underachieving groups of children and others.

SEN/D is a recognised vulnerable group – in our setting we understand the need for early identification and assessment, we work closely with parents and offer a differentiated curriculum, targeted learning and development to improve outcomes for children with SEN/D.

We adhere to the SEN Code of Practice 0-25 (January 2015); we seek further support via a Common Assessment Framework (CAF) or Early Support where appropriate.

## **Meeting the specific duties of the Equality Act 2010**

We acknowledge our commitment to the specific duties under the equality Act 2010. We publish equality information about our setting on our website. We set a minimum of three equalities objectives every four years.

### **Monitoring and Review**

We continually review our practices to ensure we are fully implementing our policy and carry out an annual audit of equalities.

We review our equalities policy regularly, at least annually, in consultation with staff and parents/carers.

# Working in partnership with other agencies

## Policy statement

We work in partnership with local and national agencies to promote the well-being of all children.

## Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing protocol, Safeguarding Children procedures and the Special Educational Needs procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.