


Document Reference and Title	<b>DTBKCC-P-07.1 Inclusion, Behaviour and Emotional Wellbeing Policy</b>			
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### Policy Statement

At Dottie Tots Nursery School, inclusion is at the heart of everything we do. We believe that every child is unique and has the right to feel safe, valued and supported to thrive within our setting.

We recognise that children’s behaviour is a form of communication and reflects their stage of development, experiences, and any additional needs they may have. We are committed to understanding the reasons behind behaviour and responding in a way that supports children’s emotional wellbeing, development and sense of belonging.

We provide an inclusive environment where all children, including those with Special Educational Needs and Disabilities (SEND), are supported through a graduated and individualised approach. We work in partnership with families and external professionals to ensure that every child receives the support they need to succeed.

### Our Inclusive Ethos

At Dottie Tots we:

- Value and respect all children as individuals
- Promote equality, diversity and anti-discriminatory practice
- Ensure every child feels a strong sense of belonging
- Recognise and celebrate differences
- Listen to and respect children’s voices
- Provide inclusive opportunities for all children to participate and achieve

We actively challenge discrimination, prejudice or exclusion of any kind and ensure our practice reflects fundamental British values of mutual respect, tolerance and individual liberty.

## **Understanding Behaviour as Communication**

We recognise that:

- All behaviour is a form of communication
- Children are developing the skills to regulate their emotions
- Some children may require additional support to manage their feelings
- Behaviour may indicate an unmet need, such as:
  - Communication difficulties
  - Sensory needs
  - Emotional distress
  - Attachment needs
  - Developmental differences

Our role is to support children through **co-regulation**, helping them to understand, express and manage their emotions over time.

We do not use punitive approaches. Instead, we focus on:

- Building secure relationships
- Supporting emotional literacy
- Teaching appropriate ways to express feelings
- Providing consistent and sensitive responses

## **The Graduated Response**

We use a graduated approach to support children's needs:

### **Assess**

- Observe and identify patterns in behaviour
- Consider developmental stage and individual needs
- Gather information from parents and carers

### **Plan**

- Develop appropriate strategies and adjustments
- Involve the SENCo where needed
- Agree outcomes with parents

### **Do**

- Implement strategies consistently
- Support through the key person approach
- Adapt the environment and interactions

### **Review**

- Monitor progress
- Review effectiveness of strategies
- Adjust support as needed

Where necessary, we seek advice from external professionals, including local authority inclusion teams, health professionals and Early Help services.

### **Role of the SENCo**

The SENCo leads on inclusion across the setting and is responsible for:

- Supporting staff in meeting children's individual needs
- Coordinating SEND support and interventions
- Liaising with parents and external professionals
- Monitoring progress and outcomes
- Ensuring inclusive practice is embedded throughout the setting

The SENCo works closely with the Lead SENCo and staff team to ensure all children receive appropriate and timely support.

### **Inclusive Practice in Daily Provision**

We create an enabling environment that supports all children by:

- Providing clear and predictable routines
- Using visual supports and communication aids where needed
- Adapting activities to meet individual needs
- Ensuring resources reflect diversity and inclusion
- Supporting transitions carefully
- Offering calm, safe spaces for regulation
- Considering sensory needs within the environment

All staff are responsible for adapting their practice to ensure inclusion is embedded in everyday provision.

### **Supporting Children with Additional Needs**

We provide targeted support for children who may require additional help, including:

- Children with SEND
- Children with English as an Additional Language (EAL)
- Children with social, emotional and mental health needs
- Children who have experienced trauma or attachment difficulties

Support may include:

- Individual support plans
- Adapted communication strategies
- Increased adult support
- Partnership working with external agencies

We ensure early identification and intervention to support the best outcomes for children.

### **Positive Behaviour Support**

We support children's behaviour through:

- Positive relationships and secure attachments
- Clear, consistent boundaries appropriate to development
- Modelling respectful behaviour
- Supporting children to understand feelings and consequences
- Encouraging problem-solving and conflict resolution

We:

- Acknowledge and reinforce positive behaviour
- Support children to develop empathy
- Help children to reflect on their actions

We do not:

- Use physical punishment
- Use humiliation or shaming
- Exclude children from the group as punishment

Where necessary, children may be supported in a calm, safe space with a familiar adult to help regulate emotions.

### **Use of Physical Intervention**

Physical intervention will only be used as a last resort to:

- Prevent injury to the child or others
- Prevent serious damage to property

Any intervention will:

- Be reasonable, proportionate and necessary
- Be recorded
- Be shared with parents on the same day

### **Partnership with Parents and Carers**

We work in partnership with parents to:

- Share information about children’s development and behaviour
- Agree consistent approaches
- Identify and meet children’s needs early
- Develop support plans together

We value parents’ knowledge of their child and involve them fully in decision-making.

### **Working with External Agencies**

Where appropriate, we work with:

- Local authority inclusion teams
- Health visitors
- Speech and language therapists
- Educational psychologists
- Early Help services

We follow advice from professionals and ensure this is reflected in children’s support plans.

### **Bullying and Discriminatory Behaviour**

We take all incidents of hurtful or discriminatory behaviour seriously.

We recognise that very young children are still developing empathy and self-regulation. We respond by:

- Supporting all children involved
- Teaching empathy and understanding
- Reinforcing inclusive values

We do not label children. Instead, we support them to learn more appropriate ways of interacting.

### **Challenging Discriminatory Behaviour from Adults**

We do not tolerate discriminatory or prejudiced behaviour from adults in the setting.

Any incidents will be:

- Addressed immediately
- Recorded
- Managed in line with our policies

Persistent concerns may result in further action.

### **Safeguarding and Inclusion**

We recognise that behaviour may indicate safeguarding concerns.

Where there are concerns about a child's welfare, we will:

- Follow our Safeguarding and Child Protection Policy
- Work with appropriate agencies
- Act in the best interests of the child

### **Monitoring and Review**

We monitor inclusive practice through:

- Observations and assessments
- SENCo oversight
- Staff supervision and training
- Feedback from parents

This policy is reviewed annually or sooner if required.

**Signatures**

**DTBKC-P-07.1**

**Inclusion, Behaviour and Emotional Wellbeing Policy**

Signed by - All staff at Dottie Tots (Please use additional space on the back of this paper if necessary)

*By signing this means I have fully understood what is expected of me and I will carry out my duties in compliance to the details within this policy*

Name	Position	Signature	Date

Policy to be reviewed as necessary or annually at a minimum.