



EQUALITY AND INCLUSION POLICY

14/05/19



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Introduction to policy

This policy is available on request from the Scarning Pre School's office. We also inform parents and carers about this policy when their children join our setting.

The managers should ensure that the Equality and Inclusion policy is:

- Publicly available for parents and carers to view online on our Scarning Pre School website.
- Available to all staff in a communal folder in the staff room and make them aware that they are available to view on our website.

PRODUCTION AND REVISION OF POLICY

Scarning Pre School's committee and managers provide the staff with the opportunity to contribute to the administration policies. We consult staff on proposed changes to the policies and seek their opinions, knowledge and views on how arrangements could be further strengthened.

As a setting we follow the guidance from the DfE by:

- Providing policies to parents via the Pre School website and paper copies, which are kept in the office and are available on request
- Available to all staff in a communal folder in the staff room and make them aware that they are available to view on our website.
- taking feedback from staff and outside agencies throughout the year to inform revisions of the policy and practice and when new legislation arises

This policy is reviewed by the Committee on an annual basis.

This policy was last reviewed and agreed by the settings committee on

Signature Chairperson Date:



Supporting children with Special Educational Needs and Disability

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same chronological age;
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Definition of Disability

Children with disabilities and young people.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

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 Disability Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs and disability.
- We support parents and children with special educational needs and disability (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND 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, adjust where needed.

Procedures

- We designate a member/s of staff to be the Special Educational Needs and Disability Co-ordinator (SENDCO) and give their name to parents. Our SENDCO is **Jenni Matsell**. In her absence it will be 'Hannah Buck and Ellie Foster'.
- We ensure that the provision for children with special educational needs and disability 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 Assess, Plan, Do and Review process for identifying, assessing and responding to children's special educational needs and disability.
- We work closely with parents of children with special educational needs and disability 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 disability 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 and disability.
- We use a system of planning, implementing, monitoring, evaluating and reviewing support plans for children with special educational needs and disability.
- We ensure that children with special educational needs and disability are appropriately involved at all stages of the Asses, Plan, Do and Review process, considering their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Education, Health and Care Plan.
- We keep records of the assessment, planning, provision and review for children with Special Educational Needs and Disability.
- We provide resources (human and financial) to implement our Special Educational Needs and Disability Policy.
- We raise awareness of any specialism the setting has to offer, e.g. 'Signalong'.
- We ensure the effectiveness of our Special Educational Needs and Disability provision, by collecting information from a range of sources e.g. Support Plan reviews, staff and



management meetings, parental and external agency's views, inspections and complaints.

- We provide a complaints procedure.
- We monitor and review our policy annually.

Valuing diversity and promoting equality

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. 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 disabled people
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- make inclusion a thread that runs through all of the activities within the setting
- we designate a member of staff to be the **Equality Named Co-ordinator (ENCO)** and give their name to parents. Our ENCO is '**Donna Wales**'.

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in different languages on request if possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background.



- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
- We take action against any discriminatory behaviour by staff or parents. Including the displaying of openly discriminatory and possibly offensive materials. Name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised, and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post. This is subject to two references, one of which is their current employer. Also checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting 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 ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Environment

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we make



reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making all children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- making 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;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual 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 hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive to all children including those with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

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, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to, may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

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

Achieving positive behaviour

Policy statement

Our setting believes 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.

Children need to learn to consider the views and feelings, and 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 and teaching, through 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

The **setting manager** has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.



The setting manager has responsibility for the following:

- keeping up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- cascading this information to all staff in the setting,
- access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development;
- check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.

- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- 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 familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- 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 to decide jointly how to respond appropriately.

Strategies with 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 feelings so that they can learn a more appropriate response.
- 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 child in developing self-esteem, confidence and feelings of competence.



- We support each child 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 inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- 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 use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. (Step up training received)
- 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 setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- 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 inconsiderate 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 for older children.
- We recognise very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them 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 frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'. Details of such an event (what happened, what action was taken and by whom, and the names



the witnesses) are brought to the attention of our setting manager and are recorded in the child's personal file. The child's parent is informed on the same day.

- We focus on ensuring 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 aggressive 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 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.
- 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 helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings 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 or 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 be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding 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 at their level of understanding.
- We recognise that young 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, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both 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 a child 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 in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.
- Where strategies applied are not seen to be working, we use the Code of Practice to support the child and 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 impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is not acceptable.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their actions.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.



- We do not label children who bully as 'bullies'.
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- 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. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- 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 more acceptable ways of behaving.

English as an additional Language

Policy statement

We at Scarning Pre School have a diverse community and sometimes English is an additional language. We will endeavour to meet all the needs of all children who are non-English speaking. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- work in partnership with parents to meet the needs of every child
- access and acquire resource material to enable positive learning to take place
- seek advice and assistance from outside agencies as and when required, providing support to both the child and the family



Legal framework included in Equality and Inclusion policy

- The Equality Act (2010)
- Children Act (2004)
- Special Educational Needs and Disability Code Of Practice: 0 to 25 years (2015) amendments (2018)
- The Children and Social Work Act (2017) (Commencement No. 3) Regulations (2018)
- Prevent duty (2015)

Signatures

This policy was adopted by Scarning Pre School on _____(date)

Signed

Role of signatory

This policy to be reviewed on _____(date)

This organisation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.