



4.0 Equal Opportunities & Managing Behaviour

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4.1 Behaviour Management

Policy statement

Our Setting believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

The pre-school SENCO and Manager will always offer advice and assistance with a behaviour concern and will work closely with the staff team.

In order to manage children's behaviour in an appropriate way staff will:

- Ensure every child has respect for others.
- Recognise and deal with any unwanted behaviour using behaviour development methods.
 - If a child is destructive or disruptive they are to be redirected to another activity.
 - If a child is unkind to another child/adult ask them to say sorry, and explain in a calm and sensitive manner as to why their behaviour was unacceptable. Always listen to a child's explanation.
 - If a child will not stop using physical aggressive behaviour they are asked to sit for a few minutes to calm down.
 - If at any time a staff member is required to use physical restraining to ensure the safety of the child and others, this must be done with as minimum physical contact and recorded on an 'physical restraining' form.
- Prevent any child from intentionally harming or intimidating another.
- Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- Discuss any behaviour concerns with Manager/Child's key worker/committee member.



- Attend relevant training to help understand and guide appropriate models of behaviour.

Recording And Dealing With A Behaviour Incident

- The incident will be recorded in writing by the member of staff dealing with the situation and this will be shared with the parent/carer on collection.
- The parent/carer will be asked to read the incident and sign the book to show that the incident has been acknowledged and all the information has been shared with the parent/carer.
 - In these circumstances we ask for parents/carers to work with the pre-school in promoting positive behaviour and discussion with their children regarding acceptability a pre-school.
- In exceptional cases and in the interests of health and safety parents/carers who are not willing to work in partnership with the pre-school and the management committee may find a period of withdrawal from the pre-school is necessary until such an agreement regarding co-operation on behaviour can be reached.
- In the event of repeated inappropriate behaviour a child's parent/carer may be telephoned at home to assist staff in calming or removing the child for the remainder of the session. This will only be exercised in extreme circumstances when the child becomes too emotionally disturbed or is endangering others.
- Staff in conjunction with parents will tackle recurring patterns of behaviours using observations to find the 'triggers' for unacceptable behaviour. Staff will try to avoid situations that may lead to disruptive behaviour, where possible.

Further Guidance

- Special Educational Needs Code of Practice (DfES 2001)

This policy was adopted by

RAINBOW PRE-SCHOOL

On

Date to be reviewed

Summer Term 2019

Signed on behalf of the provider

Name of signatory

Suzanne Dootson

Role of signatory (e.g. chair, director or owner)

Committee Chair



4.2 Valuing Diversity & Promoting Inclusion & Equality

Policy statement

Rainbow is committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers.

Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- promote equality and value diversity within our service and foster good relations with the local community;*
- actively include all families and value the positive contribution they make to [our/my] service;*
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;*
- provide a secure and accessible environment in which every child feels safe and equally included;*
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,*
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:*
 - age;*
 - gender;*
 - gender reassignment;*
 - marital status;*



- *pregnancy and maternity;*
 - *race;*
 - *disability;*
 - *sexual orientation; and*
 - *religion or belief.*
- *where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.*

Procedures

Admissions

Rainbow is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
 - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - 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.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our 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.

Employment

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for our staff to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;



- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties 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 where ever possible.
- 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.

Rainbow Pre-school

Shelford

A community pre-school for 2 to 4 year olds

The Rainbow Room, Great and Little Shelford C of E (aided) Primary, Church Street, Great Shelford, CB22 5EL
Email: admin@rainbowshelford.co.uk Tel: 07965 216603 www.rainbowshelford.co.uk
Charity Number: 1036946 Ofsted URN: 221758



Meetings

- Meetings are arranged to ensure that all families who wish to, may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways – written and verbal – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

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

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

Legal framework

- The Equality Act (2010)
- Children Act (1989) & (2004)
- Children and Families Act (2014)
- Special Educational Needs and Disabilities Code of Practice (2014)

This policy was adopted by

RAINBOW PRE-SCHOOL

On

Date to be reviewed

Summer Term 2019

Signed on behalf of the provider

Name of signatory

Suzanne Dootson

Role of signatory (e.g. chair, director or owner)

Committee Chair



4.3 Supporting Children with Special Educational Needs

Policy statement

Rainbow aims to provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- *We have regard for the Special Educational Needs and Disability Code of Practice (2014).*
- *We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.*
- *We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.*
- *We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.*
- *We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.*

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is:
 - Lisa Humphray
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.

¹ This includes disabled children with special educational needs

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- As Rainbow is temporarily housed in a porta cabin, staff may need to discuss with parents on an individual basis whether the environment is appropriate for encouraging independence skills or is satisfactory for special hygiene requirements.
- If a child has a condition which requires staff to give medical support, it may be necessary to delay admission until staff have been able to access appropriate training and feel comfortable with the procedure. There is no legal duty requiring staff to administer medicine.
- We encourage all parents to share their expert knowledge of their child with staff by informal chats at the beginning and end of sessions, more formal appointments and the opportunity to add written notes to their child's records at regular intervals.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed.
- We provide a complaints procedure.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

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