

**Educational**

**&**

**Development**

**Policies**

# **Behaviour Management Policy**

## **Our Approach**

At Currents, we believe that every child is capable, curious, and unique. Behaviour is a form of communication, and challenging behaviour is an opportunity to understand a child's feelings, needs, and perspective. Nothing is brushed off, and every moment is a chance to teach, guide, and build resilience. We focus on positive strategies, celebrating strengths, nurturing independence, and supporting children to manage their own emotions. Our goal is to help children understand themselves and others, develop self-control, and learn safe and respectful ways to interact.

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## **Guiding Principles**

We celebrate strengths by highlighting what children do well and using their abilities as the foundation for learning positive behaviour. We sit with children in their feelings, explore them together, and help them put words to what they feel. By supporting children to face challenges and overcome difficulties, we help them build confidence, independence, and real resilience. Every child moves at their own pace, and we honour their individual journey. When challenging behaviour arises, we explore it with children through shared thinking, reflection, and problem solving. Learning happens in every moment, from play, mistakes, successes, and daily interactions. Communication is nurtured by encouraging children to express themselves and connect with others, and we trust the process of gradual growth rather than forcing a mould.

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## **Positive Behaviour Strategies**

Staff model calm, respectful, and kind interactions and use clear, positive communication to set simple expectations. Where possible, children are offered choices to encourage independence and responsibility. Praise and attention are given for effort, positive behaviour, and problem solving. Resources or toys are only removed if a child is using them in an unsafe way, and this is never punitive but a way to maintain safety and learning.

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## **Safety and Managing Risk**

The safety of every child and adult is our top priority. Where possible, other children or adults are moved away from a situation to keep everyone safe. If a child continues to pose a risk to themselves or others, they may be guided to a safe, quiet space where they can calm down

while being supported. This is never used as punishment but as a way to ensure safety and help the child regain control of their emotions. Staff remain with the child, helping them understand what happened, identify feelings, and explore strategies for next time. Families are always informed if safety interventions are needed, and strategies are reviewed together to prevent future risks.

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## **Prohibited Practices**

At Currents, we do not use physical punishment, humiliation, shouting, or any approach that may harm a child's sense of safety, self-esteem, or confidence.

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## **Review and Reflection**

Behaviour is continuously observed, recorded, and reflected upon. Staff regularly review strategies, learn from experiences, and adapt approaches to meet the needs of each child.

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### **Review**

This policy will be reviewed annually or sooner if legislation changes or if an incident occurs.

**Date of last review:** 14/03/2026

**Date of next review:** 14/03/2027

# Curriculum & Learning and Development Policy

## Curriculum Philosophy

At Currents, we believe every child moves at their own current—exploring, discovering, and growing at their own pace. Our curriculum celebrates each child's strengths, nurtures emotional understanding, and fosters resilience, curiosity, and communication. Every moment is an opportunity to learn, and every child is supported to thrive as their authentic self.

Play is the heart of learning, and daily routines, interactions, and experiences all offer chances to build knowledge, confidence, and self-expression. Staff follow children's curiosity, support problem-solving, and provide guidance that allows each child to develop at their own rhythm.

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## Curriculum Goals

Our curriculum is guided by eight key goals, forming the acronym “**CURRENTS**”, which reflects our ethos of supporting children along their own learning path:

**Celebrate Strengths (C):** We recognise and build on each child's unique abilities, giving them opportunities to shine, share their achievements, and receive encouragement from peers.

**Understand Emotions (U):** Emotional literacy is supported through daily interactions, stories, puppets, and role-play, helping children label, explore, and manage feelings with empathy.

**Resilience Through Support (R):** Children are offered challenges suited to their abilities, with guidance and encouragement to build confidence, persistence, and problem-solving skills.

**Respect Individual Paths (R):** Each child's pace and style of learning are honoured. Flexible groupings, personalised support, and the avoidance of comparisons allow every child to succeed in their own way.

**Every Moment is Learning (E):** Learning is embedded in routines, play, and interactions. Staff respond to children's interests and ideas in the moment, supporting exploration and reflection.

**Nurture Communication (N):** We believe every child deserves to be heard. We support children to express themselves in ways that work for them. Through words, signs, gestures, visuals and play, celebrating each child's unique voice.

**Trust in the Process (T):** Growth is gradual and individual. Staff provide continuity, consistency, and encouragement without imposing rigid expectations, celebrating curiosity-driven progress.

**Strength in Curiosity (S):** Open-ended play, inquiry, and creative thinking are encouraged through thought-provoking questions, collaborative problem-solving, and diverse experiences that spark investigation and exploration.

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## Assessment and Planning

Rather than formal observations, staff continuously tune in to each child's interests, strengths, and needs throughout the day. Planning is flexible and responsive, integrating children's current fascinations and ideas into both adult-led and child-initiated activities. For children requiring additional support, staff work with families to provide guidance, scaffolded activities, and personalised strategies, ensuring every child can engage meaningfully and build confidence. Transitions to school or other settings are supported with clear communication and collaboration to ensure continuity.

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## Progress Check at Age Two

At Currents, we complete a progress check at age two in line with the Early Years Foundation Stage (EYFS) requirements. When a child is aged between two and three, practitioners review their progress and provide parents and/or carers with a short written summary of their child's development in the prime areas of learning: communication and language, physical development, and personal, social and emotional development.

The summary will:

- Highlight areas in which a child is progressing well.
- Identify areas where some additional support may be needed.
- Focus on any concerns regarding potential developmental delay, which may indicate a special educational need or disability.
- Outline activities and strategies that the setting intends to adopt to support the child's learning and development. This plan will involve parents and carers and, where appropriate, other professionals, such as the setting's SENCO or health professionals.

If a child moves to a different setting between the ages of two and three, the progress check is usually completed by the setting where the child has spent the majority of their time.

Practitioners discuss with parents and/or carers how the summary can be used to support learning at home and encourage sharing of information with other relevant professionals, including health visitors or future settings. Written summaries are prepared with parental consent to share information directly with other professionals when necessary, promoting integrated working to support the child's development.

The two-year progress check helps ensure that children's strengths, needs, and any support required are identified early, allowing Currents staff, families, and other professionals to work together to support every child to thrive.

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## **Roles and Responsibilities**

Staff support learning by engaging with children, modelling problem-solving, scaffolding experiences, and responding to curiosity. Management ensures that curriculum delivery is consistent, inclusive, and aligned with the preschool ethos. Families are partners in learning, sharing insights about their child's interests and strengths, and helping to reinforce learning in everyday life.

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## **Review**

This policy will be reviewed annually or sooner if legislation changes or if an incident occurs.

**Date of last review:** 18/03/2026

**Date of next review:** 18/03/2027

# Equality, Diversity & Inclusion Policy

## Purpose

At Currents, we celebrate every child's uniqueness and recognise that diversity is a strength. This policy sets out our commitment to providing an inclusive environment where all children, families, and staff are treated with respect, dignity, and fairness. We aim to ensure that everyone has equal access to opportunities and is supported to thrive, in line with our ethos of nurturing independence, confidence, and curiosity.

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## Scope

This policy applies to all children, staff, volunteers, parents, carers, and visitors to Currents Preschool. It covers all aspects of the preschool environment, including:

- Recruitment, induction, and professional development of staff
  - Daily interactions and play experiences for children
  - Curriculum planning and learning opportunities
  - Communication with families and the wider community
  - Behaviour management and safeguarding practices
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## Principles

Currents is committed to:

- **Equality:** Ensuring that all children and staff have equal access to opportunities, resources, and experiences, regardless of age, gender, race, disability, religion, sexual orientation, socio-economic background, or any other protected characteristic.
  - **Diversity:** Valuing and celebrating differences in backgrounds, experiences, and perspectives, fostering an environment where children and staff learn to appreciate and respect each other.
  - **Inclusion:** Creating an environment where every child and staff member feels welcomed, supported, and able to participate fully.
  - **Anti-Discrimination:** Preventing and challenging any form of discrimination, harassment, or bullying. All incidents will be addressed promptly and appropriately.
  - **Continuous Learning:** Reflecting on our practice, seeking professional development, and adapting our provision to meet the diverse needs of children and staff.
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## Practice

- Curriculum and Play: Activities and resources reflect diverse cultures, abilities, and experiences. Staff encourage all children to explore, question, and celebrate differences.
  - Staff Training: Staff receive ongoing training in equality, diversity, inclusion, and anti-discriminatory practice.
  - Communication: Families are encouraged to share their values, traditions, and needs. Staff communicate respectfully and inclusively with all members of the preschool community.
  - Accessibility: Physical, sensory, and learning environments are adapted to ensure all children can participate fully.
  - Monitoring: Staff regularly review activities, resources, and policies to ensure inclusivity and equal opportunities are embedded in everyday practice.
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## Responsibilities

- Management: Ensure policies, procedures, and training promote equality, diversity, and inclusion.
  - Staff: Model inclusive behaviour, challenge discrimination, and actively support every child and colleague to feel valued.
  - Families: Support the preschool in promoting diversity and inclusion, and communicate any specific needs or preferences.
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## Review

This policy will be reviewed annually or sooner if legislation changes or if an incident occurs.

**Date of last review:** 14/03/2026

**Date of next review:** 14/03/2027

# Special Educational Needs & Inclusion Policy

## Purpose

At Currents, we believe every child deserves the opportunity to thrive, regardless of their abilities or additional needs. This policy explains how we identify, support, and include children with Special Educational Needs (SEN), ensuring they are valued, supported, and empowered to reach their full potential.

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## Scope

This policy applies to all children, families, and staff at Currents Preschool. It covers the identification and assessment of SEN, individual support planning, inclusive teaching and play, collaboration with families and external professionals, and transition support for children moving on to school or other settings.

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## Principles

We are committed to early identification of additional needs, tailoring support to each child's abilities, interests, and pace. Inclusion is central to our practice, ensuring all children participate fully in activities alongside their peers. We work closely with families, therapists, and other professionals to provide coordinated support. Our approach encourages independence, confidence, and resilience, reflecting our ethos that every child swims in their own current. We also continuously monitor and review progress, adapting strategies as needed.

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## Practice

Children are observed and assessed to identify strengths and challenges. Where additional support is needed, Individual Learning Plans or SEN Support Plans are developed in partnership with families. Staff implement targeted strategies and adapt the environment, routines, and activities to support development in communication, social interaction, behaviour, and physical skills. Staff receive regular training on SEN and inclusive practice, and families are actively involved in planning, reviewing, and supporting their child's learning. We provide detailed support during transitions to school or other settings to ensure continuity and confidence.

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## Special Educational Needs Coordinator (SENCO)

Currents Pre-School has a named Special Educational Needs Coordinator (SENCO) who has responsibility for overseeing the support and inclusion of children with special educational needs and disabilities within the setting. The SENCO is responsible for identifying and supporting children with additional needs, working closely with staff and parents, liaising with external professionals, and ensuring appropriate plans and records are maintained.

The SENCO for Currents Pre-School is:

Name: \_\_\_\_\_

Role: \_\_\_\_\_

All staff, students, and volunteers are aware of who the SENCO is and understand the importance of sharing any concerns about a child's development or needs with them promptly.

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## Roles and Responsibilities

The SENCO and management oversee provision, ensure staff are trained, liaise with families and professionals, and monitor the effectiveness of interventions. Staff implement strategies, observe progress, and adapt activities to promote inclusion. Families contribute information about their child's needs and support learning at home, working collaboratively with the preschool team.

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## Review

This policy will be reviewed annually or sooner if legislation changes or if an incident occurs.

**Date of last review:** 31/03/2026

**Date of next review:** 31/03/2027

# Transitions Policy

## Purpose

At Currents, we believe every child moves at their own current, exploring, discovering, and growing at their own pace. Transitions—both into our preschool and onward to school—are key moments in a child’s journey. Our policy ensures these changes are handled with care, support, and consistency, helping children feel secure and confident.

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## Settling into the Nursery

Starting preschool is a big step, and our settling-in process is designed to support children and families in a gentle, responsive way. We prioritise familiarisation, emotional security, and building trusting relationships with staff.

### Our process includes:

1. Initial Visit (with Parent – approx. 1 hour):  
Children visit the preschool with their parent or carer. During this session, children begin to explore the environment with staff support, while parents complete the “All About Me” form with staff, sharing information about their child’s interests, routines, and preferences. This helps staff tailor support from the very start.
  2. Visits without Parent:  
Following the initial session, children are gradually introduced to the setting on their own, in flexible visits to suit the child’s readiness:
    - 1st Visit: Approx. 2 hours, allowing the child to explore and engage with staff and peers independently.
    - 2nd Visit: Approx. 3 hours, supporting longer engagement in routines and play.
  3. Visits are flexible and adapted to each child’s pace. Staff use informal observations to understand the child’s comfort, interests, and needs, responding naturally rather than through formal assessments.
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## Transition to School

Moving on to school is another important milestone. At Currents, we ensure children are prepared, supported emotionally, and confident to take the next step.

Our approach includes:

- Early Planning: Staff discuss school placements with families and identify any support the child may need.
  - Familiarisation: Children may visit their new school, meet teachers, or engage in transitional activities to build comfort and confidence.
  - Sharing Information: With parental consent, staff provide a detailed handover to the school, including learning preferences, strengths, routines, and any additional needs, ensuring continuity and consistent support.
  - Emotional Support: Staff help children talk about the changes ahead, celebrate achievements, and reflect on their time at Currents.
  - Family Involvement: Parents are supported to participate in visits, discussions, and planning, ensuring a smooth and positive transition.
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## Roles and Responsibilities

Staff support children throughout transitions, responding to individual needs, guiding play, and communicating effectively with families. Management ensures the policy is consistently applied and that information is shared with families and, where appropriate, receiving schools. Families are partners in the process, providing information and participating in visits and handovers.

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## Review

This policy will be reviewed annually or sooner if legislation changes or if an incident occurs.

**Date of last review:** 14/03/2026

**Date of next review:** 14/03/2027