

## Difference and Diversity

### ***Welfare Requirements Links:***

Safeguarding  
 Suitable People  
 Suitable Environment, Premises & Equipment  
 Staff qualifications  
 Key person  
 Staff child ratios  
 Health  
 Managing behaviour  
 Equal opportunities  
 Information and records

### BEHAVIOUR:

At KLT's we believe that children flourish best when they know how they are expected to behave. Children should be free to play and learn without fear of being hurt or unfairly treated by anyone else.

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, others and their environment.

Management have overall responsibility for issues concerning behaviour.

We will keep ourselves up to date with current legislation and research, and access sources of expertise on handling children's behaviour. We will use our improvement advisor for support within this area if needed. We ensure that any updates are passed onto and discussed with our team.

We expect all person's working and supporting the children in KLT's to provide a positive model of behavior by treating children, parents and one another with friendliness, care and courtesy. Appropriate training will be provided for staff members who require it.

We use positive strategies for handling conflict and negative behaviour. We encourage the children to find solutions in ways in which are appropriate for the children's age and stage of development i.e. distraction, praise and reward.

We recognise and praise desirable behaviour such as kindness and willingness to share.

We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.

Children will never be sent out of the room by themselves as a mean of managing behaviour.

Physical punishment will never be used, such as smacking or shaking. Children are never threatened with these.

Techniques intended to single out and humiliate individual children will never be used.

We will only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such events will be recorded in our Incident Book. A parent/carer will be informed on the day that the restraint has been used and asked to sign the incident book to confirm that he/she has been informed. If a child is showing aggressive behavior and putting the other children, staff members or themselves in danger a restraining technique may need to be used. This will be done by the nearest staff member at the time, to the child. They will hold the child from behind over the top of their arms and encourage them to calm down, a calm manner and voice will be used so as not to aggravate the child more. The staff member will need to take care of the child's head being moved around so as not to receive a head butt and try to end up sitting down with the child as they become calmer.

At KLT's we do not shout or raise our voices in a threatening way to respond to children's behaviour.

We handle children's behaviour in ways that are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.

At all times we will work in partnership with children's parents and carers. We will inform parents & carers about their child's behaviour from the onset. We will work with parents to address recurring unacceptable behaviour; observations will be used to record the behaviours and to help me to understand the cause of the behaviour. The child's parent/carer and us will then decide jointly ways in which we can respond appropriately to the behaviour.

If staff have any concerns regarding a child within our care or feel that the child, their parents/carers or ourselves would benefit from some extra support and advice from outside professionals or agencies you will be asked to give permission for it to be discussed with these peoples. This could include Health Visitors, Early Years Team, Special Educational Needs Co- coordinator (SENCO).

We expect parents to inform us of any changes within their home life and/or circumstances that may affect their child's behavior; this information will be respected and treated confidentially.

## BULLYING:

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. If a child bullies another child or children: We will intervene to stop the child harming the other child or children. We will explain to the child doing the bullying why his/her behavior is inappropriate. We will give reassurance to the child who has been bullied. We will encourage and help the child who has done the bullying to say sorry for his/her actions. We will make sure children who bully receive praise when they display acceptable behaviour. We do not label children who bully. When children bully, we will discuss what has happened with their parents and work out with them a plan for handling the child's behaviour.

Within Kirsty's Little Treasures positive rules and expectations will be instilled within the children's everyday practice, these will be as follows:

At KLT's we:

- kind hands and feet

- walk inside
- share and take turns
- use kind words
- use indoor voices
- we use our listening ears

As much as possible positive comments and communication, praise and distraction will be used to support a child's unwanted behaviour.

Where new procedures such as sticker charts, thinking time, ABC charts or extra support from external agencies is considered parents and carers will be involved before ANY action around the above is taken.

## INCLUSION & EQUALITY:

It is every child's and adults right to participate fully within the world around them; and to be included within everything available to them. This should be regardless of their gender, ethnicity, disability, age, religion/belief, sexual orientation or socio-economic status. All children and adults have the right to be treated equally. At KLT's we respect every child and their families regardless of their individual choices and ways of life; we celebrate difference and diversity and see this is a positive learning experience for us all.

At KLT's we support inclusion by:

- giving all children an equal chance to learn and develop
- equal opportunities to participate in activities
- knowing the children's individual needs and ensuring that they are being met
- supporting the children in feeling safe within our environment
- enabling the children to feel that they belong; valuing them as individuals
- supporting the children in feeling strong and confident about their identity.

By following the EYFS's development of a unique child all children will be given care that promotes and supports their uniqueness and individuality; ensuring that all of their needs are met to the best of our abilities.

## SPECIAL EDUCATIONAL NEEDS/ADDITIONAL NEEDS:

According to the Special Educational Needs and Disability Code of Practice: 0-25 years the definition of a child with special educational needs is as follows: 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.

Children with special educational needs are welcomed into KLT's; our practice, setting, activities and training may need to be changed or adapted to ensure that we can provide suitable and effective care for these children and their families. A child's parents/carers will be greatly involved within the child's transition and information will be gained from the appropriate people before the child starts. This may involve us liaising with outside agencies as well as the child's prime care givers, information needs to be exchanged around the child's needs, care giving routine, adaptations

needed, extra support and any medication or dietary needs. The exchange of information needs to be informative on all parts and passed onto the child's main caregivers within the setting.

Within KLT's we have regard for the SEN code of practice (2014), this document is used to ensure that we are fully supporting the children within our care who have/may have additional needs.

Under no circumstances will we discriminate against or harass any child with special educational needs; we must have regard to the views, wishes, feelings of the child and the child's parents/carers.

Early Identification of additional needs within the setting is paramount and extremely beneficial. Identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. (Code of Practice, 2014) All of KLT staff are encouraged to be alert to emerging difficulties and supported in responding early to any concerns they may have regarding an individual child.

If we suspect that a child within our care may have an additional need/s we will:

- Liaise with the parent's /carers- gaining lots of informative information from them.
- With permission from parents/carers approach outside agencies for more advice and support for example SEN Co coordinators.
- Track the child using the Early Support Tracking Documents.
- Carry out observations and record effective information that will further assist us within support for the child.
- Adapt practices, policies, procedures, and activities; staffing and general care routines when needed.
- Access further training courses to improve our knowledge and cascade all relevant information to the whole team.

Kirsty Toolan and Craig Hale are the settings 'in house' Special Educational Needs Co coordinators (SENCO) and are responsible for the care and support of children with additional needs. Further responsibilities are:

- Supporting all practitioners in understanding their roles and responsibilities to children with additional needs and understanding the ways in which KLT's supports this.
- Advising and supporting all staff members.
- Involving parents and carers and ensuring their fully respected and listened to.
- Liaise with outside agencies and professional outside of KLT's.

### **Supporting children with Special Educational Needs:**

When a child within our care has a confirmed special educational need full support will be given, we will:

- Liaise with the child's parent's/carers- sharing appropriate information, working together consistently and effectively.
- Attend meetings, reviews and regular communications regarding the child.
- Keep up to date records upon the child including tracking documents, observations and any individual development plans.
- Liaise with outside agencies for extra support and practice ideas e.g. SENCO, Speech and Language Therapists, Health Visitors, Pediatricians etc.
- Adapt policy, practice and the setting to ensure that the child's needs are being fully met.
- Access further training courses to improve our knowledge and cascade all relevant information to the whole team.
- Encourage and enable the child to access all of the setting's activities and things on offer to them; supporting them in fulfilling their potentials.

Staff at KLT's within their induction are introduced to the importance of early identification and ways in which this can be of great benefit to the children.

When we adapt our practice and provision to support a child with additional needs their parents/carers will be informed.

We adopt a graduated approach for any child who has additional needs; there are 4 stages to this response:

- Assess- initial assessment to highlight the child's needs and match up relevant support
- Plan- decide upon outcomes we are seeking and what interventions and support can be put into place.
- Do- implementation of the agreed interventions.
- Review- review impact of above, adapt, evaluate, make changes and restart cycle if needed.

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