



# Early Years Practice Policy Booklet



Sticky Fingers aspires to provide a safe, fun and welcoming environment for everyone. We offer children experiences to support their development, empowering them to reach their full potential



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## 09 Early years practice policy

Alongside associated procedures in 09.1 - 09.13 Early years practice.

### Aim

Children are safe, happy, and eager to participate and to learn.

### Objectives

- Children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their *entitlement* to be settled comfortably into a new environment.
- The needs of part-time children are considered.
- There is a procedure for when children do not settle and for prolonged absences.
- Introductions and induction of the parent is carried out before children start.
- Throughout the day we make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- We operate a positive behaviour management approach. Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. *[View 09.10 Promoting Positive behaviour policy](#)*

### Our Curriculum:

At Sticky Fingers, we adapt activities to meet each child's individual needs. We use the children's next steps and plan for them with the knowledge of their successes and experiences to support each child to meet their full potential. We recognise areas that children may need guidance and support to progress and achieve.

The *Early Years Foundation Stage* is used as a framework to provide care and learning opportunities for babies and children under two years.

### Older Children (2-5 years)

- To feel securely settled and ready to learn, children from two to five years old need to form attachments with adults who care for them, primarily to a key person, but with other adults and children too. In this way children feel part of a community of learners; they can contribute to

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that community and receive from it. The three-stage model is applicable, but with some differences in the procedures for children moving up into the next group and for older children.

## 09 Early Years Practice Policy

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## 09 Early years practice procedures

### 09.01 Waiting list, admissions, fees and funding

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

At Sticky Fingers Pre-School we recognise that children attending regularly, has a positive impact on their learning, progress, social skills and therefore help to give children a good foundation for the start of their learning journey. We will encourage good attendance by offering a stimulating, secure and caring environment for all children.

We aim to offer affordable childcare for children aged between two years and five years old. Sticky Fingers Pre-school is a non-profitable organisation allowing all income to be used to provide a stimulating environment that supports the development of each child through their ages and stages of development.

We aim to ensure financial stability of the pre-school by having a fair and consistent process for pursuing non- payment of fees.

#### Waiting list

- We arrange our waiting list in birth order. This form is shared between our Sticky Fingers Pre-School settings to be able to offer a space as soon as possible. The information will be deleted once the child is enrolled or no longer requires a place with us.
- In addition to this we may consider:
- If there are any siblings already attending the setting
- The capacity of the setting to meet the individual needs of the child.
- If the setting of your choice is full and we have space available at another of our sites, parents will be given the option to attend the other setting until a space becomes available and will then be transferred over.
- We keep a place vacant, if financially viable to accommodate an emergency admission.
- We offer funded places in accordance with Southampton City Council funding agreement.
- We ensure staff/child ratios are followed; For two-year-old children the ratio is 1 adult to 5 children. For three and four-year-old children the ratio is 1 adult to 8 children.
- We ensure that all parents are made aware of our **05 Promoting Inclusion, equality and valuing diversity policy booklet**.
- We do not discriminate against a child or their family, we welcome fathers, mothers, carers, others relations, including childminders and people from all cultural, ethnic, religious and social groups with or without disabilities.
- We do not discriminate against a child with a disability and will work with the family to try our best to accommodate the child.
- Where possible we will make suitable arrangements to support a child's parent/carer who may

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have a disability, so they are able to participate in our family events.

- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff, committee, visitors or parents. The displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.
- We will advise a parent/carer if their child is not coping with a full session and we may suggest a shorter session time. This does not affect any additional sessions you may require for your child if required at a later date.

## Admissions

Once a childcare and early education place has been offered the relevant paperwork is completed with the parents/carers by the child's key person, if possible, before the child starts and filed on the child's personal file. Forms completed include:

- Pupil registration form - contains personal information about the child and family that must be completed in full prior to the child commencing. This includes at least 2 emergency contact numbers, where possible.
- Home school agreement - explains what we will provide as a setting for the child and their family and what we expect from the family and child.
- Fee's agreement, where necessary
- Privacy notice - A hand out is given which explains what personal data we collect, why we collect it, how we use it, the control parents/carers have over their personal data and the procedures we have in place to protect it.
- A hand out regarding the EYFS and tapestry explain what each are about
- A hand out for the website and a Pre-school calendar with dates for the forward year

## Children with SEND

- The manager must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the setting's core budget, then an application for SEN inclusion funding must be made immediately.
- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the setting. If a child's needs determine that adjustments need to be made, the manager must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount. Therefore we limit spaces for children with more complex needs to 2 children per session.
- At the time of registration, the lead practitioner must check to see if a child's family is in receipt

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of Disability Living Allowance, if so, the lead practitioner must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting's lead practitioner or SENDCO will support the family in their application. More information can be found at [www.gov.uk/disability-living-allowance-children/how-to-claim](http://www.gov.uk/disability-living-allowance-children/how-to-claim).

### Safeguarding/child protection

If information is provided by the parents that a child who is starting at the setting is currently, or has had involvement with social care, the designated safeguarding lead will contact the agency to seek further clarification.

Parents are advised on how to access the setting's policies and procedures.

### Fees and Funding

Sticky Fingers are registered to receive DfES Nursery Education Grant funding for 9 month olds, 2, 3 and 4 year olds. We are a non-profitable organisation allowing all income to be used to provide a stimulating environment that supports the development of each child through their ages and stages of development. We aim to ensure financial stability of the pre-school by having a fair and consistent process for pursuing non-payment of fees.

### Government funded places

**From 1 January, 1 April or 1 September following your child turning 9 months or their 2nd/3rd birthday.**

**For eligible working families in England, available for children aged 9 months, 2 / 3-4 years - see information below**

- Up to 30 hours of early education over 38 weeks of the year
- Can be used flexibly with one or more childcare providers.
- Some providers will allow you to 'stretch' the hours over 52 weeks, using fewer hours per week

**For ALL families in England Children aged 3-4 years**

- 15 hours of childcare or early education for 38 weeks (up to 570 hours per year), that you can use flexibly with one or more providers.
- Some providers will allow you to 'stretch' the hours over 52 weeks, using fewer hours per week

**For families in England, receiving some additional forms of government support Children aged 2 years**

- 15 hours of childcare or early education for 38 weeks (up to 570 hours per year), that you can use flexibly with one or more providers.
- Some providers will allow you to 'stretch' the hours over 52 weeks, using fewer hours per week

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## Tax free childcare

- For working families, including the self-employed, in the UK
- Earning under £100k and an average of £167 per week (equal to 16 hours at the National Minimum or Living Wage) each over three months
- Who aren't receiving Tax Credits, Universal Credit or childcare vouchers
- With children aged 0-11 (or 0-16 if disabled)
- For every £8 you pay into an online account, the government will add an extra £2, up to £2,000 per child per year

## Tax credits for childcare

- For working families, in the UK
- With children under 16 (or under 17 if disabled)
- 70% of childcare costs, up to a cap
- If you cannot make a new claim for Tax Credits, you may be able to apply for Universal Credit instead.

## Universal credit for childcare

For working families claiming Universal Credit, in England, Scotland, Northern Ireland and Wales,

- With children under 17\*
- Up to 85% of eligible childcare costs
- Who aren't receiving Tax-Free Childcare

## Support while you study

- Weekly payments from Care to Learn if you're at school or sixth-form college
- Help through your college if you're in further education
- A weekly grant if you're in full-time higher education

**For more information on all funding criterias, please visit the Childcare choices website:**

<https://www.childcarechoices.gov.uk/>

There will be times when due to the number of children we already have on our books that we may be able to take your child for some but not all their 15 hours.

When your child becomes eligible for funding, you are required to complete a funding form to enable the setting to be able to claim this. This form will contain all the required information about yourselves and your child to apply for the right funding. This form is stored securely and shared with Southampton City Council's Funding team and destroyed after 6 years with the finance information. Funding forms will need to be signed each term to confirm the information held is correct.

## **Eligible Working Families**

- If your child is entitled, you will receive a code which needs to be given to the pre-school and added to your child's funding declaration. You can apply for the code from <https://www.gov.uk/apply-free-childcare-if-youre-working>.

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- This code will need to be shared with pre-school and added to your child's funding form.
- All codes must be shared before the end of the term to get the funding the following term. Failure to provide a code on time will result in parents being charged for their child's sessions.
- Each individual child is given a different eligibility code.
- Parents are required to re-validate their entitlement every three months through the required HMRC website. Failure to re-validate will mean a loss in the entitlement of 15/30 hours.
- Parents may use multiple providers throughout the year with their entitled hours however they may only use two different providers in one day.
- For parents wishing to claim stretch hours in an additional setting, you may be required to pay for additional hours which may not be covered by your funded hours.

**It is the parents responsibility to claim and ensure re-confirmation of their eligibility every 3 months. The pre-school is unable to do this for you. If this is not claimed before the cut off point as stated above and/or you do not re-confirm prior to the end date, you may be required to pay for sessions that are not covered by eligible funding.**

## Fees

- Children over the age of 9 months who are not yet government funded or paying for additional hours will be charged at the settings hourly rate. **All children attending over the lunch period are required to bring a packed lunch** for the child.
- Fees can be paid in advance via cash, cheque, made payable to 'Sticky Fingers Pre-School' or via BACS into our account. Where BACS payments are made, we ask parents to provide us with evidence of this to enable us to update our records in between the receipt of bank statements.
- Payment plans can be set up to suit individual needs.
- If payments fall behind by 2 weeks then the Pre-school may stop all paid for sessions immediately.
- If a cheque is returned to the setting the charge will be passed onto that parent/carer and the setting will no longer accept cheques from this parent/carer.
- All money transactions must take place with a manager in the pre-school office and receive a receipt.
- The Pre-school should be informed as soon as possible if your child is unable to attend following the **09.02 Attendance and Absence policy**, however you will still be charged for this session as we still have to keep the space available for your child.
- Each half term the setting will print off statements for families to know their fees, payments made and payments due. These can be requested at any time.
- There will be an additional fee added onto your account for persistent lateness to collect your child.
- Fees will be reviewed at the Committee's discretion annually.
- All fee-paying families are required to complete a fees agreement form which will state sessions to be paid for and how often payments will be made. This will be updated as sessions are added

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or decreased or the fees increase.

### Non-Payment of Fees

If a family has used the services provided by the pre-school without payment or their payment is dishonoured the pre-school will follow the following staged procedure:

- Issue an 'Overdue Account' letter asking for payment in full within seven days. If payment is received within seven days no further action will be taken.
- If payment is not received a 'Second Warning' letter will be issued asking for immediate payment, in full in seven days. If payment is received within seven days no further action will be taken.
- If after seven days full payment or a payment plan, agreed by the pre-school's management, has not been received a 'Final Warning' letter will be issued. At this stage your child(ren) or future children will have sessions cut or will be unable to attend the setting until full payment has been received. If payment is received within seven days no further action will be taken.
- If payment is not received within seven days the pre-school will immediately begin proceedings in the County Court for which we charge an administration fee of £50 and all court costs. If the pre-school is required to attend at County Court, costs will be applied at a rate of £20 per hour.

### Early Years Pupil Premium (EYPP)

**The purpose of EYPP funding is to ensure those children who are inexperienced make accelerated progress to close the gap between their progress and that of their less disadvantaged peers.**

Early Years Pupil Premium is available to specific children within some set criteria who are already in receipt of the three and four-year-old funding entitlement. It is an additional supplement and is used to enhance the opportunities and experiences for the individual child.

### How we will use the EYPP funding

In line with the intended use of the EYPP, Sticky Fingers Pre-School will use the amount to enhance practice and provision through a variety of channels. Spending may include:

- Arrangements to invest in CPD for staff who work directly with the children who have been approved funding in areas that will support the development and learning.
- In house training to enhance quality staff interactions with children.
- Educational resources
- Enhanced provision in an identified area (based on the child) – ie The quality of provision for early language and literacy
- Help towards the allocated child's payments of fees.
- Our setting will ensure that the EYPP reaches the groups of children for whom it is intended and that it makes a significant impact on their developmental outcomes.
- We strive to offer the best possible outcomes for every child and the additional funding will

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facilitate this. We aim to address any underlying inequalities between the children who are eligible for EYPP and the rest of the children in the setting.

### Monitoring Outcomes

- Monitoring the impact of the EYPP is especially important to ensure that it is being used to enhance provision and improve outcomes for children.
- We record each child and their allowance, how the money has or is going to be spent and what we expect the outcomes to be from this.
- We review our list and expectations alongside observations of the children to see if we have been able to support them.

### Legal References

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE and DHSC 2014)

Equality Act 2010

Childcare Act 2006

### Further guidance

Early Years Entitlements: Operational guidance for local authorities and providers (DfE 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/718181/Early\\_years\\_entitlements-operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718181/Early_years_entitlements-operational_guidance.pdf)

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## 09 Early years practice procedures

### 09.02 Attendance and Absence

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and that they do not miss out on their entitlements and opportunities. At the very least, good attendance (95% or above) promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

#### Good Early Years Attendance = Best Chances of Success

Good attendance in the Early Years offers opportunities for children to:

- Develop social skills with their peers, make friends and learn how to get on with others
- Learn and develop their skills and learn through play, this includes early language, reading and maths skills
- Develop good habits for future school attendance and good attendance and punctuality skills into adulthood
- Children who attend every planned session develop a feel for the rhythm of the week and gain a sense of security from the regular elements of early years routines
  - Develop a sense of belonging to support developing self-esteem and confidence
  - Grow emotional resilience and self-regulation skills

#### Absence Procedures

There are several reasons why a child may be absent from a setting. In most cases it is reasonable to expect that parents/carers alert the setting as soon as possible, or in the case of appointments and holidays give adequate notice.

**Parents are expected to contact the setting within one hour of the time the child would have been expected to arrive to advise of their child's absence.** Designated Safeguarding Leads must also adhere to Local Safeguarding Partners (LSP) requirements, procedures and contact protocols for children who are absent or missing from the provision.

- We ask that parents confirm planned holidays by email where possible with as much notice as possible.

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- If a child who normally attends fails to arrive and no contact has been received from their parents, the setting takes immediate action to contact them to seek an explanation for the absence and be assured that the child is safe and well.
- Attempts to contact the child's parents by 10 am (all day or morning sessions) and 1pm (afternoon session) will be made and continued attempts to contact parents or other named contacts continue throughout the day on the first day of absence.
- If no contact is made with the parents and there is no means to verify the reason for the child's absence i.e. through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the setting each day until contact is made.
- If we are still unable to make contact and have not been informed of the child's absence then we may need to make a home visit for a welfare check.
- If we are unable to reach you within **48 hours** and still have no explanation, we may be required to notify children's services in accordance with the Children's Act 2004 or the Police, again for a welfare check.
- We will continue to check in with the parents throughout the child's absence and follow absence procedures if no contact can be made to ensure that the family are safe and well.
- All absences are recorded on the child's personal attendance record and online CPOMS file with the reason given for the absence, the expected duration, the actual duration, the method of communication, any additional notes and any follow up action taken or required with timescales.
- Paper copies of the child's absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.
- If we have concerns regarding the welfare of the child, we will follow the procedures in our **06 Safeguarding children, young people and vulnerable adults policy booklet**.
- We closely monitor attendance levels and where a child's absence levels are a cause for concern, due to repeated unexplained, prolonged absences or attendance levels dropping below 95%, the lead practitioner will have a discussion with the parents to establish if and where, as a setting, we can overcome any barriers and help to promote better attendance levels.

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## **THERE ARE NO MAKE-UP DAYS FOR ABSENCES which are not caused by the setting.**

- The preschool reserves the right to give the place to another child after 2 weeks, without notifying the child's parents. A letter to parents will be sent as a record that this has taken place.
- If a child is receiving Nursery Education Funding, all attendance may be checked by the local authority and parents may be charged for absences if they are unauthorised or deemed to be an unacceptable reason for absence.
- If a child is absent for a period of 2 weeks, we are required to notify Southampton City Council as part of our Nursery Education Funding Expectations. If a child is not set to return to the setting, the Nursery Education Funding will be withdrawn.

## **Safeguarding vulnerable children**

- The setting attempts to contact the parents to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child's absence file and their online CPOMS record.
- If contact is made and the designated safeguarding lead is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the designated safeguarding lead contacts the relevant professionals and informs them of the situation.
- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- If at any time information comes to light that gives cause for concern, procedures in our **06 Safeguarding children, young people and vulnerable adults policy booklet** are followed immediately.

## **Poor/irregular attendance**

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

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- In the first instance the settings lead practitioner should discuss a child's attendance with their parents to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parent/s to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the settings lead practitioner must review the situation and decide if a referral to a multi-agency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

In the case of funded children the local authority may use their discretion, where absence is recurring or for extended periods, taking into account the reason for the absence and impact on the setting. The setting manager is aware of the local authority policy on reclaiming refunds when a child is absent from a setting.

### **Late Arrival**

To help prepare children for school and support their routine, we expect children to arrive on time.

Late arrivals disrupt the setting and cause children to miss out on valuable activities such as group time and settling in. Please ensure your child arrives promptly for the start of their session.

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## 09 Early years practice procedures

### 09.03 The role of the key person

*'Each child must be assigned a key person' (EYFS 2021)*

Babies and young children need to form a secure attachment to key person when they join the setting to feel safe, happy, and eager to participate and learn.

#### The key person role

- A key person builds an on-going relationship with the child and his/her parents and is committed to that child's well-being while in the setting.
- Every child that attends is allocated a key person before they begin settling in - it is not the responsibility of the child to choose their own key person.
- We have a key person buddy system where the key person's 'buddy' can fulfil the role in the absence of the main key person, for example, during leave or sickness.
- The key person conducts the progress check at age two for their key children.
- The role is fully explained to parents on induction and the name of the child's key person and key persons 'buddy' is recorded on the child's registration form.
- The key person is central to settling a child into the setting. The setting's lead practitioner and key person explain the need for a settling in process and agree a plan with the parents.
- Shift patterns and staff absence can affect a child who is just settling in; where possible, settling in should be matched to when the key person is on duty.
- The number of children for each key person takes into account the individual needs of children and the capacity of the key person to manage their cohort; it is also influenced by part-time places and part time staff. The setting's lead practitioner should aim for consistency i.e. matching part-time staff to part-time children; full-time children should not be divided between key persons during the week.
- Photographs of key persons and their key groups are displayed clearly, we also send home key person introduction letters to families.
- The key person spends time every session with his or her key group to ensure their well-being.

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## Parents

- Key persons are the first point of contact for parents with regard to matters concerning their child and any concerns parents may have are addressed with the key person in the first instance.
- Key persons support parents in their role as the child's first and most enduring educators.
- The key person is responsible for the child's developmental records, completing the progress check at age two, and for sharing information about progress with the child's parents.

## Learning and development

- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.
- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting lead practitioner or SENDCO and the child's parents.

## Key person Buddy system

- The role of the key person's buddy is to step in when the main key person is absent or unavailable to provide a stable and consistent care relationship for the child.
- The Key person's buddy shares information with parents in the key person's absence and makes notes in the child's records where appropriate.
- The back-up key person ensures information is shared with the key person.

## Safeguarding children

- The key person has a responsibility towards their key children to report any concern about their development, welfare or child protection matters to the setting's Lead Practitioner/Designated Safeguarding Lead and to follow the procedures in this respect.
- Regular supervision with the setting's lead practitioner provides further opportunities to discuss the progress and welfare of key children.
- The key person's buddy has a duty likewise.

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## 09 Early years practice procedures

### 09.04 Settling in and transitions

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. In this way they feel part of a community; they are able to contribute to that community and receive from it.

Very young children, especially two- to three-year-olds, approach separation from their parent with anxieties, older children have a more secure understanding of 'people permanence' and are able to approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

The setting's lead practitioner and key person explain the need for settling in and agree a plan with the parents during the induction meeting and adapt this as needed while the child settles in.

During the beginning of the school year, new children at the setting have a staggered start throughout September to ensure that they can build relationships with their key person and settle into the setting without being unsettled by other children who are also settling.

#### Settling-in those with SEND

If a child has been identified as having SEND then the key person/SENDCO and parents will need to identify and address potential barriers to settling in e.g. timings of medication and invasive procedures, specific routines and levels of support.

- To settle the child into the setting and routines, it may be necessary that we will gradually increase the time a child attends based on their individual needs.
- The key person/1:1 always greets the parent and child. (Shift patterns may need to be adjusted when settling in.)
- If the child is absent from the setting for any periods of time beyond one or two weeks or have repeated absences, their attachment to their key person and their settling in process will be affected and will need to be built up again.

#### Children starting a setting for the first time

- A two-year-old may have little or no experience of group care. As part of gathering information from parents, it is important to find out about the child's experience of non-parental care, for example grandparents, or childminders; this informs staff as to how a child may respond to a new situation.
- To settle in a child, the setting will go through the same process of gradually increasing the time a child attends when needed to support the child's needs.

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- The key person prepares for the child's visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
- It is evident that the child is developing a sense of secure base when he or she shows interest in activities and begins to engage with the key person and other children.
- Separation causes anxiety in children, as they have no concept of where their parents have gone. Parents should always say goodbye and tell them when they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in the setting.
- The setting welcomes phone calls from parents checking in to see how their child is while the child is settling.
- Some children take longer, and their needs for settling in should be accommodated as much as possible.

#### For children whose first language is not English

- If the parent does not speak English, efforts are made to source an interpreter for induction.
- The settling-in programme is explained to the parent, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things.
- Through the interpreter, the key person will try to gauge the child's level of skills in their home language; this will give the key person an idea of the child's interests and levels of understanding.
- The need for the parent to converse in the child's home language is important.
- The key person makes the parent feel welcome using smiles and gestures.
- With the parent, make a list of key words in the child's home language; sometimes it is useful to write the word as you would pronounce it. These words will be used with the child and parents will be addressed with 'hello' and 'goodbye' in their language.
- The key person prepares for the child's visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
- Children will be spoken to as per any other child, using gestures, facial expressions and visual cues to help.
- To settle in a child, the setting will go through the same process of gradually increasing the time a child attends when needed to support the child's needs.

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## 09 Early years practice procedures

### 09.05 Establishing children's starting points

When children start at the setting they arrive at different levels of learning and development. In order to help them to settle and make rapid progress it is important that they are provided with care and learning opportunities that are suited to their needs, interests and abilities. This means establishing and understanding their starting points and whether there are any obstacles to their learning, so that teaching can be tailored to the 'unique child'.

- The aim of establishing a child's starting points is to ensure that the most appropriate care and learning is provided from the outset.
- Starting points are established by gathering information from the first contact with the child's parents at induction and during the 'settling in' period. Staff do not 'wait and see' how the child is settling before they begin to gather information.
- The key person is responsible for establishing their key children's starting points by gathering information in the following ways:
  - observation of the child
  - discussion with the child's parents
  - building on information that has been gathered during registration by referring to the registration form and 'all about me' completed by the parent on Tapestry

The information gathered is recorded within six weeks of the child's start date and sooner where possible.

- The key person must make a 'best fit' judgement about the age band the child is working in, referring to Development Matters.
- The key person should complete details by indicating where they have gathered their evidence from, using more than one source where possible i.e. parent comment and observations..

If the initial assessment raises any concerns that extra support may be required procedure **09.11 Identification, assessment and support for children with SEND** is followed.

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## 09 Early years practice procedures

### 09.06 Arrivals and departures

Arrivals and departures are key times in the day when children need support from their carer to make the transition smooth and happy; these times of day also pose a certain level of risk as parents and carers come and go. All staff are aware of the potential risks and take measures to minimise them.

#### Arrivals

- Children and their families are always greeted into the setting by management at the door and staff members on the carpet.
- Management will sign each child into the register upon arrival recording the time they enter the setting.
- If a child who is expected fails to arrive, we follow procedures stated in **09.2 Attendance and Absence**.
- As soon as reasonably possible the key person greets the child individually (physically) and tunes in to how he or she is feeling and prepares to meet his/her needs for the rest of the session.
- If the member of staff receiving the child is not the key person, the member of staff will hand over the information shared by the parents to the key person when they arrive.

#### Injuries noted on arrival

- If a child is noted to have visible injuries when they arrive at the setting procedure **6.1 Safeguarding children young people and vulnerable adults** is followed.

#### Changing shifts and handing over information

- The key person shares information with the back-up key person(Buddie), in this way they ensure that all information is passed on to the parent in the key person's absence.

#### Departures

- Children are prepared for home, with clean faces, hands and clothes if required.
- The member of management on the door always aims to greet parents when they arrive, ensuring that the person who has arrived to collect the child is a parent or named contact on the child's registration form and authorised by parents to collect. They hand over the child personally and enter the time of departure in the register.

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- Only persons aged over 18 years should normally collect children. If a parent has no alternative, then this is agreed with the setting lead practitioner and a risk assessment completed and signed by the parent. In all cases the setting lead practitioner will ask the parents to ensure that in future alternative arrangements are made. If the parent is under 18 years of age a risk assessment will be completed. No child will be collected by anyone who has not reached 16 years of age. The risk assessment should take account of factors such as age/vulnerability of child, journey travelled, arrangements upon leaving the setting to go home/elsewhere.
- Staff verbally exchange information with parents about the child's day.
- If someone other than the key person is with the child at the end of the day, the key person should pass general information to the other staff or write a note for the parents. Confidential information should be shared with the setting lead practitioner to pass on.

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## 09 Early years practice procedures

### 09.07 Snack-times and lunchtimes (See 03 Food safety and nutrition policy booklet and 04.04 Allergies and Food intolerances policy)

Children are supervised during mealtimes and always remain within sight and hearing of staff.

#### Snack times

- A 'snack' is prepared mid-morning and mid-afternoon.
- Small, lidded plastic jugs are provided with a choice of milk or water.
- Children wash their hands before and after snack-time.
- Children are only offered semi-skimmed milk or water as a main drink
- Fruit or raw vegetables, such as carrot or tomato, are offered in batons, which children should be encouraged to help in preparing. Bananas and other foods are not cut as rounds, but are sliced to minimise a choking hazard.
- Portion sizes are gauged as appropriate to the age of the child.
- We do not offer sweet snacks, but toast, rice cakes or oatcakes are good alternatives.
- Children arrive as they want refreshment and leave when they have had enough. Children are not made to leave their play if they do not want to have a snack.
- Staff join in conversation and encourage children's independence by allowing them to pour drinks, butter toast, cut fruit etc.
- Children help staff prepare snack in key groups to help develop their cutting skills using child safety knives.

#### Mealtimes

- Staff who are eating with the children role-model healthy eating and best practice at all times, for example not drinking cans of fizzy drinks in front of the children. These staff members are not those who are supporting the children with their mealtime due to hygiene reasons.
- Children are given 30 minutes to eat their lunch to support transition to school with frequent reminders and visual cues, such as a sand timer.
- In order to protect children with food allergies or specific dietary requirements, children are discouraged from sharing and swapping their food with one another. They are also given a purple plate/bowl, cup and utensils to prevent cross contamination.
- Mealtimes are relaxed opportunities for social interaction between children and the adults who care for them.
- After snack/lunch children are encouraged to scrape their plates and wash them up.
- Children go to the bathroom and wash their hands after eating with soap and water.
- When cleaning teeth, we follow procedures from **04.6 Oral Health**.
- Information for parents is available including:
  - Daily menus including identification of any foods containing allergens,
  - Healthy Lunchbox ideas

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## 09 Early years practice procedures

### 09.08 Intimate care, nappy changing & Toileting/training

Children will be accepted into the setting in nappies providing parents/carers abide by our nappy changing procedures, this includes taking away and disposing of your child's wet or soiled nappies.

- Failure to do this and provide nappies and resources for changing your child will lead to the pre-school contacting you to return and change your child.
- Staff at the pre-school are happy to assist in toilet training (*see Toilet training*) but you must provide spare clothes for your child. If we send your child home in our spare clothes, please wash and return these as soon as possible. The parent/carer must again be contactable to return to the pre-school if necessary.
- Sticky Fingers Preschool ask that you do not put your child in pull ups, we advise only nappies or pants. Pull ups are not only time consuming at changing times but also do not benefit children who are toilet training as they cannot experience being wet and most of the time children will not use these in the intended way to support toilet training. This can prolong toilet training.
- Wherever possible, key persons undertake changing young children in their key groups; buddies may also change them if the key person is absent.
- Changing areas are warm, appropriately sited and there are safe areas to lay young children if they need to have their bottoms cleaned.
- If children refuse to lie down for nappy change, they can be changed whilst standing up, providing it is still possible to clean them effectively.
- Each young child has his/her own bag to hand with their nappies and changing wipes provided by the parent/carer.
- Key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- They are encouraged to wash their hands following every nappy change and have soap and paper towels to hand.
- Anti-bacterial hand wash liquid or soap should not be used by young children, as they are no more effective than ordinary soap and water.
- Key persons are gentle when changing and avoid pulling faces and making negative comments about the nappy contents, at any time throughout the day.
- Wipes or cotton wool and water are used to clean the child. Where cultural practices involve children being washed and dried with towels, staff aim to make reasonable adjustments to achieve the desired results in consultation with the child's parents. Where this is not possible it is explained to parents the reasons why. The use of wipes or cotton wool and water achieves the same outcome whilst reducing the risk of cross infection from items such as towels that are not 'single use' or disposable.
- Key persons do not make inappropriate comments about young children's genitals when changing their nappies.

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- Older children use the toilet when needed and are encouraged to be independent.
- Key persons are responsible for changing where possible. Back-up key persons take over in the key person's absence, but where it is unavoidable that other members of staff are brought in, they must be briefed as to their responsibilities towards designated children, so that no child is inadvertently overlooked and that all children's needs continue to be met.
- If young children are left in wet or soiled nappies/pull-ups in the setting, this may constitute neglect and will be a disciplinary matter.

Nappy changing is always done in an appropriate/designated area. Children are not changed in play areas or next to snack tables. If there are limitations for nappy change areas due to the lay-out of the room or space available this is discussed with the setting manager's line manager so that an appropriate site can be agreed that maintains the dignity of the child and good hygiene practice.

- Young children are changed within sight or hearing of other staff whilst maintaining their dignity and privacy at all times. Where the layout of the setting makes this difficult to achieve, the setting manager completes a risk assessment to ensure that alternative arrangements are in place
- Members of staff put on aprons before changing starts and the area is prepared, gloves are always worn when changing any child's nappy.
- All members of staff are familiar with the hygiene procedures and carry these out when changing nappies.

### Nappy changing records.

- Key persons record when they changed the child, attaching a label to the nappy sack with the time, date and whether the nappy was wet or soiled. When the child has passed a stool we will record on the child's care diary on Tapestry if there was anything unusual about it e.g. hard and shiny, soft and runny or an unusual colour and communicate this with the parent when they collect.
- A stool that is an unusual colour can usually be related to the food that was eaten, so it is important that this is noted. However, a stool that is black, green or very white indicates a problem, and the child should be taken to the doctor.
- Very soft, watery stools are signs of diarrhoea; strict hygiene needs to be carried out in cleaning the changing area to prevent spread of infection. The parent should be called to inform them, and that if any further symptoms occur they may be required to collect their child.
- Nappy charts are completed.
- Sometimes a child may have a sore bottom. This may have happened at home as a result of poor care; or the child may have eaten something that, when passed, created some soreness. The child also may be allergic to a product being used. This must be noted and discussed with the parent and a plan devised and agreed to help heal the soreness. This may include use of nappy cream or leaving the child without a nappy in some circumstances. If a medicated nappy

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cream such as Sudocrem is used, this must be recorded as per procedure *04.2 Administration of medicine*.

## Toilet training

At Sticky Fingers Pre-school we see toilet training as a self-care skill to support children's health, wellbeing and development that children have the opportunity to learn at an appropriate time with the full support and non-judgemental concern of adults.

We ensure that children are fully settled and secure within the preschool environment before we introduce toilet training and children are never forced to go on the potty or toilet as we recognise this could have a detrimental effect.

Sticky Fingers Pre-school are aware that all learners need open access to clean, well-stocked and safe toileting provision and that some learners may require assistance from members of staff for personal care, including toileting, either due to the age and developmental level of the student, or as a result of disability or medical need.

It is unusual for a child to be ready to be potty trained much before their second birthday and for some children it can be a lot later. Please do not be concerned if your child shows no signs of being ready yet. However, guidance states that children should become familiar with a potty during the day from birth (or at least when they can sit up.) For this reason, we will encourage children to sit on the toilet/potty during every nappy change, if possible. This should also be encouraged at home.

When your child does start to show signs that they are becoming aware of their bodily functions your child's key person will arrange a convenient time to set next steps for potty training with you and discuss your plans for potty/toilet training your child.

Whilst the setting cannot be expected to potty train your child, we will support you and your child through the process. It is very important that we work together so as not to confuse or upset your child. Many parents have various techniques for potty training, some like to use a potty, then progress to a trainer seat whilst other children prefer to go straight to using a trainer seat. There is no right or wrong way so long as the technique you use is right for your child.

It is important however to remember that when your child is in our care we cannot support certain methods. For example, allow a child to wander around with no clothes on. We have to consider the other children in our care and such methods are not appropriate due to safety and hygiene reasons as well as not being respectful to the privacy of the child who is potty training.

Some children take to potty training overnight, for some it is a longer process, the most important thing is that we work together to give your child the support and reassurance they need during this period.

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**Signs to look out for to hint that the child may be ready to begin to potty train include:**

- Showing interest in the toilet/potty
- They can follow simple instructions
- Able to sit themselves on the potty and get up again
- Starting to show signs of awareness of when they have done a wee or a poo
- Showing awareness that other family members and peers don't wear nappies, and that they use the toilet

### Introducing the toilet/potty

- We understand that potty/toilet training can be a very daunting process for families. We will support families by discussing expectations of potty training and work with parents towards toilet training to support each individual child, unless there is a developmental or medical reasons why this may not be appropriate at the time.
- Children with additional needs may not show reliable signs of awareness. Potty training should not be delayed; it is much harder to achieve when the child is older.
- It is helpful for the same approach to be taken at home and in the early years setting, including using the same words for wee/poo/potty/toilet etc.
- We will provide information to support toilet training such as ERIC's guide's to Potty Training and toileting, where necessary.
- We ensure that children's individual needs are identified and met and that we respect families' cultural preferences.
- During the transitional period, it is paramount that each child's self - esteem and confidence remains high. We ensure that potty training is a positive experience; family and child feel supported throughout.
- Children training will be gently encouraged to take an interest in using the toilet/potty, being encouraged to sit on the toilet/potty every time they are changed. A record of each nappy change will continue to be logged on the nappy changing sheet.
- Once they are ready, children will transfer from nappies to underwear and escorted to the toilet regularly. Children will be reminded to go to the toilet every 20-30 minutes by a member of staff and a record will be kept on their toileting throughout the day.
- Children new to free flow toileting will be shown the toilets and visual prompts for handwashing, wiping and toilet flushing are present in the toileting area.
- We ask parents to ensure there is always 3 full sets of spare, labelled clothes in your child's bag in case your child needs to be changed on more than one occasion. (The pre-school will not accept responsibility for unlabelled lost items).

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- Parents will be asked to dress their children in sensible clothing, easy to take on and off independently, no dungarees, belts or tricky buttons.
- Toilet accidents will be dealt with sensitively, although children will be encouraged to undress and redress themselves, staff will be there to offer support and offer reassurance. Staff members are gentle when changing children and do not pull faces or make negative comments.
- Staff are happy to change a child following a toilet accident as many times as needed to support their toilet training. Children need to experience wet underwear as part of this learning process.
- If persistent accidents continue, we may advise that you may need to delay potty training for a short while and resume at a later date based on the child's age and stage of development.
- Soiled clothes or underwear will be put into a nappy sack into the child's bag.
- Toilet accidents are recorded on the nappy changing chart and used to record what time, date and who has changed the child, indicating whether this was wet or soiled and this information is available on request if needed.
- Where possible, the child will be changed by their key person/buddy. Whilst in our care, only Sticky Fingers Pre-school staff members with a full enhanced DBS check which is on the update service will change children.
- We do not allow anyone on work experience to change nappies or toilet children.
- We provide support to families with information and signposts to sources of further information about bladder and bowel health and potty training such as ERIC website – [www.eric.org.uk](http://www.eric.org.uk), and ERIC's Helpline (0845 370 8008).

### Delivery:

We will ensure that

- Suitable facility is offered – either potty, or toilet with suitable foot support and toilet seat insert. The child needs to sit with feet flat and firmly supported, knees above hips. In order to help your child become independent in going to the toilet, we provide a potties within the cubicles (which will be disinfected after each use), toilet trainer seat, if necessary (again, disinfected after each use), a step for the toilet and wash basin.
- Staff will ensure toilet areas are kept clean and tidy throughout the session.
- Handwashing good hygiene practices when toileting are promoted within the setting, the children have free flow access to handwashing.
- Boys to be guided to sit down to wee:

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- In the early stages children cannot differentiate between the need for a wee and the need for a poo. If they wee standing up, they may hold onto the poo and can easily become constipated.
- The correct mechanism of weeing is triggered by relaxation – it is much easier to relax when seated.
- They may empty their bladder better sitting down.
- It is more hygienic as they are less likely to wee on the floor/over the toilet seat.
- Optimum timing for toileting is observed –
  - toilet visits planned for 20-30 minutes after meals (the most likely time for a child to poo)
  - suitable intervals left between prompts to wee (the bladder needs to be full to empty correctly)
  - Fluid intake is optimised – a minimum of 6 to 8 full cups of drink a day, spread evenly across the day.
- We will work with the family to ensure a consistent transition from nappies to pants in one step to avoid confusing the child with a mixture of nappies/pull-ups/pants. N.B. The child will still need a nappy for naps initially.
- We will support family by sharing information regarding products to support transition such as washable, absorbent car seat protector/washable, absorbent pants/children's disposable pads and/or advise about putting nappy over pants for travelling, so if the child wees they are aware of the sensation of feeling wet.
- Staff will maintain calm, supportive approach at all times; children should not be rushed or forced to use the potty against their will. 'Accidents' are to be expected – children learn to recognise the sensation of needing a wee/poo by wetting/soiling.
- All staff and the family will ensure the child is regularly encouraged and praised. N.B. aim to recognise achievable goals such as sitting on the potty when asked to do so.

#### Communication:

- We will ensure all staff are aware of each child's current stage of potty training to confirm consistent approach.
- We will ensure a record is kept of successful potty/toilet visits as well as wetting/soiling incidents in order to monitor child's progress.
- Regular updates to be shared with parents with the expectation that they will share information about progress at home. Potty training is a joint effort!

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## Troubleshooting:

- Staff to be alert for possible constipation; incidence is raised during potty training as some children find pooing into the potty/toilet frightening. See ERIC's Guide to Children's Bowel Problems for further information.
- If toilet avoidance is observed information to be provided - see ERIC factsheet Children who will only poo in a nappy and other toilet avoiders.

## Toileting

### Introduction

Sticky Fingers Pre-school is aware that all learners need open access to clean, well-stocked and safe toileting provision and that some learners may require assistance from members of staff for personal care, including toileting, either due to the age and developmental level of the student, or as a result of disability or medical need. The main aim of the pre-school is to ensure that the children are safe, secure and protected from harm. We also recognise that not only is it in the best interests of the whole pre-school community to maintain clean, hygienic toilet facilities, but that it is everyone's responsibility to help ensure that they remain this way.

- Members of staff do not wipe older children's bottoms unless there is a need, or unless the child has asked.

### Aim

The toileting policy aims to provide a clear framework for staff to ensure the safety and dignity of all learners when using the toilet and for those who need support with personal care, including toileting and continence management. It will also clarify for our families the support they can expect from preschool.

### Principles

We respect our children and encourage them to achieve their potential. This includes encouraging them to be as independent as they are able with their personal care. We will ensure that our children are:

- Treated as individuals
- That their right to safety, dignity and privacy is respected
- Involved with and consulted about upkeep of the toilet facilities and about their personal care as far as they are able
- Provided with consistency of care as far as possible

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## Our responsibilities

- We will ensure that children have access to clean, well-stocked private and safe toilet facilities.
- We will work with children and their parents/carers to promote bladder and bowel health and maximum possible continence.
- We will ensure that anyone who undertakes intimate care is an employee of the setting and has had appropriate safeguarding checks.
- Only in an emergency would staff undertake intimate care that has not been agreed with the parents/carers. This act of care would be reported to a senior member of school staff and to the parents/carers as soon as possible after the event. The reasons for this and the care undertaken would be documented by the staff member who had delivered the care.
- Any changes in the child's behaviour or appearance will be documented and reported to a senior member of staff, in line with the safeguarding policy.
- Staff will communicate carefully with the children, using their usual communication method, to discuss their needs and preferences. Wherever possible the learner's wishes and preferences will be taken into account.
- We will take into account the religious views, beliefs and cultural values of the children and their family, as well as the child's gender identification and individual physical needs (e.g. stoma care etc) as far as possible in provision of appropriate toileting facilities and when undertaking or supporting required individual personal care.
- We will work with all children to promote positive self-esteem and body image and independence with self-care as far as is appropriate and practical.
- We ensure that all staff are aware of the need for confidentiality. Personal and sensitive information will only be shared with those who need to know.
- We will act according to their safeguarding policy and procedures if there are any concerns for the child's wellbeing.

## Parent/carer responsibilities

- Parents/carers must ensure that they provide all relevant information to the setting, as soon as possible, so that the needs of their child can be met. This includes the nature of their child's needs, details of any healthcare professionals involved including specialist nurses, as well as any changes in their medication, care or condition, if necessary.
- Parents/carers must ensure that they work towards their child achieving the maximum possible level of independence at home and work with the pre-school to promote consistency.
- Parents/carers must make sure that school always has required equipment available for their child's intimate care or toileting needs, including spare changes of clothes.
- Parents/carers must ensure that school always has their emergency contact details.

## Child's responsibilities

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- To respect the toileting space and others use of that space and right to privacy.
- To let staff know if there is a problem with respect to the toileting/intimate care spaces
- To be as involved as possible in their intimate care To let school staff know when they are aware that they need assistance.
- To let their parent/carer or a trusted member of school staff know if they have any concerns or feel uncomfortable at any time.

## Related documentation

When reading this policy please be aware of and refer to the following related documents:

01. Health and safety policy booklet
04. Health policy booklet
05. Promoting positive behaviour, inclusion, equality and valuing diversity policy
06. Safeguarding children, young people and vulnerable adults policy booklet
07. Record keeping policy booklet

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## 09 Early years practice procedures

### 09.09 Sleep and rest time

Sleep and rest times are key times in the day for being close and promoting security. Younger children will need to sleep but older children do not usually need to. No child is made to sleep.

- Children sleep on rest mats and have their own personalised bedding.
- Children have a suitable place or bag to store clothes, shoes and a special toy, book or comforter for sleep. This is labelled with a photo so they can identify their bag (if used).
- Nappies changed and heavier clothing removed.
- Hair accessories that may come loose or detach are removed before sleep/rest time.
- A separate area is made quiet, perhaps with soft music playing and curtains drawn/lights dimmed.
- Children are settled by their key person and comforted to sleep. Key persons may gently stroke or pat children.
- If children fall asleep in-situ it may be necessary to move or wake them to make sure they are comfortable.
- Sleeping children are regularly checked at least every fifteen minutes and are within sight and/or hearing of staff

#### Further guidance

[Safer Sleep for Babies](http://www.lullabytrust.org.uk/safer-sleep-advice) (Lullaby Trust) [www.lullabytrust.org.uk/safer-sleep-advice](http://www.lullabytrust.org.uk/safer-sleep-advice)

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## 09 Early years practice procedures

### 09.10 Promoting positive behaviour

Positive behaviour is located within the context of the development of children's personal, social and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported. Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings.

The setting manager/SENCO will:

- ensure that all new staff attend training on behaviour management such as *Understanding and Addressing Behaviour in the Early Years* (EduCare) and in house Restorative practice training as part of their induction process
- ensure that staff provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy
- ensure that the setting promotes British Values
- help staff to implement procedure 09.12 Promoting positive behaviour in their everyday practice
- advise staff on how to address behaviour issues and how to access expert advice if needed.

#### Hurtful behaviour

- We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying' (see *anti-bullying*). For children under five, hurtful behaviour is momentary, spontaneous, and often without cognisance of the feelings of the person whom they have hurt.
- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- We recognise that due to the development of the brain, a child will not be able to process what has happened nor will they be able to talk about the incident until they have returned to a calm state.

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- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling, if they are accepting of this. Verbal children will also be offered a cuddle to calm them down, but we will also discuss the incident with them to their level of understanding.
- If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They should be taken to a quiet area to help them calm down.
- We use the 'Restorative Practice' approach to support them to understand what happened, their feelings and the impact their actions had on others. The children are then supported to think about and try out their ideas to 'make things right.'

## **Restorative Practice**

Restorative approaches are built on values which separate the person from the behaviour. The main focus of 'Restorative Practice' is to encourage them to take responsibility for their actions and recognise the impact that these have had on others as well as repairing the harm and understanding how to manage a need or feeling in the future.

- Children and young people require the opportunity to hear about and face up to the harm or distress they have caused others as a learning experience and as a way to develop empathy. We will do this by getting the child who has been harmed/upset and the child who has harmed/upset them together.
- We work with the children following the principles of the 5 restorative questions:

- What happened?
- What were you thinking at the time?
- How do you feel about it now?
- Who do you think has been affected and how?
- What needs to happen to put things right?

- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car and you were enjoying playing with it. I think this made you feel sad/angry because you hit him."

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- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "I think you are happy now you have the car because you are smiling but when you hit Adam, it hurt him and made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "How do you think we can make Adam feel happy again? Maybe we could give him a cuddle/high five and we could take turns with the car so that we can both play with it."
- Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour and how they think the other child is feeling and how they could put things right.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say 'sorry' as this can become a learned word which lacks meaning and empathy.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient, persevering adults and clear, consistent boundaries.
- We support social skills through modelling behaviour, through activities, drama, and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

### **Dealing with behaviour**

During minor disputes, staff help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the SENCO/key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

#### **Step 1**

- The setting manager, SENDCo and other relevant staff members are knowledgeable with, and apply this policy and procedures.
- Unwanted behaviours are addressed using restorative practice which is a consistently applied approach to de escalate situations.
- Educators are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, educators take into consideration the many factors that may be affecting them.

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- Behaviours that result in concern for the child and/or others must be recorded on an initial concerns form and stored on the child's file on CPOMS as well as being discussed by the key person, SENCo/setting manager. During this the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.
- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out.
- If the adjustments are successful and the unwanted behaviour does not reoccur or cause concern then normal monitoring can resume.

## Step 2

- If the behaviour remains a concern, then the key person and SENCo must liaise with the parents to try to discover possible reasons for the behaviour and to agree on next steps. The parents may also be asked to complete a parent initial concerns form. If relevant and appropriate the views of the child must also be sought and considered to help identify a cause.
- If a cause for the behaviour is not known or only occurs whilst in the setting, then the setting manager/SENCo must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.
- If a trigger is identified, then the SENCo will work with the parents to plan support for the child through a graduated approach via SEN support. An individual behaviour plan/play plan will be written up.
- If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the plan. All staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person/SENCo until improvement is noticed.
- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation. If the setting has applied a physical intervention, they must follow the guidance as set out below.
- Parents must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

## Step 3

If despite applying initial intervention to de escalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, the SENCo and key person invite the parents to a meeting to discuss external referral and next steps for supporting the child.

It may be agreed that the setting request support from the Early Help team and/or other specialist services such as the Area SENCo. This will help address most developmental or welfare concerns. If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures 06

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Safeguarding children, young people and vulnerable adults procedures must be followed immediately.

- Advice provided by external agencies is incorporated into the Individual behaviour plan/Play plan.
- If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health and Care Plan.

### Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting, or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on a strong relationship to provide security to the child.

### Biting

Biting is part of a child's normal development and can be for several reasons- most of them are not intentionally malicious.

- **They are in pain:** Some children bite when they are teething.
- **They are exploring the world;** children use their mouths to explore as well as their hands. Some children are not yet able to prevent themselves from biting the object of interest.
- **They are looking for a reaction;** Part of exploration is curiosity. Toddlers experiment to see what kind of reaction their actions will provoke.
- **They are craving attention;** In older children, biting is just one of several negative behaviours used to get attention and is not a typical behaviour for an older child.
- **They are frustrated;** Biting, like hitting, is a way for some children to assert themselves when they are still too young or unable to express feelings effectively through words.

### **Helpful techniques and strategies for biting.**

- We will make the child feel safe, comfortable and reassure them when they have bitten or been bitten.
- We may use;
  - Teething rings
  - An ABC (Action, Behaviour, Consequence) chart may be used to find a trigger to help identify time to avoid or provide distractions and plan additional support.
  - Help with language: Encourage the use of words (Age Appropriate) using facial expressions, visual and communication prompts such as Makaton.

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- Attention and emotional support: Giving the child enough time throughout the day and support to handle emotions.

- Parents of a child who has been bitten will be informed via an incident record form in the setting. They will be informed what strategies the setting has put in place to help prevent future biting. They will not be told which child has bitten their child due to confidentiality.
- Parents of a child who bites will be asked to work closely with the key person to help find triggers or reasons for biting. These will be recorded on CPOMS and together strategies can be worked on.

### **Rough and tumble play and fantasy aggression**

- Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.
- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violent, dramatic strategies e.g. blowing up, shooting etc, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong in line with 'The Fundamental British Values'.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.
- As with managing our safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour, or personality quickly.

### **Anti- Bullying**

- By the end of the EYFS (Reception class) most children will have started to develop the social and emotional skills to help understand their own and others emotions. They will be learning that other people may have different views to their own and learning the rules of turn taking and keeping within the boundaries. They will also be starting to understand the consequences of theirs and others actions and the difference between right and wrong. Some children, however, will struggle to learn these skills.

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- Bullying is a deliberate and aggressive action, carried out with intent to cause harm or distress to others. As such, a 'bullying' action requires the child to have a higher level of reasoning and thinking than most young children have. An outburst by a young child is therefore more likely to be a reflection of their emotional wellbeing, stage of development or behaviour that they have copied from someone else.
- Children these young do not have sufficiently sophisticated cognition to carry out the type of 'Bullying' we would attribute to an older child. Ultimately, we would like children to be considerate to others and manage their own behaviours by reflecting on their actions and controlling their emotions and behaviours but it is essential that during this early period of life, children are supported by caring adults with whom they have developed a secure attachment for example the key-person or their buddy and/or the SEN/behaviour management coordinator.
- If a child does repeatedly target another child, then we do not label the child as a 'bully.' We would restoratively talk with the children. We would also share what has happened with the parents of the child who has been harmed, explaining that the other child involved is being helped to adopt more acceptable ways of behaving.
- We recognise that children who hit out, may be subject to abuse or due to other circumstances causing them to express their anger in negative ways towards others; It is everyone's responsibility to protect the children within the setting and to report any concerns of bullying behaviour to the management.

### **Rewards and sanctions**

- Rewards such as excessive praise and stickers may provide immediate results for the adult but do not teach a child how to act when a 'prize' is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be 'compliant' and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used the type of rewards and their functions must be carefully considered.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- We will not use any form of physical intervention unless it is to safeguard a child/children must be carried out as per the guidance in this procedure.
- Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out' or on a 'naughty chair'
- Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being. If staff become aware that another person has given corporal punishment to a child, they follow 06 Safeguarding children, young people and vulnerable adults procedures.
- When hurtful behaviour becomes problematic, we work with parents/carers to identify the cause and find a solution together. The main reasons for young children to engage in excessive hurtful behaviour are that:

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- They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home, and it may also be in the setting.
- Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.
- The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated.
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally or may be experiencing child abuse.
- The child has a developmental condition that affects how they behave.
- Where this does not work, we use the SEND Code of Practice 2015 to support the child and family, making the appropriate referrals.

### Use of physical intervention/Restraint

- Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.
- The EYFS states that physical intervention from a staff member towards a child may be used for the purposes of “averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if it is absolutely necessary”.
- Staff must do all they can to avoid using a physical intervention because this is not the preferred way of addressing children’s behaviour.
- To offer protection to children a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention.
- To physically intervene, an educator may use “reasonable force” to protect a child from injuring themselves or others. Legally an educator may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.
- If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention. They should also ensure that they have another staff member nearby to be a witness and additional support if needed.

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## Physical handling

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their 'long' bones to avoid grasping at the child's joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened
- only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities [www.bild.org.uk/](http://www.bild.org.uk/)

## Risks

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if an educator did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm an educator needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?
- What might the risks be if I do intervene? If this was my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

## Recording

Any instance of physical intervention is fully recorded immediately on a physical restraint form and reported to the designated lead as soon as possible, ensuring that it is clearly stated when and how parents were informed. Parents are asked to sign a copy of the form which is then kept on the child's file and on CPOMS. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

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## **Suspension and Expulsion**

### **Temporary suspension (fixed term)**

Any decision to temporarily suspend a child must be carefully considered lawful, reasonable and fair. If despite following the stepped approach for behaviour it is necessary to temporarily suspend a child, for no more than five days, on the grounds of health and safety, the following steps are followed.

- The parents must be invited to a meeting to discuss next steps. Parents are invited to bring a representative along. Notes must be taken at the meeting and shared later with the parents. The meeting must aim for a positive outcome for the child and not to suspend.
- If no acceptable alternative to suspension is found then the setting manager must give both verbal and written notice of time related suspension to the parent, meanwhile the setting manager must ensure that continued resolution is sought and suitable adjustments are in place for the child's return.

### **Suspension of a disabled child**

We have a statutory duty not to discriminate against a child on the basis of a protected characteristic. This includes suspending a child based on a disability. Ignorance of the law or claiming it was unknown that a child was disabled is no defence. However, if the child's behaviour places themselves or others at risk then the setting must take actions to avoid further harm.

Time limited suspension may be applied to keep the child and/or others safe whilst finding a solution. Suspension is only used if reasonable steps and planned adjustments are first used to help resolve the situation. Without this action, suspension of a child with SEND may constitute disability discrimination (Equality Act 2010).

A decision to suspend a disabled child must be clearly evidenced, specific, measurable, achievable, realistic and targeted. Plans and intervention must be recorded on the child's file. If little or no progress is made during the suspension period, the following steps are taken.

- The setting manager sends a written/electronic invite to the parents, a local authority representative and any relevant external agencies to attend a review meeting. Each attendee must be made aware that the meeting is to avoid the situation escalating further and to find a positive solution.
- After the meeting the setting manager continues to maintain weekly contact with the parents and local authority to seek a solution.
- Suitable arrangements offer the parent continued support and advice during the suspension. The setting manager reviews the situation fortnightly and provides their line manager with a monthly update.

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## Expulsion

In some exceptional circumstances a child may be expelled due to:

- a termination of their childcare and early education agreement,
- if despite applying a range of interventions (including reasonable adjustments), the setting has been unable to adequately meet the child's needs or cannot protect the health, safety and well-being of the child and/or others.

## Challenging unwanted behaviour from adults in the setting

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises.

Where a parent makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent is asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour.

The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

## Further guidance

[Behaviour Matters](#) (Alliance 2016)

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## 09 Early years practice procedures

### 09.11 Identification, assessment and support for children with special educational needs and Disabilities (SEND).

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs
- We 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 2015.
- We designate a member of staff to be the Special Educational Needs and Disabilities Coordinator (SENDCO) and give her name to parents/carers.

#### Accessibility.

- We aim to have all our resources throughout the setting accessible for the children.
- Staff plan activities that are inclusive for all.
- If a 'play plan' has been set in place to support your child, staff will work alongside this throughout the sessions.
- Because each child is individual we may feel it necessary to complete an access audit or additional risk assessments around the needs of your child. If it is reasonably possible the setting will try to put required changes in place to support your child.
- The SENDCO and lead practitioner will be open with families about what we can offer their child and if we are not able to support their child we will work with the local authority to have training or support to do this or to help find alternative provision.

#### Graduated approach - Initial identification and support (identifying special educational needs)

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more areas of development should be given support by applying some simple strategies and resources.

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- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the setting's SENCo/setting's lead practitioner and the child's parents.

### Observation and assessment of children's SEN

Where a child appears to be behind expected levels, or their progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting.

- Information can be collated from formal checks such as the progress check at age two, observations from parents and observation and assessment by the setting of the child's progress.
- Staff will complete an 'initial concerns' form and pass it onto the SENDCO for further support and advice.

### Planning intervention

- Everyone involved with the child should be given an opportunity to share their views. Parents should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.
- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date.
- If the child's needs are more complex, then the decision may be to go straight ahead and prepare a Play plan with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.
- At Sticky Fingers we use the term play plan when discussing action plans for SEN children as we find this a more positive term to use.
- Play plans described below, ensure that children that are identified, or suspected of having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.
- Play plan's should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- Plan plans are reviewed half termly and are shared with the parents, the parents are asked to sign the front page and given a copy for their own records.
- A copy of the plan is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.

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- If a child requires specific medical interventions during their time in the setting, a Health care plan should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.
- The Play plan should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.
- If external agencies are already involved at this stage, then their professional views should also be included in the preparation of the Play plan and setting short-term targets.
- The Play plan highlights areas in which a child is progressing well and their interests; areas in which some additional support might be needed and 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 describes the activities and strategies the provider intends to adopt to address any issues or concerns.
- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
  - focus on the child as an individual and not their SEN label
  - be easy for children to understand and use clear ordinary language and images, rather than professional jargon
  - highlight the child strengths and capacities
  - enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
  - tailor support to the needs of the individual
  - organise assessments to minimise demands on families
  - bring together relevant professionals to discuss and agree together the overall approach
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help/CAF assessment should be considered.

## Record keeping

If a child has or is suspected of having a SEN, a dated record should be kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions, parents/staff initial concerns forms.)
- the initial discussion with parents raising the possibility of the child's SEN

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- the views of the parents and other relevant persons including, wherever possible, the child's views;
- the procedures followed with regard to the Code of Practice to meet the child's SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals
- Records may include
  - observation and monitoring sheets
  - expressions of concern
  - risk assessments
  - access audits
  - health care plans (including guidelines for administering medication)
  - Play plans
  - meetings with parents and other agencies
  - additional information from and to outside agencies
  - agreements with parents
  - guidelines for the use of children's individual equipment; Early help CAF referrals
  - referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan

#### Seeking additional funding/enhanced/top up

- If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collected will be used to apply for top up/enhanced funding from the local authority's inclusion fund.
- If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.
- The setting will do everything they can to support and not discriminate against a child with SEN, however the lead practitioner may make the decision to reduce or have limited sessions for the child or may explain that we do not have the staffing to support the child due to ratios.

#### Statutory assessment

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.

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- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- Children aged under age two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
- Settings should prepare by collating information about the child's SEND including:
  - documentation on the child's progress in the setting
  - interventions and support provided to date
  - evidence of external agency assessment, support and recommendations
  - parental views and wishes (and where appropriate those of the child)
 The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.
- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted

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on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

### External intervention and support

- Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

### Policies

- This policy works alongside our **06 safeguarding children, young people and vulnerable adults policy booklet** to protect children from child abuse. Staff will attend training to know the signs of abuse and induction training will support their knowledge of how to report this.
- Our **04 Health policy** explains procedures to support children with medical conditions or who require medication.
- Our **07 Record keeping and information sharing policy** explains the procedures we have in place to protect confidential information, this links with our **07.02 confidentiality policy**.
- Our **10.02 Complaints policy** explains the process parents/carers and other professionals can take if they are unhappy with work.
- Our **06.03 Whistle blowing** policy explains what staff members can do if they believe we are not keeping in line with requirements.

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## 09 Early years practice procedures

### 09.12 Transition to school

Moving on to school is a major transition in a child's life involving separation from familiar adults and children. Older children have a more secure understanding of 'people permanence' and are able to approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

#### Partnership with schools

- Details of the school that a child will be attending are recorded in the child's file along with the name of the reception class teacher.
- Every effort is made to forge and maintain strong links with all schools that children may attend. The setting manager will approach schools in order to open lines of communication where these have not previously existed.
- Details of the school's transition or settling in procedures are kept by the setting and are referred to so that members of staff are familiar with them and can develop a consistent approach to transition with teachers, parents and children.
- Teachers are welcomed into the setting and sufficient time is made for them to spend both with the child, their parents and with the key person, to discuss and share information that will support the child's transition to school.
- A child's EYFS profile and Tapestry reports are forwarded to the school along with other information that will aid transition and settling in. Parents receive a copy of this.
- Any play plans relating to a child's additional needs are also shared, where this is in place.
- Other formal documentation such as safeguarding information is prepared in line with procedure **07.04 Transfer of records**.

#### Partnership with parents

- Key persons discuss transition to school with parents and set aside time to discuss learning and development summaries. Parents are encouraged to contribute to summaries.

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- Key persons will discuss with parents how they are preparing their child for school and will share information about how the setting is working in partnership with the school to aid transition.
- Key persons will make clear to parents the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child's welfare.

### **Increasing familiarity for children**

- Where the setting is on, or adjacent to a school site, there will be opportunities for children to become familiar with staff and school premises, for example shared use of outdoor and indoor spaces, activities and resources.
- Where possible, the key person will take the child to visit the new school, if this is the school's transition policy.
- If there are several schools in a catchment area, or the setting is not within a reasonable distance of the school, other means of familiarisation will be explored. This could be through videos, photographs or other information about the school that can be shown within the setting. Staff may borrow resources from the schools and will use these with the children.

### **Preparing children for leaving**

- Children and parents form bonds with adults and children in the setting and will need preparation for separating from the relationships they have formed.
- The child's last day should be prepared for in advance and marked with a special celebration or party that acknowledges that the child is moving on.
- Parents should not be discouraged from bringing the child for the occasional brief visit, as separations often take time to complete. Sometimes children need the reassurance that their nursery/pre-school is still there and that they are remembered.

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## 09 Early years practice procedures

### 09.13 Progress check at age two

- 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 6 weeks before the check is completed.
- Parents are invited to discuss their child's progress at a mutually convenient time throughout the year.
- 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.
- Where any concerns about a child's learning and development are raised these are discussed with the parents, the SENCo and the setting Lead Practitioner.
- If concerns arise about a child's welfare, they must be addressed through **06 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)

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## 09 Early years practice procedures

### 09.14 Children's rights & the fundamental British Values

#### Policy statement

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up

The Four 'Overarching Principles' of the EYFS shape our practice these are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- 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 practitioners and parents and/or carers; and
- Importance of **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). (EYFS Statutory Framework 2024)

We also understand our role in protecting the rights of our children according to the United Nations Convention of the Rights of the Child (UNCRC). Sticky Fingers Pre-school believe that all children have basic needs, and it is their **universal right** to have these met to ensure each child in the world can develop to their full potential.

At Sticky Fingers Preschool we put the "Rights of the Child" at the centre of our planning. We reflect the needs of all children within the setting and uphold the right for our children to become **strong, capable, resilient and listened to**.

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- We promote children's right to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We follow the united nations convention on the rights of the child and 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 2014 Early Years Foundation Stage (EYFS) and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015) Separately, the Counter Terrorism and Security Act also places a duty on early years providers "to help prevent the risk of people becoming terrorists or supporting terrorism" (The Prevent Duty 2023).
- We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

#### **What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'**

To be **strong** means to be:

- **Secure** in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on. This would be the key person and buddy. (See *09.03 The role of the Key person policy*)
- **Safe and valued** as individuals in their families and in relationships beyond the family, such as day care or school;
- **Self assured** and form a positive sense of themselves – including all aspects of their identity and heritage;
- **Included equally and belong** in early years settings and in community life;
- **Confident in abilities** and **proud** of their achievements;
- **Progressing optimally** in all aspects of their development and learning;
- **To be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- **To participate and be able to represent themselves** in aspects of service delivery

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that affects them as well as aspects of key decisions that affect their lives.

To be **resilient** means to:

- **Be sure** of their self worth and dignity;
- Be able to be **assertive** and state their needs effectively;
- Be able to **overcome** difficulties and problems with democracy (Making decisions together).
- **Be positive** in their outlook on life;
- Be able to **cope** with challenge and change;
- Have a **sense of justice** towards self and others;
- To develop a **sense of responsibility** towards self and others; and
- To be able to **represent** themselves and others in key decision making processes.

To be **listened to** means:

- Adults who are close to children recognise their need and **right to express and communicate** their thoughts, feelings and ideas;
- Adults who are close to children are able to **tune in** to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- Adults who are close to children are able to **respond appropriately and, when required, act upon their understanding** of what children express and communicate ; and adults **respect children's rights** and **facilitate children's participation and representation** in imaginative and child centred ways in all aspects of core services.

## The Fundamental British Values

Whatever the children's background, it is our responsibility to ensure the children have respect for all by supporting children to develop a positive sense of themselves. This will help them feel confident to speak up, be heard and have their opinions valued. They also need to begin to understand that their way of life may be different from others, but that it is still as valuable and that it is possible for everyone to live together peacefully, each person being a valuable part of our multicultural world. By teaching children these British values from a young age, it builds the firm foundation for them to grow into well rounded adults and helps develop an accepting, tolerant society.

### The fundamental British values of

**Democracy**, or making decisions together (through the prime area of Personal, Social and Emotional Development)

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- As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

**Rule of law**, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)

- Practitioners ensure that children understand their own and others' behaviour and its consequences.
- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand that rules apply to everyone.

**Individual liberty**, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

- 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, talking about their experiences and learning.
- Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.

**Mutual respect and tolerance**, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

- Practitioners 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 and others, and among families, faiths, communities, cultures and traditions.
- Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting others opinions.
- Practitioners 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 or racial stereotyping.

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### In our settings 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 British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

### References

EYFS Statutory Framework (2024)

[https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS\\_statutory\\_framework\\_for\\_group\\_and\\_school-based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school-based_providers.pdf)

The Prevent Duty

(2023)[https://assets.publishing.service.gov.uk/media/65e84b6008eef600115a5679/14.258\\_H\\_O\\_Prevent+Duty+Guidance\\_v5d\\_Final\\_Print.pdf](https://assets.publishing.service.gov.uk/media/65e84b6008eef600115a5679/14.258_H_O_Prevent+Duty+Guidance_v5d_Final_Print.pdf)

United Nations Convention on Rights of a child (UNCRC)

<https://www.unicef.org/what-we-do/un-convention-child-rights/>

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## 09 Early years practice procedures

### 09.15 Weather Policy

It is our aim to give children opportunities to play in all types of weather where possible. It is paramount that everyone is safe.

#### Wet, Cold weather and snow.

- All children should be provided with appropriate clothing and footwear to suit the weather such as a warm coat, gloves and hats.
- We do play outside in wet weather and have a selection of all-in-one splash suits however please provide them with waterproof shoes or wellingtons.
- Please always clearly label your child's belongings.
- The settings have a limited number of spare hats, gloves and scarfs.
- If the temperature drops below 10° we will not have water play outside.
- In extreme weather conditions a discussion will be made with the chair of the trustees to decide if it is safe to open the Pre-School.
- If the decision is made to close we will announce this as soon as possible on Tapestry and on our Facebook page - <https://www.facebook.com/stickyfingerspreschool>
- We will also make every attempt to contact the parents of every child due in for that session as soon as possible to notify them of the closure
- Please bear in mind if Newlands Primary school or Redbridge Primary School close due to the weather the attached Pre-school's will also close.

#### Sunny weather

Whilst we recognise that some sun is good for us, over-exposure to Ultraviolet Radiation (UVR) is an important safeguarding issue for pre-school settings.

During the warmer months of the year, children are exposed to UVR from the sun, often when penetration is at its strongest (between 11am and 3pm). Without adequate protection, a child's delicate skin can easily burn, causing cumulative and irreparable damage. This can significantly increase their risk of developing skin cancer in later life.

Skin cancer is the most common cancer in the UK with rates of the disease rising faster than any other cancer. 86% of skin cancers are caused by over-exposure to UVR, so it is almost entirely preventable. Sun exposure in the first 15 years of life contributes significantly to a person's lifetime risk of skin cancer, highlighting the importance of pre-school settings and parents working together, to increase knowledge and influence behaviours, to ensure children are protected against UVR and learn how to enjoy the sun safely.

- Sticky Fingers Pre-school works in partnership with 'Sun Safe Nurseries' to provide information for parents and carers, educational resources to support learning and protection from the hot weather.
- Parents and carers are given a 'Sun Safe' pack, including a safe sun fact sheet at the

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start of the summer term. This pack is also available with additional information and resources on our website [www.stickyfingersps.co.uk](http://www.stickyfingersps.co.uk)

## Clothing

- Children should all wear sun hats to Pre-School that have a peak at the front and a flap at the back to cover their necks. (baseball caps are not advised) These should be labelled with the child's name. If the child attends their session without a hat, one can be provided for them.
- Children follow our rule of wearing hats outside or they have to come inside.
- Children should wear clothing that protects them from the sun and sleeves to protect their shoulders.
- Children should wear appropriate footwear to the Pre-School. Flip flops are not advised as they hinder the child from taking part in physical activities or may slow them down in the event of an emergency.

## Sun Cream

- All sun cream provided by the pre-school or families must be SPF 30 + and UVA 4 stars.
- Children should have sun cream applied before attending the Pre-School.
- The Pre-School does have additional sun cream to top up children after two hours. (With parental permission.)
- You can bring your own sun cream to the Pre-school if you would prefer us to use yours, please label this clearly with your child's name.
- If a child has an allergy to some types of sun cream the parents should provide an appropriate sun cream to use.
- Remember to check expiry dates as sunscreen becomes less effective over time. If an expiration date is not displayed, look for an open jar symbol which will have a number next to it (i.e. 9M or 12M) - that's the number of months you can safely use the screen after opening.

## Teaching

- Staff act as role models to the children and teach them the importance of staying safe in the sun through a range of activities.
- We teach the children the 'Slip, Slop, slap song,' read 'George the sun safe superstar' and provide other activities to support their understanding of staying safe in the sun. ([Resources are available on our website](#))
- The Pre-School will always provide fresh drinking water and children are taught the importance of keeping hydrated.
- Where possible children are encouraged to play in the shade. During very hot weather children are limited to 20-minute busts outside.
- On our daily weather chart, we will also discuss UV levels.
- During the summer we will have additional water activities, so parents are reminded to bring in additional clothing.

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## 09 Early years practice procedures

### 09.16 Environmental Sustainability

At Sticky Fingers Pre-school we wish to support children to learn about sustainable practices and foster respect and care for living and non-living environments, in line with the DfE Sustainability and climate change strategy.

We provide opportunities for children to develop a broad knowledge and understanding of the importance of nature, sustainability, and the causes and impact of climate change through their learned and lived experiences. Children are able to develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, learning about the world around them and how to protect it and watching adults role model positive sustainable actions and solutions.

We promote a holistic, open-ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- Helping children to spend time in nature, and explore it through art and play
- Supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials
- Supporting the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting and trying food
- Helping children to learn about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions
- Going on nature walks and learning about plants they see in the local area
- Encouraging parents and children to regularly walk to nursery to raise the awareness of caring for the planet
- Encouraging children to become actively involved in the improvement of their local environment, such as by developing a recycling area and encouraging children to share a recycling ethos in the home environment.

As a pre-school we will embed sustainability into all aspects of the operations including:

- Recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- Ensuring parents recycle children's take-home recycled material models, if they do not keep them

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- Considering our carbon footprint when purchasing materials
- Shopping local where possible
- Turning off equipment and lights when not in use
- Using energy saving light bulbs
- Not leaving any equipment on standby
- Unplugging all equipment at the end of its use/the day
- Using energy saving wash cycles on the washing machine
- Hanging washing out to dry and/or using clothes horses rather than tumble dryers where possible
- Composting food waste
- Incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- Encouraging our families to walk/ride to pre-school
- Taking seeds from the fruits and vegetables and planting them, using yoghurt pots to grow them in
- Reusing milk bottle tops and yoghurt caps as open ended resources and maths counters
- Recycling water from the water play to water plants outside
- We will limit the activities that involve the use of food as a play material to 1 activity a week unless food is reaching or past its best before date to reduce food wastage.
- We encourage activities which involve preparing and tasting different types of food.

Working together with all our parents and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

Review date: May 2026

Last edited: Sept 2025

Manager on behalf of Sticky Fingers: