

## **General Welfare Requirement: Safeguarding and Promoting Children's Welfare**

Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.



## **Equality of opportunity**

### **Supporting children in achieving positive behaviour**

#### **Policy statement**

Hollyfield Preschool Nursery provides a welcoming, stimulating and secure environment where children, families, staff and volunteers from all backgrounds and cultures are valued.

We respect each other's rights, listening to all who use or setting and putting individual needs at the heart of our work.

Our inclusive nursery community works together to promote equality, encouraging and supporting each person to develop to their full potential and have a sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners.

We also feel that the positive behaviour of our staff and volunteers play a very important role in our children's development and therefore, strive to ensure that they also develop to their full potential whilst at our setting.

We support our parents in helping them in achieving positive behaviour whilst at our setting and in supporting their own children to have positive behaviour at home. We are committed to safeguarding and promoting the well-being of all children and expect our staff and volunteers, parents and children alike to share this commitment.

This policy has also been revised to include compliance with social distancing guidance, showing how we communicate to staff and parents and to children in an age-appropriate approach.

## EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

### Our Nursery Values 'SPARKLE'

**S** – We provide **Security** which enables **Self-belief**. This in turn makes each child feel **Special** which gives **Strength** of character.

**P** – **Practitioners** teach with **Passion** and support children in being **Playful, Persistent** and **Proud** learners

**A** – We help children to successfully **Adapt** to new environments and routines. This means children feel secure to **Actively Achieve** their goals.

**R** – Practitioners strive to have positive and open **Relationships** with all families who come to nursery. We support our children to be **Responsible** and **Resilient** learners

**K** – Our children are **Keen** learners who show **Kindness** to all around them with support from our positive behaviour systems. Children are **Knowledgeable** about their rights and help each other to stay safe as well as express their feelings.

**L** – Our **Leadership** is robust and fosters a **Loving** environment both for practitioners and children to have a **Love** for **Learning**

**E** – We ensure **Equality** which supports **Empowerment** in taking steps in our own learning. Children and staff are **Enthusiastic** and **Eager** to keep learning.

### The UN Convention on the Rights of the child

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC) Children's rights are:

**UNIVERSAL** – Rights are for all children all over the world

**INHERENT** – All children are born with these rights

**INALIENABLE** – Rights cannot be taken away

**UNCONDITIONAL** – Rights do not have to be earned

**INDIVISIBLE** – All rights are equally important

**Article 2:** Non-discrimination - The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 3:** The best interests of the child - The best interests of the child must be a top priority in all things that affect children.

**Article 12:** Respect for the views of the child - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**Article 13:** Freedom of expression - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**Article 19:** Protection from violence, abuse and neglect - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**Article 23:** Children with a disability - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**Article 28:** Right to education - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 30:** Culture - Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

**Article 31:** Leisure, play and culture - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

## **Introduction**

We recognise that children have conflicts over space, materials, and friendships. Learning how to find solutions that work for everyone is an important learning experience for young children. When young children get into conflicts with others, they do not aim to be mean or hurtful. They are simply goal oriented. For example, they may want to play with a toy or sit next to an adult while they read a story. Their actions are focused on getting what they want without regard for the effect of their behaviour on others. Children may also be imitating aggressive behaviour they see elsewhere (at home or in the media) without having learned that violence or verbal abuse is not an acceptable way of dealing with social problems in nursery (or elsewhere).

## **Aims**

At Hollyfield Nursery we aim:

- To value children's increasing capacity to show self-control and to take responsibility for their own actions
- To help children develop a positive disposition to learn, developing empathy and positive behaviour towards others.
- To provide a welcoming, calm and purposeful environment where children, families and staff feel valued and respected
- To understand that problems in behaviour are usually a product of a complex interaction between the child, setting and home experience
- To deal quickly, clearly and sensitively with bullying

## **BeCo Role**

The Behaviour Coordinator is Lindsay Beech

Her role is to support staff around behavioural issues, through formal and informal advice as well as implementing Individual Behaviour Plans where necessary. **(See Appendix 4)** She will develop her CPD to involve behaviour management and cascade this training to staff.

## **Expectations of children**

We encourage positive behaviour through setting clear expectations, appropriate to each child's stage of development. This includes keeping each other safe through socially distancing.

Staff model positive behaviour and promote sharing, negotiation and cooperation through a Conflict Resolution approach.

We set boundaries that are few and involve parents and carers in reinforcing these boundaries. Our Covid-19 risk assessment is shared with parents as and when it is updated and they fill in a form which states how they will support the nursery in keeping children, staff and themselves as safe as possible when coming to nursery by following the current risk assessment in place. We reward children with verbal praise, acknowledging their efforts as well as their achievements.

We agree a 'Behaviour Charter' with the children, setting out expectations for children and adults, and promoting respect for children's rights. **(See Appendix 1)**

- Walk when I am inside
- Be kind to my friends using kind hands, feet and words
- Say 'Stop! You're not respecting me' if someone hurts me
- Tell an adult if I am feeling worried, sad or hurt
- Share my feelings with adults and my friends
- Respect my friends' feelings
- Tidy away when I have finished playing
- Care for our environment and pick-up litter
- Say "You're too close to me, please move back" if someone is in my personal space

We also agree charters for other areas to help children understand how their rights are met and how they can help others to access their rights. They include charters for Behaviour; Block Play; Forest School; Group Time; Keeping Safe; Leadership; Lunchtime; Mark Making; Outdoor Play; Painting; Putting on our Coats; Reading; Snack Time; Using the Toilet; Water Play, book sharing and many more. We also have a Parents Charter, which sets out some of the rights and how staff and parents as duty bearers uphold these rights (Please also see our Parents and visitors code of conduct policy).

## **Curriculum**

Learning opportunities are planned to engage children, with a balance of small group activities and opportunities to develop independence through freely chosen activities. We ensure that learning opportunities are appropriate and challenging but within the capability of the child/group (Zone of Proximal Development). Staff model the vocabulary of a range of emotions. Staff also share books about Covid-19 and social distancing to support children's understanding and promote good practice around the pandemic.

## **Environment**

We aim to provide a calm and purposeful learning environment with accessible resources that is safe and welcoming to all. Children can be active and to access indoor and outdoor learning opportunities throughout the session. We provide a well-being corner, where children can be quiet and share books about managing emotions as well as stories that explain the current pandemic.

### **Expectations**

We encourage positive behaviour through setting clear expectations, appropriate to each child's stage of development. Staff model positive behaviour and promote sharing, negotiation and cooperation through a Conflict Resolution approach. We set boundaries that are few and involve parents and carers in reinforcing these boundaries. We reward children with verbal praise including body language and gesture, acknowledging their efforts as well as their achievements.

### **Positive Strategies**

1. Staff provide emotional security through the key person system, developing a close caring relationship between the child and their key person
2. Routine is consistent and predictable so that the children know expectations. We use a visual timetable to support children in getting through their day with us. Staff pre-tutor children in moving onto the next part of the routine to allow children time to finish what they are doing before being asked to stop in order to move on to the next part of the routine.
3. Room Charters are agreed with children, setting out agreed behaviours and boundaries in a variety of situations (**See Appendix 1**)
4. Staff encourage children's language development and model language of emotions
5. Staff are warm and positive in conversations, praising positive behaviour regularly
6. Staff encourage learning about feelings during play, discussing and sharing books about feelings and issues such as the current pandemic to support children's emotional well-being around the subject.
7. Staff play in partnership with children and engage in play on their terms
8. Staff get down on children's level, making eye contact

9. Staff get the child's attention before saying anything by using their name
10. Staff keep what they say focused and to the point
11. Staff speak calmly but firmly, and don't raise their voice
12. Staff state positively what they want to happen e.g. 'I need you to come down from there, it's dangerous.'
13. Staff are firm and clear and avoid a power struggle e.g. by saying 'I will wait for you to give that to me' giving the child time to adjust to what is being asked
14. Staff do not repeat what they want e.g. 'I need you to come away now. I can wait one minute for you to come away, but then I will hold your hand and bring you away.' If the child does not respond 'I need to hold your hand and bring you away now.'
15. Staff are aware that sometimes both children have contributed to a problem and model a conflict resolution approach
16. If a child is in immediate danger staff may need to raise their voice. This should be very exceptionally, and it is important to be clear, not aggressive when this happens.
17. In terms of the pandemic or indeed if a child is in another child's personal space, staff will give children gentle reminders that we need to stay apart to keep each other safe from germs.

### **Six Steps in Resolving Conflicts**

We will use a Conflict Resolution approach and talk to children about the impact their actions have had on others, helping them to acknowledge their own and other's emotions and feelings.

Six steps in resolving conflicts:

#### **1. Approach calmly, stopping any hurtful actions**

Place yourself between the children, on their level

Use a calm voice and gentle touch

Remain neutral rather than take sides

Set limits if necessary

#### **2. Acknowledge children's feelings**

“You look really upset”

Let children know you need to hold any object in question

Describe their actions

### **3. Gather information**

Ask for information from each child and listen carefully

### **4. Restate the problem**

“So the problem is...”

### **5. Ask for ideas for solutions and choose one together**

“What can we do to solve this problem?”

Encourage children to think of a solution

Help clarify the details

### **6. Be prepared to give follow-up support**

Describe how they solved the problem

Give acknowledgment - “You solved the problem!”

Stay near the children

### **Inappropriate behaviour**

Sanctions can range from the adult not smiling or walking away from the child, to a short ‘time away’ where the child is away from the others to calm down. This will always be with an adult who supports the child to regulate their feelings, by turning to them, and then once the child is calm and the adults has gained their attention, talk to them about their behaviour, it’s impact and appropriate behaviour in moving forwards. All incidents will be swiftly followed by a fresh start.

If a serious incident occurs it will be recorded on the incident form (See Appendix 2) and reported to parents through a phone call so that it can be done privately rather than in front of other parents at the end of the day.

It is important to acknowledge that children with additional needs such as a difficulty in language and communication, English as an additional language and those with a diagnosis (or not as the case may be) may also display unwanted behaviour. In these cases, it is usually through frustration due to not being able to articulate their feelings, needs and wants to other children. When this occurs, staff will work closely with parents and other professionals in supporting this

cohort of children with appropriate strategies to enable them to enjoy and learn and therefore, develop to their full potential whilst at the setting.

### **Dealing with inappropriate behaviour:**

1. First instance – The adult addresses the inappropriate behaviour with the child and identifies the appropriate behaviour.
2. Second instance – The adult reminds the child about the appropriate behaviour and states what will happen if the inappropriate behaviour continues (time away for 2, 3 or 4 mins).
3. Follow through with a short 'time away', if the inappropriate behaviour continues, where the adult takes the child to a quiet space and supports them to regulate their emotions. The adult will discuss strategies the child could use to manage their emotions in future. Once they are calm, the adult will discuss the behaviour and its impact with the child and encourage them to think about appropriate behaviour.
4. After the 'time away' period is complete, the child returns to play. This is a fresh start for the child.

Persistent inappropriate behaviour may indicate an underlying problem, including attention seeking. We talk to parents and carers to ascertain the child's circumstances at home and endeavour to spend 1:1 time with the child, during the school day, with the aim of decreasing the child's need for attention seeking behaviour. An ABC chart may be completed with accompanying observations in order to try and ascertain the triggers that is sparking the unwanted behaviour (Appendix 3).

It is important to recognise that children who have language and communication difficulties, English as an additional language and children who may or may not have a diagnosis may struggle to understand strategies of support. In this instance, the child's key person, Senco and BeCo will work closely with parents in an individual plan of support.

### **Serious behaviour incidents**

If a child displays dangerous behaviour, they will be taken to a 'time away' space immediately. If the child is highly emotional, we will wait for a more appropriate time to discuss their behaviour with them.

Serious behaviour incidents or persistent inappropriate behaviour will be recorded on an incident form and on the child's behaviour log (Appendix 2 and 3). Parents will be informed if their child is involved in a serious behaviour incident or is beginning to display persistent inappropriate behaviour, and that the inappropriate behaviour will be recorded.

In some cases of persistent inappropriate behaviour, an Individual Behaviour Plan (See Appendix 4) may be put in place. This will be discussed with parents first and if the behaviour continues it may be necessary to reduce a child's time at nursery in order to be able to unpick the triggers and offer one to one support to enable the child to safely (and other children be able to be safe) access the curriculum. We always aim to work in partnership with parents in providing continuity between home and nursery to best support a child who continually displays inappropriate behaviour.

### **Bullying**

Bullying is not tolerated, including homophobic and cyber bullying. Any incidents, including children, parents or staff and volunteers, should be dealt with immediately, recorded and strategies discussed with parents of children involved. (Incidents involving parents, please refer to Parent and visitors code of conduct policy).

Strategies to prevent bullying:

1. Ensure that the class charters for behaviour are shared with the children.
2. Reinforce the UN Convention of the Rights of the Child, with particular reference to: Article 3 (The best interests of the child) Article 12 (Respect for the views of the child), Article 19 (Protection from violence, abuse and neglect), Article 28 (Right to education) and Article 31 (Leisure, play and culture)
3. Support children in engaging in problem solving every day and avoid labelling children
4. Recognise all the important skills children are mastering through problem solving, and encourage them to be patiently persistent
5. Help children learn how to be friends through supporting social interactions and encouraging turn taking.
6. Balance limit-setting interactions (ie stop, no, don't do that) by engaging with the child in three or four positive interactions

7. Set limits clearly and positively using Behaviour Charter

8. Be a positive role model

9. Keep your voice calm

10. Share books about problem solving, feelings and emotions, using puppets to support this, including about the current pandemic.

### **Racist behaviour**

Racist behaviour is not tolerated from anyone in our setting. Any incidents, including children, staff, volunteers or parents, should be dealt with immediately and recorded.

### **Extremism**

We aim to ensure that children are protected from extremism in any form. Where this is observed it is logged and immediately referred to the Security Partnership Officer CASS.

### **Partnership with parents**

We involve parents as partners, sharing concerns about children in order to best support the child and family. Where possible, we will work closely alongside parents to suggest strategies and ideas that can also be used at home so that the child is receiving a consistent approach from all adults. We share a Parents Charter (Appendix 5) with new parents, outlining expectations for the school, parent and child. Parents are also provided with a positive behaviour leaflet encouraging them to use positive behaviour strategies with their child within the home.

### **Partnership with other agencies**

We work closely with our local Children's Centre, and refer children to Family Support team when necessary, supporting families through individual support as well as parenting courses.

We welcome the support and advice of other agencies, where we feel that it is in the child's best interest that they become involved.

## **Parental conduct**

Parents are asked to communicate with each other and with other children, as well as all members of staff and volunteers in a respectful and courteous manner; a way they themselves would wish to be addressed.

This policy was adopted at Hollyfield Pre School Nursery's Staff meeting in January 2019

Date amended and re adopted Feb 2020

Date to be reviewed – Feb 2022

Signed on behalf of the management team –

Name of signatory –

Role of signatory -

## **Legal framework**

Education (Education Provision for Improving behaviour) Regulations (2012)

## **Other useful Pre-school Learning Alliance publications**

- Reflecting on Behaviour (2010)
- The Social Child (2007)
- <http://sunshine-parenting.com/2015/05/08/5-steps-to-help-kids-resolve-conflicts/>
- Additional provision to manage behaviour and the use of exclusion, Ofsted (2012)
- The exclusion from school of children aged four to seven, Ofsted (2009)

## Charter for Behaviour



### Article 15



We have the right to meet with friends and join groups

*Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.*

### Children will:

- Walk when I am inside
- Be kind to my friends using kind hands and feet
- Say 'Stop! You're not respecting me' if someone hurts me
- Tell an adult if I am feeling worried, sad or hurt
- Share my feelings with adults and my friends
- Respect my friends' feelings Tidy away when I have finished playing
- Care for our environment and pick up litter

### Adults, as duty, bearers will:

- Praise positive behaviour
- Get down to child's level, use the child's name and ensure you have the child's attention, maintaining eye contact before giving an instruction
- Ask the child 'Are you making the right choice?'
- Model positive behaviour such as turn taking and sharing
- Use a Conflict Resolution approach to help children resolve their disagreements:
  - Approach calmly, stopping any hurtful actions
  - Acknowledge children's feelings o Gather information
  - Restate the problem
  - Ask for solutions and choose one together
  - Be prepared to give follow up support

Parents and carers, as duty bearers, can:

- Praise positive behaviour
- Get down to child's level, use the child's name and ensure you have the child's attention, maintaining eye contact before giving an instruction
- Ask the child 'Are you making the right choice?'
- Model positive behaviour such as turn taking and sharing
- Make time for one to one time
- Ensure your child gets enough sleep

Appendix 2



## CHILD INCIDENT RECORD

Child's Name:..... Childs DOB:.....

Location of incident (on or off nursery premises):.....

Date:..... Child's address:.....

.....

.....

Parents/carers name:.....

Time of incident:.....

Description of incident (what was seen, what the child said, what the parent said)

.....

.....

.....

.....

If any witnesses to incident, please list their names.....

.....

.....

Further action required?.....

Person attending to incident or incident was reported to

signature:.....

Parent

signature:.....

Please record any visual marks on the child on the body maps on the  
other side of this form

<b>Child's name:</b>	<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>ANTICEEDENT</b></p> <p style="text-align: center;">(What happened on the lead up to the behaviour?)</p>	<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>BEHAVIOUR</b></p> <p style="text-align: center;">(What behaviour is shown?)</p>	<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>CONSEQUENCES</b></p> <p style="text-align: center;">(How did you deal with the behaviour?)</p>
<p><b>Date:</b></p> <p><b>Time:</b></p>			
<p><b>Date:</b></p> <p><b>Time:</b></p>			
<p><b>Date:</b></p> <p><b>Time:</b></p>			

Date, time and staff name	<b>Observations for</b>

Appendix 4



Individual Behaviour Support Plan

Childs Name:	Date of Plan:	Review Date
Behaviour to reduce:		
Triggers	Prevention Staff will:	If an incident occurs Staff will:
Parents views/Comments:		Date agreed:  Signed - Parent/carer:  Signed Behaviour Coordinator

### Parent Charter

We are a Rights Respecting Nursery, teaching children about their rights under the UN Convention on the Rights of the Child and helping them to grow into confident, caring and responsible young citizens both in nursery and within the wider community. By learning about their rights our children also learn about the importance of respecting the rights of others.

#### Our Nursery Values

**Respect** - respecting children's rights, treating each other with dignity and valuing each person's individual identity

**Security** - creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments

**Relationships** - encouraging kindness and developing relationships where children and families are listened to and feel valued

**Inclusion** - creating an enabling environment where children and families feel a sense of belonging and ensuring equality of opportunity for everyone

**Learning** - reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration

**Empowerment** - encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflict and make positive choices

Children's rights:	Staff as duty bearers respect children's rights by:	Parents & carers as duty bearers respect children's rights by:
We have the RIGHT to an identity (Article 8)	- Valuing each child as an individual	- Sharing about your child's family history with your child's key person Keeping your child's name the same at nursery and home.
We have the RIGHT to be listened to and taken seriously (Article 12)	- Listening to children - Reflection & planning learning together - Teaching children vocabulary of emotions - Giving children Leadership roles - Voting for summer trip etc - Teaching children conflict resolution	- Offering children choices - Encouraging decision making e.g. what to wear, choosing stories etc - Giving children responsibilities e.g. putting away their toys and belongings away
We have the RIGHT to be protected from being hurt or badly treated (Article 19)	- Encouraging self-esteem & assertiveness - Developing children's ability to identify & take managed risks e.g. Forest School - Recognising signs and symptoms of abuse - Using NSPCC PANTS and internet safety resources with the children - Having small key groups and trusting relationships with staff in order to disclose abuse. - Teaching children to say stop and letting them know that they can tell staff when they are hurt.	- Talk to children about what they need to do to keep safe eg holding hands to cross the road - Inform staff of any concerns about your child - Inform nursery promptly of any reasons for absence - Teaching children to say stop and letting them know that they can tell yourselves and staff when they are hurt.
If we have a disability, we have the RIGHT to special care and education (Article 23)	- Using Makaton to support language development - Having skilled staff. - Training staff giving them	- Attending Support Plan meetings - Ensuring your child attends appointments with outside agencies

	<ul style="list-style-type: none"> <li>appropriate CPD</li> <li>- Accessing appropriate support to enable each child to reach their full potential</li> <li>- Differentiate resources, environment, language.</li> <li>- Have excellent one page profiles.</li> <li>- have a knowledgeable SENCO</li> </ul>	<ul style="list-style-type: none"> <li>- Meet your child's needs; keeping equipment, strategies up to date.</li> </ul>
We have the RIGHT to good quality health care, to clean water and good food (Article 24)	<ul style="list-style-type: none"> <li>- Providing fruit and milk for healthy snacks</li> <li>- Teaching children about food &amp; cooking</li> <li>- Encouraging children to wash hands</li> <li>- Supporting children's toilet training</li> <li>- having an accessible water fountain or jug of water and cups</li> </ul>	<ul style="list-style-type: none"> <li>- Provide regular healthy meals</li> <li>- stop giving bottles</li> <li>- provide milk in a cup</li> <li>- Providing healthy lunchboxes</li> <li>- Working with nursery staff to toilet train your child</li> </ul>
We have the RIGHT to a proper house, food and clothing (Article 27)	<ul style="list-style-type: none"> <li>- Access to support from Children's Centre services</li> <li>- Quick identification and referrals for Early Help.</li> <li>- Teaching children about Food Bank collections</li> <li>- Teaching children about charity work</li> </ul>	<ul style="list-style-type: none"> <li>- Inform staff of any concerns about your child</li> <li>- Donate to our Food Bank collections for local families when you can</li> <li>- Support for charity work</li> </ul>
We have the RIGHT to an education (Article 28)	<ul style="list-style-type: none"> <li>- Planning learning opportunities to ensure every child makes the best possible progress in their learning and development</li> <li>- Sharing information with other professionals</li> </ul>	<ul style="list-style-type: none"> <li>- Being punctual when bringing and collecting your child</li> <li>- Ensuring your child attends nursery every session</li> <li>- Attending parent workshops</li> <li>- Sharing information from other settings my child attends</li> </ul>
We have the RIGHT to an education which develops our personalities, respect for others' rights and the environment (Article 29)	<ul style="list-style-type: none"> <li>- Planning exciting opportunities that enable children to explore, investigate and experiment</li> <li>- working towards RRSA</li> <li>- Taking the RRSA puppet home</li> <li>- Teaching children about recycling and caring for our environment</li> </ul>	<ul style="list-style-type: none"> <li>- Choosing a library book each week and read to your child every day</li> <li>- Attend nursery trips and visits with your child</li> <li>- Support Rights Respecting School Award. <ul style="list-style-type: none"> <li>o Look at Tapestry with your child</li> <li>add observations onto Tapestry about your child.</li> </ul> </li> <li>- work on your child's learning through their next steps on Tapestry.</li> </ul>
We have the RIGHT to speak our own languages and follow our families' ways of life (Article 30)	<ul style="list-style-type: none"> <li>- Encouraging children to use their first language</li> <li>- Celebrating festivals and family events</li> <li>- have multicultural foods throughout the year for snack <ul style="list-style-type: none"> <li>o have multicultural clothing and equipment in role play.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Encouraging children to use their first language</li> <li>- Sharing festivals and celebrations</li> <li>- Attending nursery trips, visits and celebrations with your child</li> </ul>
Child's name:	Parent/carer:	Date:
	Key Person:	Date:



