**SEND and EAL Policy**

## Contents


- Valuing diversity and promoting equality
- Supporting children with Special Educational Needs
- Promoting positive behaviour
- Positive physical handling
- Exclusion

## Valuing diversity and promoting equality

### Policy statement

At Littleworld Day Nurseries we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our nursery.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the nursery manager or company director at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the nursery's disciplinary policy.

The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity/paternity
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care
- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information

- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour.

**Admissions/service provision**

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups. Our Nursery 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 are willing to seek information in as many languages as possible.
- We base our Admissions Policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We do not discriminate against a child or their family, or prevent entry to our Nursery, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
  - disability;
  - race;
  - gender reassignment;
  - religion or belief;
  - sex;
  - sexual orientation;
  - age;
  - pregnancy and maternity; and
  - marriage and civil partnership.
- We take action against any discriminatory behaviour by staff or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;

- indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the Nursery;
- association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
- perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.

- 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 immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

**Recruitment/Employment**

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible.

All members of the selection group will be committed to the inclusive practice set out in this policy.
Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying. 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.
At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

Under the Equality Act 2010 you can only ask questions prior to offering someone employment in the following circumstances:

- You need to establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- You need to establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- You want to monitor diversity in the range of people applying for work
- You want to take positive action towards a particular group – for example offering a guaranteed interview scheme
- You require someone with a particular disability because of an occupational requirement for the job.
- 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 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.

It is the policy of Littleworld Day Nurseries not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions.

**Training**

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy.

- 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 Valuing Diversity and Promoting Equality.

**Curriculum**

Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the Nursery 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 children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning and play opportunities;
- Reflecting on the widest possible range of communities in the choice of resources and ensuring each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating festivals according with the children within the nursery;
- 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 of children 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

**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 Nursery.
- We encourage mothers, fathers and other carers to take part in the life of the Nursery 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.

- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

**Food**

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs 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.

**Language**

We will support those children and families that use a different language to English through the use of pictures, symbols and, where possible, words. Each child's individual planning will include aspects of their home language. We employ a varied and diverse workforce and value their skills in different languages

## Supporting children with special educational needs

**Special Educational Needs and Disability (SEND) code of practice**.

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

At Littleworld Day Nurseries we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

**Statement of intent**

At Littleworld Day Nurseries we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working in partnership with parents in order to meet their child's individual needs and develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

The nursery will undertake a Progress Check of all children at age two in accordance with the Code of Practice.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the nursery according to their individual needs.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace e.g. gifted and talented children are also supported
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who is experienced in the care and assessment of children with additional

needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice

- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need.

The role of the SENDCO In our setting includes:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting
- taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the SENDCO and share their name with parents
- Have high aspirations for all children and support them to achieve to their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and where possible include the thoughts and feelings voiced by the child
- Signpost parents and families to our Local Offer in order to access local support and services
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice 2015

- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs and disabilities.
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our transfer of records to school policy).
- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans and work with parents to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the setting has to offer
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education and Healthcare (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Monitor and review our policy and procedures annually.

**Effective assessment of the need for early help**

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health,

housing, police) there should be an inter-agency assessment. These early help assessments, such as the Common Assessment Framework, should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional. *Working together to safeguard children 2018*

**Graduated Approach**

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, nurseries should adopt a graduated approach to assessment and planning, led and coordinated by a SENDCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by the SENDCO and appropriate records will be kept according to the Code of Practice.

**Assess**

In identifying a child as needing SEND support, the key person, working with the SENDCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where

professionals are not already working with the setting, the SENDCO will contact them, with the parents' agreement.

**Plan**

Where it is decided to provide SEN support, and having formally notified the parents, the key person and the SENDCO, in consultation with the parent, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

**Do**

The child's key person will be responsible for working with the child on a daily basis. With support from the SENDCO, they will oversee the implementation of the intervention agreed as part of SEND support. The SENDCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

**Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENDCO in consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

**Education and Health Plan (EHCP)**

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHCP. The purpose of an EHCP is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEN
- evidence of the action already being taken by us as the early years provider to meet the child's SEN
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

## Promoting positive behaviour

**Policy statement**

At Littleworld Day Nurseries we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times in and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are age appropriate in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families

- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Have a named person who has overall responsibility for behaviour management.
- Supporting and developing self-regulation and empathy as appropriate to stage of development.

The SENCO will:

- Advise and support other staff on behaviour issues
- Along with each room leader will keep up to date with legislation and research relating to behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example by physically hurting another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and supported to self-regulate, recognising their emotions and causes of the behaviour. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child and their emotion.

**When children behave in unacceptable ways:**

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if

absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable

- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe-for example shouting STOP to a child who is climbing)
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy, children will not be made to apologise, instead the emphasis will be on the child understanding the emotions they feel and the effect this may have on others.
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour in circumstances where it is a change in behaviour or there are frequent incidents, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist.
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.

**Positive Behaviour plans**

Any frequent behaviours will be recorded on STAR forms to enable staff to look for patterns and triggers. This will help to inform a Positive Behaviour Plan.

This will outline the following:

- An understanding of what the child is trying to achieve or communicate through his/her behaviour
- How the environment can be adapted to better meet the child's needs
- How the child can be taught and encouraged to use new more appropriate behaviours
- How the child can be rewarded when he/she makes progress
- How the staff will respond when a child's behaviour is challenging.

If a child has an existing behaviour plan in place to help with their behaviour, then we will review and assess the plan to identify how it needs to be modified, if necessary.
When a plan is being initiated or an existing plan is being reviewed, then we will take into account as many different viewpoints as possible. We will involve the child's parents/carers and any visiting support, for example, the Area Inclusion Co-ordinator, Educational Physiologist, Portage Workers, Behaviour support teams, Speech and Language therapists, Health Visitor and Social Workers.

We will record and share any outcomes of any meetings with the child's parents/carers to confirm their knowledge of our planned approach. We will review the plans 6 monthly, or more frequently if there are any changes to the child's circumstances or if any further concerns or ideas are raised by professionals or parents.

**Anti-bullying**

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression, to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

**Biting**

We follow our positive behaviour policy to promote positive behaviour at all times. However, we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

**Our procedures**

The nursery uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the bite to the parents

- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes the child who has been bitten sad.
- An accident form on Famly is completed for any injury caused.
- Staff will call parents to enable a conversation to happen in a confidential way.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration and record on a STAR chart.
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault

If a child or member of staff sustains a bite wound where the skin has been broken, wash the wound with cool water. Seek medical advice about tetanus requirements.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

## Positive Physical Handling

**Policy statement**

All staff working at Littleworld Day Nurseries aim to help the children take responsibility for their own behaviour through a combination of approaches such as:

- Positive role modelling
- Planning activities and learning opportunities around the children's interests and next steps
- Set and enforce appropriate boundaries and expectations
- Providing positive feed back

However, there are very rare times when a child's behaviour presents particular challenges that may require physical handling.
This policy is not intended to imply that staff members should no longer touch children

**Definitions**

There are three main types of physical intervention:

- *Positive handling.* The positive use of touch is a normal part of human interaction. This is appropriate in situations such as:
  - Giving guidance to children
  - Providing emotional support
  - Support with physical care, providing and supporting with personal care.

Our staff exercise appropriate care when using touch.

- *Physical intervention.* This can include mechanical and environmental means such as high chairs and stair gates. These may be appropriate ways in ensuring the children's safety within the nursery.
- *Restrictive physical intervention.* This is when a member of staff uses physical force intentionally to restrict a child's movement. In most cases this will be done through the use of an adult's body rather than mechanical or environmental methods.

## Principles for the use of Restrictive Physical Intervention

Restrictive Physical handling will only ever be used to ensure the safety of the child and others around them. We never use restrictive physical handling out of anger or as a punishment. It will be used as a last resort and used safely under these approaches.

We aim to do all we can to avoid using restrictive physical intervention. However, we are aware that there are rare situations of extreme danger where there will be an immediate need for restrictive physical intervention, such as:

- If a child is hurting themselves or others
- If a child is damaging nursery property
- If there is a suspicion that an injury, damage or a crime is imminent.
- If a child is trying to leave the nursery and will be at risk if he/she does so.

All our staff have a duty of care for the children in the nursery, and they have a responsibility to intervene if any of the above situations are evident, and it is judged that the child is at risk. We will use a range of approaches to deal with behaviour, such as:

- Humour
- Distraction
- Relocation
- A simple instruction such as 'stop!'
- Offering choices as a direct alternative.

These approaches will be chosen after a risk assessment which will consider:

- The risks presented by the child's behaviour
- The potential targets for such risk
- Preventive and responsive strategies to manage these risks.

The situation must be discussed with the manager and SENDCO who will decide the best possible solution to deal with the behaviour.
In an emergency situation, any member of staff can use restrictive physical handling to do their best to prevent immediate harm to the child or other children.

When using Restrictive physical intervention, we will:

- Use the minimum force, and for as short a period of time as possible
- Alert a colleague of a distressed child so that they are aware of the situation, ensuring that it is not managed alone

- Keep calm at all times
- Talk to the child, giving he/she every opportunity to calm down
- As soon as the child is calm, or the environment is safe for the child to continue to be upset in, release them carefully.

### What type of Restrictive Physical Intervention can be used?

Any use of physical intervention within the nursery will be consistent with the principle of reasonable minimum force.

The member of staff who has chosen to use restrictive physical handling should:

- Aim for side to side contact with the child. Avoid positioning yourself in front or behind the child to reduce the risk of being kicked or headbutted and also to avoid the risk of allegations of sexual misconduct.
- Move items and ask other children to move before considering using physical handling on the child
- Aim for no gap between the adults and child's body when you are side by side, as this minimises the risk of impact or damage
- Aim to keep your back as straight as possible
- Beware of head positioning to avoid head butts from the child
- Hold the child by the 'long bones' to avoid grasping at their joints where pain and damage is more likely
- Where possible, the adult should keep all fingers together to minimise 'finger tip pressure' on the child.
- Ensure that there is no restriction on the child's ability to breathe. This means avoid holding the child around their chest cavity or stomach
- A child's body should never be pinned to the floor under an adult
- Avoid lifting the child.
- Be aware of the size of the child and use the minimum amount of force necessary

Once the situation has been dealt with:

- Once the child has been carefully released, we will not question them, as restrictive physical intervention is a distressing ordeal for the child. We will support the child afterwards without discrimination.

- We will check the child for any physical injuries, if possible without causing further distress.
- A member of management will contact the parents/carers by telephone to explain what has happened.
- We will support all who were involved.
- We will record any restrictive physical intervention on the restrictive intervention form and must be completed within 24 hours of the intervention, providing accurate information.
- Parent/carers will be given a copy of the form.
- This form will also be shared with our Designated Safeguard Lead and manager on duty.
- We will inform the Local Authority (Services for Young Children) as well as the Area Inclusion Co-ordinator.
- It is important that the staff member repairs any damage to their relationship with the child. If necessary advice can be sought from the nursery manager SENDCo
- Any adult or child can make a complaint (see our complaint policy).

The nursery manager/SENDCo will monitor all recorded incidents where restrictive physical intervention was used to be able to identify any trends. This will enable us to develop our provision to better meet the child's needs without the use of restrictive physical intervention.

Our complaints policy can be referred to if there are any concerns with regards to the use of restrictive physical intervention.

## Exclusion

**Policy Statement**

It is the policy of Littleworld Nursery to consider exclusion of a child only as a last resort and one that should be avoided by all practical means. However, under certain circumstances, the exclusion of a child may be the only option open to the management team. Reasons for exclusion may be considered in one or more of the following circumstances: A child exhibits repeated violent and/or uncontrollable behaviour A child persistently directs abusive or threatening language towards either a member of staff or to another child. Persistent asocial behaviour or problems of an indefinable nature The child through his/her behaviour is perceived to represent a physical risk to him/herself, to other children or to members of the staff. Any decisions made are with the consideration of the child's needs and wellbeing.

Exclusion Procedure

- Should a child begin to exhibit extreme antisocial behaviour or is disruptive or violent, nursery staff will initiate the following actions:
- Staff will execute the Behavioural Policy and Procedures. If the behavioural problems persist the parents of the child will be consulted so that an action plan can be formulated.
- Specialist advice, assistance and help will be sought. A meeting with all relevant parties will be held to discuss the behavioural issues and to agree upon an action plan
- Staff will report progress to the child's parents on a daily basis.
- Funding for 1-to-1 assistance for the child may be sought.
- A reduction in attendance for the child may be considered/implemented.
- Regular meetings will be held with all relevant parties. If there is no improvement in the child's behaviour or the behaviour constitutes an immediate threat to another child or member of staff, the child will be excluded A letter to the parents/guardians will be sent informing them of the preschool decision to exclude the child.

**Legal Framework**

- Children Act (1989 + 2004)
- Protection of Children Act (1999)
- Safeguarding vulnerable Groups Act (2006)
- Statutory Framework for the Early Years Foundation Stage (DofE2021)
- Equality Act 2010
- Children and Families Act 2014
- Working together to safeguard children 2015
- SEND local offer regulations clause 30
- Children and Families Bill part 3
- Childcare Act (2006)
- Care Standards Act (2002)
- Counter Terrorism and Security Act (2015)
- The Prevent Strategy (2015)
- Special Educational Needs and Disability Code of Practice (2015)

**Further guidance**

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)

**The above SEND and EAL policies were adopted by Littleworld Day Nurseries Ltd on 06.05.26 To be reviewed no later than May 2027.**