

Kiveton & Wales Nursery

POLICIES FOR CURRICULUM

Our Vision	2
About our childcare and early education	3
Tapestry	6
Early Years Foundation Stage Policy	7
Characteristics of Effective Learning	12
Curricular Goals	14
Planning	16
Assessment	18
Record of Achievement/On track, Not on Track	19
Progress Check	19
British Values	23
Staff Roles	26
Staff and Children	29
Committee	38
SENCO Policy	39
Resources	43
Access to Curriculum	44
Complaints from Parents	46
Partnership with Parents	47
Links to other Policies	48
Equal Opportunities and Inclusion	49
How will the Policy be delivered	51
Policy Review	52
Behaviour	59

Kiveton and Wales
Nursery

Our Vision

We aim to provide our children with a range of stimulating learning experiences in a safe, secure and happy environment.

Children in Kiveton and Wales Nursery learn through purposeful engaging play, skilfully supported by caring practitioners. Our learning environment is exciting, open-ended, creative, child-led, risky, challenging and fun.

We want our children to leave the Early Years as imaginative, curious, independent, happy, sociable, confident individuals – ready for the next step in their learning journey.

We focus as much as possible on learning as part of wider family and real-life experience and consider exploratory, freely chosen, outdoor play in a natural environment to be central to our children's healthy development-physical, linguistic, Social and Emotional Development.

About our childcare and early education

Welcome to Kiveton & Wales Nursery and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of education and care to help them to achieve their best.

This document aims to provide you with an introduction to Kiveton & Wales Nursery our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs.

Our setting aims to:

- provide high quality care and education for children
- work in partnership with parents to help children to learn and develop
- add to the life and well-being of the local community
- offer children and their parents a service that promotes equality and values diversity

Parents

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected
- kept informed
- consulted
- involved
- included at all levels of Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment
- has a named key person who makes sure each child makes satisfying progress and is your link to our setting
- is given generous care and attention, because of our ratio of qualified staff to children.

- has the chance to join in with other children and adults to live, play, work and learn together
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do
- is in a setting that sees parents as partners in helping each child to learn and develop
- is in a setting in which parents help to shape the service it offers

Tapestry Online Learning Journal

In order to monitor children's progress we use the online learning journal Tapestry, This makes it possible to create records of observations, reports, two year progress checks and mark children as on track/not on track instantly. We are able to add notes and images and have them immediately available to any authorised person as part of the complete story of a child's life at our nursery. Once published by management parents are then able to view and comment on these special moments, and be able to contribute their own stories of the child's life outside nursery.

Tapestry is fully compliant with the Data Protection law

All staff have their own login details, so this enables us to view which staff and when any media was published.

At any point including when a child leaves our provision, we export a child's journal (observations, assessments and photos) or part thereof, to a PDF file to parents to keep and pass on to the child's next provision,

During transition parents are asked to provide us with an email account that tapestry is sent to, parents can then set up a secure account that is password protected and only they can assess.

For parents who do not have access to internet connection we have provided a computer specifically for them to use in nursery.

Parents are able to have more than one account, for instances where both parents require separate accounts.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. We look to the Development Matters framework to support the children in their learning and development. We believe in equal opportunities and provide a well balanced and differentiated curriculum to offer children the chance to develop in all the areas of learning. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage (DfE 2023):

There are Four guiding principles that shape practice in our settings. These are:

- **A Unique Child**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- **Positive Relationships**

Children learn to be strong and independent through positive relationships.

- **Enabling Environments**

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.

- **Learning and Development**

Children develop and learn at different rates. The framework covers the education and care of all children in early years provision

including children with special educational needs and disabilities (SEND).

How we provide for learning and development

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

There are seven areas of learning that shape the educational programs in our setting:

The Areas of Learning and Development comprise:

Prime Areas

These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

- Personal, social and emotional development.
- Physical development.
- Communication and language.

Specific Areas

*We must also support children in the four **specific** areas, through which the three prime areas are strengthened and applied. The **specific** areas are:*

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

We refer to non-statutory curriculum guidance (Development Matters) to support our professional judgement as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- self-regulation
- managing self₁
- building relationships

Physical development

- gross motor skills
- fine motor skills

Communication and language

- listening, attention and understanding
- speaking

Literacy

- comprehension
- word reading
- writing

Mathematics

- number
- numerical patterns

Understanding the world

- past and present
- people, culture and communities
- the natural world

Expressive arts and design

- creating with materials
- being imaginative and expressive

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use Development Matters to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that are met through continuous provision, adult led, child initiated and focus activities

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- **playing and exploring** - children investigate and experience things, and 'have a go'.
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Using the **Characteristics of Effective Learning** we can identify the different ways that children learn, these are used for planning and are linked to progress checks and children's individual observations.

Activities and experiences we provide for children involve,

- **Communication and language** - The new description states that the development of spoken language underpins all seven areas and role of high-quality back and forth interactions and conversations in a language rich environment. It explains the many ways that children acquire new vocabulary, including adult modelling and commenting, conversation, storytelling and role play.

- **Physical development**-Focuses on the development of gross and fine motor skills and talks about the importance of physical development to children's all round health and development, including social and emotional well being.

- **Personal, social and emotional development**-now refers to the importance of attachments within strong, warm, supportive relationships and the role of the self-regulation. Self care has moved to this area whereas in the former EYFS It was in physical development

Literacy-States that developing a lifelong love of reading is crucial. Reading is broken down into comprehension, which begins at birth, and word reading which comes later. Writing is divided into transcription and composition•

Mathematics-This area now focuses strongly on the importance of embedding a deep understanding of numbers to 10, including the patterns and relationships between these numbers and developing spatial reasoning skills. Children should be encouraged to develop a positive attitude and interest in maths, not be afraid to make mistakes •

Understanding the world-Provides examples of ways in which children make sense of their physical world and their community such as by visiting parks, libraries, and museums and meeting important members of society such as police officers, nurses and firefighters. The importance of experiencing a broad selection of books and rhymes to foster the understanding of our culturally, socially, technologically and ecologically diverse words and associated vocabulary is included.

- **Expressive arts and design**—now also includes providing regular opportunities for children to engage with the arts and develop a cultural awareness as well as hands on creative experiences.

At Kiveton and Wales Nursery we have set our own curriculum goals. These goals are set by us as practitioners observing the children and deciding how we want them to leave us with these skills.

Our 8 curricular goals

Write	Write some recognisable letters to their name.
Follow	Follow a powder paint routine.
Pedal	Use pedals on a trike.
Retell	Retell a familiar story.
Subitise	Subitise and give 5 the power of 5.
Independence	Independently put on and take off your own coat.
Form	Form a friendship with another child.
Sense	Have a strong sense of your own cultural events such as birthdays and Christmas.

For children with complex SEND who may not be working at a level that is typical for their age, they will be demonstrating their readiness to learn by:

- Being able to be somewhere new.
- Being able to engage with new people.
- Showing a desire to engage with new activities and experiences.

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

Using the development matters framework.

Development Matters, non-statutory curriculum guidance for the EYFS, is available to support providers in their delivery of the EYFS learning and development requirements. We use this framework as a guide to plan effectively for our children and gain understanding of the areas of development. working towards the early learning goals. Less time is to be spent with planning and observations and more time is to be spent with the children, getting to know them and helping them to grow within their development. All practitioners recognise that all children are all different and reach different stages of development and have different potentials.

Our provision is under constant review and reflection. It is represented by:

Continuous provision:

Continuous provision is a term used to describe areas of provision that are always available to the children. These areas can be enhanced from time to time by adding a resource. For example adding people or animals to the construction area.

Examples of continuous provision

Water
Role-play
Mark Making
Construction
Workstation
Activity cabinet
Dough
Painting
Book area

A Long term plan:

The long term plan is a working document that is used collectively between all rooms. The long term plan states the topics that are to be covered over the terms and also dates that are celebrated throughout the year.

Medium Term Plan.

The medium term plan is a working document that we use to plan effectively for the children across the term. It will display the seven areas of learning and how we are going to teach the areas using the terms topic.

Short Term Plan.

This plan is updated regularly, approximately every two weeks. It is done on a key person rota to include their children's interests and also the focus of the children. This plan is inclusive of all children and is designed for practitioners to be able to cover all the areas of learning, providing high levels of good quality teaching and getting to know the children better so that planning is effective and children are receiving the best possible education.

Focus Children

Children are to become focus children if they are showing a delay in any of the areas of learning. This is based on practitioner judgement using their sound knowledge of the framework and what is expected for the age of the child and also due to their sound knowledge of the

child and what they see as the child's potential. Tapestry is used to identify if a child is on track and not on track. This is shared with parents.

For the children that have not been flagged as a focus child they will continue to thrive and learn through the teaching and good continuous provision.

Speech, language and communication.

Excellent communication strategies have been put into place to create opportunities for good communication skills. Staff are to spend time with the children encouraging communication by playing and interacting with the children and modelling to the children good communication skills.

Children identified as showing a delay in communication will become a focus child on our short term plan.

Outdoor planning

Outdoor play is seen as continuous provision which may be developed by adding resources and by the quality interaction of practitioners.

Outdoor play will take place daily unless circumstances don't allow this for example dangerous conditions, such as ice etc.

We explain the importance of outdoor play to parents and ask them to provide children with appropriate clothing for the weather.

Aims and Objectives

As well as being physically safe and secure the Learning environment also needs to provide emotional security for children. This can be seen in providing quiet cosy spaces where children can rest or just be quiet with a book or toy. Staff also provides emotional security by being attentive, sympathetic and understanding to the needs of the children.

We aim to provide our children with a range of stimulating learning activities and experiences in a safe, secure and happy environment. We aim to provide continuity of care by working with, firstly the child's parents and their next setting and also with Rotherham Early Years outreach support workers. We will also work with other childcare professionals eg. speech therapist, Portage etc.

We aim to monitor the children regularly using staff engagement and judgement and knowledge of the child, parental input, the progress check and ongoing observations thus enabling us to plan accordingly taking into account each child's individual needs and interests.

Management monitor documentation in children's files and through our online learning journal tapestry randomly to ensure high quality information is used to inform planning.

All staff aim to have a positive attitude and to be good role models. They aim to be happy, friendly and to praise and encourage the children. They aim to treat each child as an individual

Assessment

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys on Tapestry.

We undertake these assessment summaries at regular intervals, as well as at times of transition, such as when a child moves into a different group or when they go on to school or another nursery.

On Track/Not on Track

We keep a record of children's achievement which is either 'On Track, or 'Not on Track'. This information helps us to celebrate together your child's achievements and to work together to provide what your child needs for her/his well-being and to make progress. We also use this information to inform medium and short term planning. We use the observations carried out on tapestry to inform our assessments and information provided by parents/carers.

This information is shared with parents by your child's key person at your child's review. Together we will work in partnership with you to keep this updated. To do this you and your key person will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's progress. Together, we will then decide on how to further support your child's learning and development.

2 year old progress check

When a child is aged between two and three, practitioners must review their

progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child.

The summary must highlight: areas in which a child is progressing well; areas in

which some additional support might be needed; and focus particularly on any

areas where there is a concern that a child may have a developmental delay

(which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is

expected that the progress check would usually be undertaken by the setting

where the child has spent most time. Practitioners must discuss with parents

and/or carers how the summary of development can be used to support learning at home. Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Practitioners must agree with parents and/or carers when it will be the most useful point to provide a summary. Where possible, the progress

check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

- The key person is central to the progress check and must be the person completing it.
- Settings should take guidance from their local authority as to when the progress check at age two is completed; if no such guidance is provided, the progress check is completed when the child is between 26 and 30 months old. The child should be attending the setting for at least 1 term before the check is completed
- Once the timing of the child's progress check is confirmed, parents are invited to discuss their child's progress at a mutually convenient time.
- The setting must seek to engage both parents and make allowance for parents who do not live with their child to be involved.

Completing the progress check at age two

- On-going observational assessment informs the progress check and must be referred to.
- Children's contributions are included in the report. Staff must be 'tuned in' to the ways in which very young children, or those with speech or other developmental delay or disability,

communicate/

- Where any concerns about a child's learning and development are raised these are discussed with the parents, the SENCo and the setting manager.
- If concerns arise about a child's welfare, they must be addressed through Safeguarding children, young people and vulnerable adults procedures.
- The key person must be clear about the aims of the progress check as follows:
- to review a child's development in the three prime areas of the EYFS
- to ensure that parents have a clear picture of their child's development
- to enable educators to understand the child's needs and, with support from educators, enhance development at home
- note areas where a child is progressing well and identify any areas where progress is less than expected
- describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)

Key Person:

Each child will be allocated a key person when they begin their time in our setting. Children need familiar and trusting relationships in order for them to develop emotional well-being. Using the key person system can be a challenge when staff work on a rota or part time basis. We aim to do our best to organise rotas to cause the least disruption to the key person system. If a child displays an

attachment to a particular practitioner we will try to accommodate the child's needs whenever possible.

The key person will:

- Build relationships with the child and parents
- Help the child become familiar with routines and the new surroundings
- Act as a point of contact for parents
- Help to meet the individual needs of the child
- Respond sensitively to the feelings, ideas and behaviour
- Reassure and enable the child to access all areas of provision
- Be responsible for planning to meet the individual needs and interests of children
- Be responsible for observing and assessing children in order to plan appropriate experiences/activities for the children.

Parents are introduced to their child's key person and will meet with them on a day to day basis to discuss their child's needs and achievements.

British values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage and are further clarified here based on

Fundamental British values in the Early Years

(<https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf>)

Democracy: making decisions together

For self-confidence and self-awareness (PSED), educators encourage children to see the bigger picture, children know their views count, value each other's views and values and talk about feelings e.g. when they do or do not need help.

Supporting the decisions children make and providing activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds, where questions are valued and prejudice attitudes less likely.

Rule of law: understanding rules matter (PSED)

Educators ensure children understand their and others' behaviour and consequence.

Educators collaborate with children to create rules and codes of behaviour, e.g. rules about tidying up and ensure all children understand that rules apply to everyone.

Individual liberty: freedom for all (PSED & UW)

Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, exploring facets of their own identity, talking about their experiences and learning. Educators encourage a range of experiences, allow children to explore the language of feelings and responsibility, reflect on differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated (PSED & UW)

Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves, others and among families, faiths, communities, cultures and traditions.

Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions.

Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural/racial stereotyping.

It is not acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children, or parents) that are not in line with the fundamental values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Through the implementation of the Revised EYFS 2021 and learning, children's Spiritual, Moral, Social and Cultural development is supported in ways that they:-

- have a sense of enjoyment and fascination in learning about themselves, others and the world around them (Spiritual)

- they learn right from wrong/ have an understanding of consequences of their behaviour and actions (Moral)
- can use a range of social skills in different contexts/ can accept and engage in the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; to allow them to participate fully in and contribute positively to life in modern Britain (Social)
 - Have an understanding and appreciation of the range of different cultures within nursery (Cultural)

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements and this ensures we are able to,

- give time and attention to each child
- talk with the children about their interests and activities
- help children to experience and benefit from the activities we provide
- allow the children to explore and be adventurous in safety

The staff who work at our setting are:

Name	Role	Qualification	Responsibilities
Joanne Davies	Manager Nominated Person	Level 6	All statutory roles. The Manager will be responsible for the day to day running of the nursery, ensuring all duties are carried out.
Gaynor Garcia	Deputy Manager	Level 6	All statutory roles in the absence of the manager, SENCO
Ellie Clark	Lead Practitioner	Level 3 Working towards level 5	Student liaison officer. Work as part of a team ensuring the safety and wellbeing of the children, and you will read and adhere to nursery policies and procedures.
Gill Fuller	Lead Practitioner	Level 3	SENCO Work as part of a team ensuring the safety and wellbeing of the children, and you will read and adhere to nursery

			policies and procedures.
Tracey Dawson	Childcare Practitioner	Level 3	Early Years Language Lead Work as part of a team ensuring the safety and wellbeing of the children, and you will read and adhere to nursery policies and procedures.
Wendy Wallace	Childcare Practitioner	Level 6	Work as part of a team ensuring the safety and wellbeing of the children, and you will read and adhere to nursery policies and procedures.
Serena Evers	Childcare Practitioner	Level 3	Healthy Foundations co-ordinator Work as part of a team ensuring the safety and wellbeing of the children, and you will read and adhere to nursery policies and procedures.
Katie Booker	Childcare Practitioner	Level 3	Work as part of a team ensuring the safety and wellbeing of the children, and you will read and adhere to nursery

			policies and procedures.
Maria Hassel	Childcare Practitioner	Working towards level 3	Work as part of a team ensuring the safety and wellbeing of the children, and you will read and adhere to nursery policies and procedures.
Evie Booth	Childcare Practitioner	Level 2 working towards level 3	Work as part of a team ensuring the safety and wellbeing of the children, and you will read and adhere to nursery policies and procedures.
Karen Bond	Admin/Office		Administrative duties including registers and fees, stock control and ordering.
Rebecca Jarvis	Lunchtime assistant/ domestic	Food Hygiene	Serving and maintaining all lunchtime resources
Grace Crawford	Level 2 apprentice		Work as part of a team ensuring the safety and wellbeing of the children, and you will read and adhere to nursery policies and procedures.

Staff and children

We will have adequate staff / child ratios in and outdoors at all times, these are:-For 3mths-2 year olds, 1 adult to 3 children

for 2-3 year olds, 1 adult to 4 children

for 3-5 year olds, 1 adult to 8 children

for 3-5 year olds 1 adult to 13 children (level 6 practitioner)

No more than 20 children will be allowed in our 2 to 5 area,

No more than 15 children in our 1 to 3 area

Visiting children, must be initially accompanied by an adult and adhere to our transition policy. All children are taken on risk assessed walks and use our secure outdoor play area's all visitors must be entered in the visitor's book. Shortly after arrival the children will be taken to the quiet area where registration activities will be carried out. It is then free play time and children have free use of space indoors and out. Table activities are usually limited to four children at a time. This is for both safety and social reasons. Staff use the plan throughout the session and implement and supervise all areas. All staff are expected to encourage social skills at all times. Any visiting adults or students are allocated to areas in which they are most needed.

When on outings we adhere to our outings policy.

We also have the support of two local authority outreach workers and designated SENCOs (Gaynor Garcia)(Gill Fuller), a Lead language professional (Tracey Dawson) All these people are registered with OFSTED and the DBS Service .

All staff hold relevant Childcare Qualifications and Food Hygiene certificates.

There is always one member of staff on the premises with paediatric first aid.

Staff are also be expected to attend ongoing training.

All staff must be aware of child development and child protection.

Staff appraisals will take place on a regular basis.

Students

Students will be accepted on works experience from schools in the local area.

No more than one student from the same school will be taken at any one time

(unless deployed in different areas of the setting) and no more than two students in total at any one time.

Space

At Kiveton & Wales Nursery we aim to use indoor and outdoor space to the best and stimulating advantage possible.

We will continually observe space and change furniture and equipment around when necessary. There will be enough space for mobile and non-mobile children to move freely between activities. Furniture and equipment should be kept away from fire doors and entrances to rooms.

No more than the allocated number of children can be admitted on any one session, allowing each child to play safely, this relates to all areas of nursery.

Activities and Resources

We have a vast amount of resources which are clean and well maintained.

Activities are planned to be educational, fun and stimulating.

We have indoor resources eg. games, books, construction, mark making, dough, clay, sand, water, small world, role play, painting and workstation. A variety of other sensory experiences are provided e.g. gloop, shaving foam etc. Other than Playdough and Cornflour for Gloop, only use food in a non edible form as a **last resort**, this includes dry rice and pasta. To justify the use of food in a non edible form as a last resort, it must be beneficial towards a child's learning and development and is a purposeful activity to help reduce unnecessary food waste. We also have wheeled toys, PE equipment, slide/climbing frame, see saws, tunnels etc.

When purchasing equipment/resources we take into account positive role models eg. gender, multicultural, special needs, as well as safety and suitability. We also make use of resources in the local community. Furniture is purchased to meet with correct safety standards.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children.

There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff
- contributing to the progress check at age two
- sharing their own special interests with the children
- helping to provide and look after the equipment and materials used in the children's play activities
- being part of the management of the setting, where appropriate

- joining in community activities, in which the setting takes part
- building friendships with other parents in the setting

Learning opportunities for adults

As well as gaining relevant qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting
- ensure the safety of each child
- help children to gain from the social experience of being part of a group
- provide children with opportunities to learn and help them to value learning

The day

We organise the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. We cater for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to all areas of children's learning and development including their health, their physical development and their knowledge of the world around them.

Our settings offer various types of care: sessional, extended day and full day.

Snacks and meals

We make snacks and meals a social time at which children eat together. We plan snacks so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs, particularly any known allergies or food intolerance and we will plan accordingly. All this information is collected on your child's health form that is filled out during transitions and must be kept up to date.

School meals

A school meal can be provided by an outside catering company (Dolce) who prepare daily meals for the children (term time only), Menus

are set by Dolce and changed termly. All parents are set up on school grid during transitions and then use this to order and pay for all school meals, this is an additional cost and paid straight to Dolce. This is offered as an alternative to you supplying a lunch for your child which you can also do. Please refer to Packed Lunch Policy,(Policies And Procedures pg33)

Clothing

We provide protective clothing for the children when they play with messy activities. As children grow and develop we encourage them to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. We also ask that all children bring a spare set of clothes for when accidents happen.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available in our entrance area and on our website. During induction all parents are asked to familiarise themselves with them

Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Our staff work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is:

1. processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes
3. adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed
4. accurate and, where necessary, kept up-to-date

5. kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed
6. processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Holiday Clubs -

The same curriculum planning is followed with the addition of a DVD being offered at the end of the session.

Food and Drink

Healthy snacks will be offered on all sessions as well as fresh water being available throughout.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help to protect children against the likelihood of abuse in our setting and we have a

procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

The management of our setting

Our setting is a charity and as such is managed by a volunteer management committee. All parents are given the opportunity to become a member. The committee make up the registered person with Ofsted and are responsible for:

- managing our finances
- employing and managing our staff
- making sure that we have, and work to, policies that help us to provide a high-quality service
- making sure that we work in partnership with parents

The Annual General Meeting is open to the parents of all the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Katrina Rhodes (Chair)

Shelly Garcia (Secretary)

James Clare

Philip Williams

Jackie Foster-Smith

Joanne Davies

Gaynor Garcia

The setting is owned and
governed
by

Holiday Clubs -

The same curriculum planning is followed with the addition of a DVD being offered at the end of the session.

Food and Drink

Healthy snacks will be offered on all sessions as well as fresh water being available throughout.

Reviewed January 2025 by Joanne Davies- Manager
Next review January 2026

Special educational needs

To make sure that our provision meets the needs of each individual child, we take account of any special educational needs a child may

have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our
Special Educational Needs Co-
ordinator is

Gaynor Garcia
Gill Fuller

Special Educational Needs Policy SEND Policy

1. Information about the Settings Special Education Provision

The nursery's objectives in making provision for pupils with special educational needs:

Philosophy of the Setting

Our provision actively promotes inclusion, equality of opportunity and the valuing of diversity.

At Kiveton & Wales Nursery we take the necessary steps to safeguard and promote the welfare of children in the setting. Our nursery recognises that all children have different needs and we aim to offer all children the best opportunity to learn in a happy, safe and secure environment whilst offering a broad and balanced curriculum. We recognise the parents as the first educators of their children and will continue this partnership with them.

We realise that pupils for whom English is an additional language also have specific learning needs to enable them to access the curriculum. It must be remembered that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

Kiveton & Wales Nursery we acknowledge that without intervention some children may not reach their full potential (section 17, Children's Act, 1989) and that without it some children are at significant risk (section 47)

2. Objectives

We aim to

- identify and assess children who have special educational needs as early as possible
- monitor and record the child's progress and regularly review their changing needs
- provide adequate resources to support their learning.
- provide suitable help for the child in Pre-school whilst ensuring that they receive a broad and balanced curriculum.
- involve parents as early as possible and ask for their support in assisting the child at home.
- build a partnership with support services for the benefit of the children with Special Educational Needs in our setting

3. The person with responsibility for the implementation of the S.E.N. policy:-

Mrs. Gaynor Garcia and Mrs Gill Fuller

Role of the person responsible for SEN

The SEN co-ordinator is responsible for:

- day to day operations of the nursery SEN Policy
- liaising with and advising fellow members of staff
- co-ordinating provision for children with SEN across the nursery
- maintaining and overseeing the records of all children with Special Educational Needs.
- liaising with external agencies eg. Rotherham Inclusion Officer, PLA, Portage, Learning Support, Lead Teacher and health visitors
- making new members of staff aware of SEN procedures
- attending multi-agency meetings
- Set targets for Individual Education Plans with input from parents, key persons and multi-agency professionals.

4. Admission arrangements for children with Special Educational Needs but without a EHC Plan

As with all children wishing to be admitted to our nursery, places will be allocated on its own merits and the suitability of our facilities for the child's needs will be reviewed and adjustments made accordingly.

Any SEN specialism and any special units

Staff will attend courses arranged by the LEA.

5. Facilities for children with Special Educational Needs

We are a community nursery. We have wheelchair access to our nursery which includes wide doors.

Information about the settings Policies for Identification, Assessment and Provision for all pupils with Special Educational Needs.

6. Resources

We aim to provide suitable resources for each individual child's stage of development. We use resources provided by portage to work one to one or on a small group basis with children on Early Action / Action Plus.

We apply for inclusion funding for staff to work with all children that are showing a delay in their development and are working with two or more agencies.

All staff attend regular training to update knowledge and keep up to date with legislation.

7. Identification Assessment and Review of SEN

Identification:

The early identification of children with SEN is the key element of our policy. This process starts during the child's induction into the setting when we gather as much information as possible from parents/carers.

If there are any concerns, and with parental consent multi agency professionals from the local authority can be sought

for advice, e.g. Inclusion officer. From this we decide how to support the child further; this could be a referral to the appropriate agency and enhance in-house support like I.E.Ps and extra staff/ training.

The 24-36 month progress check, alongside tracking are tools used to enable the monitoring of children's progress and used to identify a child who is in need of extra support.

Assessment:

We take into account the observations (of the children's play, behaviour and health) of nursery supervisors, parents and other professionals who know the child well.

Monitoring and Recording:

This is done by following the Early Years action section of the department for education and skills Special Educational Needs code of practice. Early Years Developmental Journals are done on a regular basis and progress is shared with parents.

Children's files are available for parents to look at any time.

Reviews:

Reviews are held on children with SEN on a termly basis and progress discussed with parents.

Support:

To aim that sessions are planned to cater for each child's educational needs.

Occasionally this may result in the need for additional staff, parental involvement or support from outside agencies.

8. Access to the curriculum

At Kiveton & Wales Nursery we will support and value children by ensuring:-

- the environment supports them in coping with their needs
- supporting child motivation
- ensuring that all of learning resources are age and stage appropriate
- we recognise that all children are different and plan for their individual learning

At Kiveton & Wales Nursery we will:-

- consider the needs of the children with SEN at all stages of curriculum development
- work closely with special support agencies
- ensure that there is an appropriate range of teaching strategies and approaches
- investigate with advice from specialist support agencies the appropriateness and availability of any equipment that may be required to facilitate access to the curriculum.
- coordinate support available both from within the nursery resources and from external agencies to most effectively enable access for children with SEN.

Integration in the setting

We promote equal opportunities for all children and try to ensure that children become involved with all activities. Children with special educational needs are integrated with the other children and additional support may be offered.

Evaluating success

The nursery committee is responsible for the monitoring and reviewing all procedures. Children's progress is regularly recorded in the EYFS assessment (Tapestry) to ensure that children reach their full potential.

9. Complaints from parents

At Kiveton & Wales Nursery we are committed to working in partnership with parents and carers.

Any supervisor will be pleased to meet with any parent/carer who has any concern about the special educational needs provision their child is receiving.

Dependent on the nature of the complaint it may be necessary to refer to the committee. If the committee were unable to resolve the matter it would be referred to the Early Years Partnership or the parent can contact Ofsted (0300 123 1231) Royal Exchange Buildings, St Anns Square, Manchester, M2 7LA.

We would however try to resolve any complaint as soon as possible and all complaints will be recorded.

Staff training for Special Educational Needs

The special educational needs co-ordinator will attend any relevant training course on the implementation of the special educational needs code of practice. Relevant information from any course will be shared with other members of staff.

External support services

We receive support from the Rotherham Inclusion Officer and Learning Support as well as from Health visitors, Portage, Social Services, Lead Teacher, Occupational Health, Speech and Language Therapy and Physiotherapy.

10. Partnership with Parents

We aim for a close working relationship with parents, welcoming them into our nursery and valuing their views. Following the EYFS and sharing with parents their child's progress at each stage by contacting parents as soon as there is any cause for concern about their child. Involve parents in regular meetings to discuss their child's progress at home and in nursery. They will be asked to support their child at home and will be informed of the targets that we are working on. Occasionally with parental support the lead

teacher will on request observe a child and on the findings may refer on to Child Development Centre for further observation and possible assessment.

Links with other settings/schools

We liaise with schools and other settings to which children will transfer, encouraging staff from nursery/School to visit nursery, passing on information and assessment records.

Liaising with outside agencies

The SEN Coordinator will liaise with any outside agencies where appropriate eg speech therapist, portage, social services or health visitors.

Links to other Policies

Behaviour, Health & Safety, Partnership with Parents, Complaints procedure, Equal Opportunities, Confidentiality, Medication, Recording of Info.

This Policy will be reviewed annually or if any part of the Policy is implemented or, when there are changes in legislation.

Reviewed January 2025 by Joanne Davies- Manager
Next review January 2026

Equal opportunities and Inclusion

Kiveton & Wales Nursery understands, supports and promotes the importance of identity for all children. and recognises that this comprises multiple facets which are shaped by a 'kaleidoscope' of factors including British values, 'race'\ethnicity and culture, gender, difference of ability, social class, language, religion and belief, and family form and lifestyle, which combine uniquely in the identity of each individual; for example, we welcome and promote bi/multilingualism. and we promote gender equality while at the same time recognising the differences in play preferences and developmental timetables of girls and boys.

Our nursery is fully inclusive and will work with families to ensure all children have access to an appropriate learning environment and are able to reach their full potential. As a setting we will aim to remove any barriers to learning wherever possible the only exception being structural difficulties with the building.

Our nursery promotes the general duties set out in The Equality Act, 2010

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act

- Advance equality of opportunity between persons who share a relevant protected characteristic and a person who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Characteristics within the Equality Act, 2010

- Race and Ethnicity
- Religion or Belief
- Sexual Orientation
- Sex
- Disability
- Age
- Gender Reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership

No child will be excluded on the grounds of gender, sexuality, class, disability (see above), colour, culture, religion, language, ethnic origin or status of residency.

The nursery will promote equal opportunities by:-

- Promoting positive role models through toys, books, games, music, food and posters.
- Promoting non-stereotypical images through toys, books, games, music, food and posters.
- Encouraging children to access all area's i.e. baking, dressing up, bikes, climbing and dolls etc.
- Regular audit of resources to remove those which discriminate unfairly on all the above grounds.
- Sharing our practice with parents/carers.
- Encouraging all children to interact positively with each other.
- Working closely with parents / carers
- By working with other outside agencies.
- Through small group activities/circle times.

- By promoting SEAD (Social and Emotional Aspects of Development)
- Through staff training.
- Through the children's key person system.

E.Y.F.S. (1.2) "All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs."

All children have equal rights to be listened to and valued in the setting.

The nursery recognises that English may not be a child's first language. Opportunities are offered through play, resources and working with parents for children to develop and use their home language. The setting also provides sufficient opportunities to learn English.

How will the policy be delivered?

At Kiveton & Wales Nursery we aim to find out as much information as possible about each child's individual needs, this is done by children and parents/carers having visits to the setting before they start, by talking to parents and through ongoing observations. Staff will ensure that information is shared between practitioners at regular staff meetings and that new strategies/changes are put into place when needed.

Address discrimination as it occurs from children in a sensitive, age-appropriate manner to ensure that everyone involved understands the situation and are offered reassurance and support to achieve resolution.

Challenge discriminatory behaviour from parents, staff or outside agencies or individuals that affect the well-being of children and the

early years community.

For Staff

The nursery aims to ensure that individuals are recruited, selected, trained and promoted on the basis of occupational skill requirements. In this respect we will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, gender, marital status, race, religion, colour, culture or sexuality, ability or disability which cannot be justified as being necessary for the safe and effective performance of their work.

For Students/Visitors/Parents & Carers

In our nursery it is a belief that everyone is treated with equal respect and that equal opportunities are provided for all individuals.

Who will deliver this policy?

All staff at Kiveton & Wales Nursery have been included in the writing of our policies and are all aware of the delivery.

Links to other policies include:-

Inclusion, S.E.N., Behaviour, Safeguarding, Risk Assessments, Partnership with Parents, Confidentiality, Medication and Learning & Teaching.

Policy Review

This policy will be reviewed annually or sooner if any part of the policy is implemented, or in the light of updated legislation.

Legal references

General Data Protection Regulation 2018

Children and Families Act 2014 Part 3

Special Educational Needs and Disability Code of Practice 2015

Disability Equality Duty 2011

Equality Act 2010

Prevent Strategy 2015

Promoting inclusion, equality and valuing diversity

We actively promote inclusion, equality of opportunity and value diversity. All early years setting have legal obligations under the Equality Act 2010. Those in receipt of public funding also have public equality duties to eliminate discrimination, promote equality, foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage and civil partnership. Settings also have obligations under the Prevent Duty (2015 updated 2023)

which highlights the need to foster equality and prevent children from being drawn into harm and radicalisation.

Promoting identity, positive self-concept and self-esteem for all children through treating each child as an individual and with equal concern, ensuring each child's developmental and emotional needs are recognised and met.

- Promoting inclusive practice to ensure every child is welcomed and valued.
- Discussing aspects of family/child identity with parents when settling in a new child.
- Maintaining a positive non-judgemental attitude and use of language with children to talk about topics such as family composition/background, eye and skin colour, hair texture, sex, gender, physical attributes and languages spoken (including signing).
- Becoming knowledgeable about different cultures, and individual subjective perceptions of these and being able to reflect them imaginatively and creatively in the setting to create pride, interest and positive self-identity.
- Discussing similarities and differences positively without bias and judgement.
- Celebrating festivals, holy days and special days authentically through involving parents, staff or the wider community to provide a positive experience for all.
- Providing books with positive images of children and families from all backgrounds and abilities. Avoiding caricatures or cartoon-like depictions, and ensuring individual differences are portrayed with sensitive accuracy. The central characters in individual stories should provide a positive, broad representation of diversity e.g. disability, ethnicity, sex and gender, age and social backgrounds. Individual storylines should

contain a range of situations which are easily identifiable by children such as those that include disabled children/adults, different ethnic groups, mixed heritage families, gender diversity, single sex/same and different sex families, multi-generational households and cultural diversity.

- Providing visual materials, such as posters and pictures that provide non-stereotypical images of people, places and cultures and roles that are within children's range of experience. This includes photographs taken by staff of the local and wider community, of parents and families and local events.
- Using textiles, prints, sculptures or carvings from diverse cultures in displays.
- Providing artefacts from a range of cultures, particularly for use in all areas of the setting, not just in the home corner.
- Ensuring toys, learning materials and resources reflect diversity and provide relevant materials for exploring aspects of difference, such as skin tone paints and pens.
- Developing a range of activities through which children can explore aspects of their identity, explore similarities, differences and develop empathy including:
 - self-portraits, photograph albums and displays showing a range of families
 - books about 'me' or my family
- food activities, such as tasting and cooking, creating real menu additions
- activities about real celebrations such as new babies, weddings, cultural and religious events
- creating textiles such as tie dying, and creative use of textiles
- provide mirrors at different heights for babies and other non-ambulant children
- developing a music area with a variety of musical instruments for babies and children to use to create a range of music.

- creating an art and mark making area with a variety of materials from other countries such as wood blocks for printing, brushes etc.
- home corner play which encourages all children to equally participate and provides domestic articles from diverse cultures
- 'dressing up' materials which promote non-gendered roles and enable children to explore different gender identities/gender neutrality
- providing dolls that sensitively and accurately portray difference such as disability and ethnicity
- use of a variety of music to play to children of different genres and cultural styles with a variety of musical instruments for children to access
- examples of writing in other scripts from everyday sources such as papers and magazines, packaging etc. children's names written on cards in English as well as in their home language script where appropriate
- labels for children's paintings or other work are made with their name in English and home language script (parents can help with this)
- conversations with young children which explore unfamiliar objects and subjects to help foster an understanding of diversity and identity such as spectacles or hearing aids, religious and cultural practices

Fostering positive attitudes and challenging discrimination.

- Young children are learning how to grow up in a diverse world and develop appropriate attitudes. This can be difficult, and they may make mistakes and pick up inappropriate attitudes or just get the 'wrong idea' that may underlie

attitudes of 'pre-prejudice' towards specific individuals/groups. Where children make remarks or behave in a discriminatory or prejudice way or make inappropriate comments that arise from not knowing facts, staff should explain why these actions are not acceptable and provide appropriate information and intervention to reinforce children's understanding and learning.

- Where children make overtly prejudice or discriminatory remarks they are dealt with as above, and the issue is raised with the parents.
- When children wish to explore aspects of their identity such as ethnicity or gender, they should be listened to in an understanding and non-judgemental way.
- Parents are expected to abide by the policy for inclusion, diversity and equality and to support their child in the aims of the setting.
- Staff respect similarities and differences between each other and users such as ability, disability, religious and personal beliefs, sex, sexual orientation, gender reassignment etc. Staff do not discriminate or harass individuals on the grounds of these or encourage any other member of staff to do so; evidence of such will be dealt with by management immediately.
- Members of staff make the best use of different perspectives in the team to find solutions to difficult problems that arise in socially/culturally complex situations.
- Members of staff support each other to highlight similarities and respect difference
- There is an ethos wherein staff, parents and children are free to express themselves and speak their own languages in ways that enhance the culture of the setting.

Ensuring that barriers to equality and inclusion are identified and removed or minimised wherever possible.

- Barriers may include:
- lack of understanding-where the language spoken at the setting is not that which is spoken at a child's home
- perceived barriers - affordability where parents are not aware of financial support available or assume that a service is not available to them. Perceived barriers may also be physical barriers for those children or parents with a disability or additional needs where they assume, they will not be able to access the service
- physical barriers - where there are environmental features which stop a disabled child or disabled parent accessing the setting such as stairs
- Staff are aware of the different barriers to inclusion and equality and consider the wider implications for children and their families.

Supporting children to become considerate adults

- Children's social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and Universal values. The EYFS supports children's earliest skills in an age appropriate way to become social citizens, namely listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; risk taking behaviours, rules and boundaries; not to hurt/upset other people with words and actions; consequences of hurtful/discriminatory behaviour and regulating behaviour.

Reviewed January 2025 by Joanne Davies- Manager
Next review January 2026

Signed on behalf of all staff by:

Joanne Davies (Manager)

Gaynor Garcia (Deputy Manager/SENCO)

Behaviour Policy

At Kiveton & Wales Nursery children's behaviour is managed positively and in a manner appropriate for their stage of development.

We believe that children flourish best in an ordered environment in which everyone knows what is expected of them and where the children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We provide an environment where children and staff all value and respect each other. Staff will endeavour to keep a positive attitude and be a positive role model. When speaking to children we remain calm, close and at the child's level.

In order to achieve this:-

- Our Pre-School believes in promoting positive behaviour.

- We help children to understand our rules and boundaries so that they have the security of knowing what to expect and the effects of their behaviour on other people.
- Staff training kept up to date on promoting positive behaviour.
- Key worker system in place.
- Children are encouraged to challenge negative behaviour in others by showing good behaviour and informing a staff member if they become upset.
- We will praise and endorse desirable behaviour such as kindness, tidying up and willingness to share.
- We will take positive action to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- All staff should be positive role models for the children with regard to friendliness, care and courtesy.
- When children behave in unacceptable ways physical punishment such as smacking and shaking will be neither used nor threatened.
- A person will not be taken to have used corporal punishment where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person, including the child, or to manage the child's behaviour if absolutely necessary. In this case an incident form will be completed, shared with parents then filed in the child's folder (see page 26).
- In any case of misbehaviour it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- How a particular type of behaviour is handled will depend on the child and circumstances. It may involve the child being removed from the activity and not being allowed to make his or her own choice of activities for a limited period of time.
- Staff Diffusion techniques will include keeping a calm stance/posture, careful use of words spoken in a low tone and

ensuring there is a good use of space for the children, e.g. Not too much or too little.

- Ensure equipment used is stage and age appropriate and in good working order as this can be frustrating for children.
- The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable.
- Parents/carers will be informed if their child is persistently disruptive, unkind to others or has been upset. In all cases inappropriate behaviour will be dealt with immediately in nursery and will not be discussed again with the child.

Parents/carers may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and school. In extreme cases we would be willing to request additional advice and support, with parents consent, from other professionals such as the Educational Psychologist or Child Guidance Counsellor. Before doing this we would always carry out detailed observations on the child.

- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanation rather than personal blame. By positively promoting good behaviour, valuing cooperation and by caring attitude we hope to ensure that children will develop as responsible members of society.

Triggers to S.E.N.

If a child's behaviour causes significant concern staff will speak with parents to find out if they are also experiencing difficulties at home with the child's behaviour, we will work closely with parents and monitor the child's behaviour over a given time. Strategies will be put into place if needed to help support the family. If necessary an S.E.N. policy can be implemented.

Links to other policies

Safeguarding, Equal Opportunities, Confidentiality, Complaints, Special Educational Needs, Partnership with parents.

The designated person for behaviour management is *Gaynor Garcia*

Policy Review

This policy will be reviewed annually or sooner if any part of the policy is implemented, or in the light of updated legislation.

Reviewed January 2025 by Joanne Davies- Manager
Next review January 2026

Signed on behalf of all staff by:

Joanne Davies (Manager) Named behaviour officer

Gaynor Garcia (Deputy Manager/SENCO)

Reviewed January 2025 by Joanne Davies- Manager
Next review January 2026