

**Trainee Name:**

Working with Babies

Workbook

2023-24

This Workbook is designed to support your pedagogy and practice of working with babies. You will be expected to engage with videos, weblinks and selected reading material to think, write and reflect on your own and what is advocated as best practice. Use the tasks in this workbook to support you in producing evidence for your portfolio. Use your fortnightly reflective discussions with your mentor to share this evidence for assessment.

Each task should be completed and shared with your mentor during fortnightly reflective discussions for assessment. This work pack should be completed by the end of your baby placement and no later than ***9am Monday 15th January (This date may differ for those that are employed)***- if submitted by Monday 4th December, your mentor will use this to inform your interim report in week beginning 11th December.



**Recommended reading: Use these links as well as your own independent research to inform your responses in this workbook. Please use Harvard referencing throughout and compile a reference list in the space provided at the end of this workbook. Consider your own practice too and provide examples throughout.**

[Birth To 5 Matters – Guidance by the sector, for the sector](https://www.birthto5matters.org.uk/)

Clare, A (2016) *Communication and interaction in the early years,* Los Angeles, Sage

[Creating places for birth to threes: room layout and equipment.](http://eyteacher.net/resource/creating-places-birth-threes-room-layout-and-equipment) <http://ccrnj.org/wp-content/uploads/2015/06/Creating-Places.pdf>

[Dowling, M. (2013) Young Children's Thinking. Sage Publications Ltd.](http://eyteacher.net/resource/dowling-m-2013-young-childrens-thinking-sage-publications-ltd)

[Duffy, B. (2006) Supporting Creativity and Imagination in the Early Years (Supporting Early Learning). 2nd ed. Open University Press.](http://eyteacher.net/resource/duffy-b-2006-supporting-creativity-and-imagination-early-years-supporting-early-learning)

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004234/Development_Matters_Non-statutory_Curriculum_Guidance_Revised_July_2021.pdf)

[Gerhardt, S. (2015) Why Love Matters: How affection shapes a baby's brain. Second Edition Routledge.](http://eyteacher.net/resource/gerhardt-s-2004-why-love-matters-how-affection-shapes-babys-brain-routledge)

[Manning-Morton, J. and Thorp, M. (2003) Key Times for Play: The First Three Years (Debating Play). Open University Press.](http://eyteacher.net/resource/manning-morton-j-and-thorp-m-2003-key-times-play-first-three-years-debating-play-open)

Reach for the Stars- Creative engagement with young children (on moodle)

[Read, V. (2010) Developing Attachment in Early Years Settings: Nurturing Secure Relationships from Birth to Five Years, London: David Fulton Books](http://eyteacher.net/resource/read-v-2010-developing-attachment-early-years-settings-nurturing-secure-relationships-birth)

[Roberts, R. (2010) Wellbeing from Birth, Sage Publications Ltd](http://eyteacher.net/resource/roberts-r-2010-wellbeing-birth-sage-publications-ltd)

[Robinson, M. (2008) Child development 0-8: a journey through the early years. Open University Press, McGraw Hill.](http://eyteacher.net/resource/robinson-m-2008-child-development-0-8-journey-through-early-years-open-university-press)

[Statutory framework for the early years foundation stage (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Reach for the Stars- Creative engagement with young children (on moodle)

**Video clips to support application to practice:**

Top talking tips for Early Years Practitioners

 <https://www.youtube.com/watch?v=0F-AMPiXeQU>

Quality interactions in Early Years

 <https://www.youtube.com/watch?v=efeizNuuEo0>

Nutrition in the Early Years

<https://www.youtube.com/watch?v=oXo3lPX8v24>

The essential importance of physical activity in the early years

<https://www.youtube.com/watch?v=0n165RlTMXs>

**Weblinks: Use these links as well as your own independent research to inform your responses in this workbook. Please use Harvard referencing throughout and compile a reference list in the space provided at the end of this workbook. Consider your own practice too and provide examples throughout.**

Support for Healthy eating

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf>

A blog on healthy eating in early years <https://www.famly.co/blog/healthy-eating-early-years>

A fact sheet for healthy eating <https://www.foundationyears.org.uk/wp-content/uploads/2017/11/Promoting-and-supporting-healthy-eating-FACT-SHEET.pdf>

NHS guidance on health <https://www.nhs.uk/change4life>

Top tips for talking <https://ican.org.uk/>

Services to support children <https://www.thecommunicationtrust.org.uk/>

Communicating with children <https://www.unicef.org/cwc/files/CwC_Final_Nov-2011.pdf>

Developing sustained shared thinking: [file:///D:/Free%20journals/EYE-Sustained-Shared-Thinking-article-may-2016.pdf](file:///D%3A/Free%20journals/EYE-Sustained-Shared-Thinking-article-may-2016.pdf)

Conversation Starters: <https://talk4meaning.co.uk/wp-content/uploads/2012/11/eyed_2014_16_6_25_27.pdf>

Non-verbal communication: <https://talk4meaning.co.uk/wp-content/uploads/2012/11/Early-Years-educator-Non-verbal-communication-NDecember-20131.pdf>

How children develop speech, language and communication skills <https://www.thecommunicationtrust.org.uk/media/600981/ite_resource_1.pdf>

‘Up for discussion’ Teach Early Years article: [file:///D:/Free%20journals/Teach-Early-Years-Children-sharing-ideas-PDF-1.pdf](file:///D%3A/Free%20journals/Teach-Early-Years-Children-sharing-ideas-PDF-1.pdf)

PACEY- Inclusion and Diversity

<https://www.pacey.org.uk/parents/the-best-care-for-your-child/an-inclusive-practice/>

Information on ‘Protected Characteristics’

<https://www.gov.uk/discrimination-your-rights>

Fundamental British Values

[Fundamental-British-Values-in-the-Early-Years-2017.pdf (foundationyears.org.uk)](https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf)

Effective differentiation practices (*This reading is recommended within the ITT Core Content Framework)*

[Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education - ScienceDirect](https://www.sciencedirect.com/science/article/abs/pii/S1747938X18301039)

The tiney guide to becoming an inclusive, anti-racist early educator

[tiney Inclusive Education Guide.pdf - Google Drive](https://drive.google.com/file/d/16dX9uYy3i-4U8VJShBUrWyESgkznqoUp/view)

A useful Nursery World article by Dr Stella Lewis (2021)

[Observation - Take notice | Nursery World](https://www.nurseryworld.co.uk/features/article/observation-take-notice)

**Task 1: Child Development, overarching principle: A unique child.**

**Before you begin your baby placement watch the video clip in this link and complete the observation task:**

<https://www.youtube.com/watch?v=boUFgFEMEvg>

Using the template below complete an observation on this baby. Comment on the baby’s stage of physical development, consider what you observe about their mobility and turning their head to watch a moving object. Ensure that you link to the areas of learning and development within the EYFS (2021). What age/stage of development do you think this child is at?

**Observation**

|  |  |
| --- | --- |
| **Child’s name:***The child should remain anonymous.* | **Estimated age of child:** |
| **Date:**  **Time:**  |
| **Context/background information:**  |
| **Observation notes :** | **Links to learning:** |
|  |  |
| **What is of most significance during this observation?**  |  |
| **What next steps could now be developed?** |

Once completed and shared with your mentor, this observation can be added to your portfolio of evidence.

**Task 2: Child Development, a competent learner.**

**Before you begin your baby placement watch the video clip in this link and complete the observation task:**

<https://www.youtube.com/watch?v=30M9HvVuiwk>

* Using the template below complete an observation on this baby. Comment on the baby’s stage of physical development. Note how the baby has started to explore the world through their senses as they become more mobile (tasting, reaching out and touching). Ensure that you link to the areas of learning and development within the EYFS (2021). What age/stage of development do you think this child is at?

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**Observation**

|  |  |
| --- | --- |
| **Child’s name:** *The child should remain anonymous.* | **Estimated age of child:** |
| **Date:**  **Time:**  |
| **Context/background information:**  |
| **Observation notes :** | **Links to learning:** |
|  |  |
| **What is of most significance during this observation?**  |  |
| **What next steps could now be developed?** |

Once completed and shared with your mentor, this observation can be added to your portfolio of evidence.

**Task 3: Overarching principle, Enabling environments for 0-3’s.**

**The emotional environment**

**Once you have begun your baby placement complete these tasks.**

|  |
| --- |
| **Observe and note how the baby environment you are currently working in/on placement in achieves the following:** |
| * Ensures that the babies feel safe and secure (e.g. small intimate spaces).
 | **Give 3 examples of practice here.** | **Give 3 examples of suggestions to develop this further.** |
| 1)2)3) | 1)2)3) |
| Support a baby’s sense of self. (for example, photographs of each young child and mirrors where they can gaze at their own reflections). | 1)2)3) | 1)2)3) |

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice.

**The indoor environment**

|  |
| --- |
| **Observe and note how the baby environment you are currently working in/on placement in achieves the following:** |
| **There is provision made for babies to play independently. (For example, with treasure baskets and through heuristic play).** | **Give 3 examples of practice here.** | **Give 3 examples of suggestions to develop this further.** |
| 1)2)3) | 1)2)3) |
| * **There is scope offered to babies for gross motor activity. (For example, furniture/rails which allow the toddler to pull themselves up and become steady).**
 | 1)2)3) | 1)2)3) |

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice.

**The outdoor environment**

|  |
| --- |
| **Observe and note how the baby environment you are currently working in/on placement in achieves the following:** |
| * **A range of sensory experiences for babies offered outside to experience the natural world.**
 | **Give 3 examples of practice here.** | **Give 3 examples of suggestions to develop this further.** |
| 1)2)3) | 1)2)3) |
| **Opportunities for babies to strengthen their schemes of thinking. (For example, transporting, enveloping and enclosing).** | 1)2)3) | 1)2)3) |

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice.

**Task 4: Equality, Diversity and Inclusion (EDI)**

What resources does your placement/place of work have that support and promote EDI in the baby room?

What suggestions can you make for additional resources?

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice.

|  |  |  |  |
| --- | --- | --- | --- |
| **Resources currently used within the baby room setting** | **Examples of how they are used in practice.** | **Resources that could be used in the baby room setting** | **Examples of how they could be used in practice.** |
| 1) |  | 1) |  |
| 2) |  | 2) |  |
| 3) |  | 3) |  |
| 4) |  | 4) |  |
| 5) |  | 5) |  |
| 6) |  | 6) |  |

**Task 5: Communicating with Babies**

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice.

|  |
| --- |
| **How do you communicate with babies using non-verbal signals and language? Give at least three examples.** |
|  |
| **Comments from setting on your practice.** | **Named person:** |
|  |
| **How can you show babies that you are listening to them? Give at least three examples:** |
|  |
| **Comments from setting on your practice.** | **Named person:** |
|  |
| * **How do you recognise each baby as unique and provide learning opportunities and care accordingly?**
 |
| **Comments from setting on your practice.** | **Named person:** |
|  |

Once completed and shared with your mentor, this witness statement of your practice can be added to your portfolio of evidence.

**Task 6**

**Overarching principle, Learning and Development from 0-3**

**Developing understanding**

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice.

|  |
| --- |
| **Observe and note how the baby environment you are currently working in/on placement in achieves the following:** |
|  **How are older babies able to re-enact their experiences?** | **Give 3 examples of practice here.** | **Give 3 examples of suggestions to develop this practice further.** |
| 1)2)3) | 1)2)3) |
| * **What opportunities are** **given for babies to**
* **re-enact through body movements, pretending, mark making, messy play, and what are the benefits to each?**
 | 1) Body movements:2) Pretending:3) Mark making:4)Messy play | 1) Body movements:2) Pretending:3) Mark making:4)Messy play |

**Task 7. Observing and planning for the prime areas of learning.**

|  |
| --- |
| **What are the prime areas of learning?** |
|  |

|  |
| --- |
| **Provide a description of what the term Early Learning Goal means.** |
|  |

|  |
| --- |
| **What activities/experiences would you plan for babies that supports their learning and development towards the following Early Learning goals?****Develop a sequence of learning over a 4-week period.**Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice. |
| **Prime area of learning and development and Early Learning Goal** | **Suggested activities/experiences** |
| **Communication and Language** ***ELG: Listening, Attention and Understanding*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Communication and Language** ***ELG: Speaking*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Personal, Social and Emotional Development *ELG: Self-Regulation*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Personal, Social and Emotional Development *ELG: Managing Self*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Personal, Social and Emotional Development *ELG: Building Relationships*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Physical Development** ***ELG: Gross Motor Skills*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Physical Development** ***ELG: Fine Motor Skills*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |

Using the observation template below, complete an observation on a baby in the setting, linking to the prime areas of learning.

**Observation**

|  |  |
| --- | --- |
| **Child’s name:** *The child should remain anonymous.* | **Age of child:** |
| **Date:**  **Time:**  |
| **Context/background information:**  |
| **Observation notes :** | **Links to learning:** |
|  |  |
| **What is of most significance during this observation?**  |  |
| **What next steps could now be developed?** |

Once completed and shared with your mentor, this observation can be added to your portfolio of evidence.

**Task 8**

**Overarching principle, Learning and Development from 0-3**

**Planning**

* Using the planning sheet below**, plan a group activity for babies to develop their confidence, social and communication skills**. Consider how you will promote the child’s voice and adapt your language to support individual children. You will need to carry out this plan in practice and evaluate it afterwards.

|  |
| --- |
| **Activity/Experience Plan for the Early Years****Date: Time: Duration: Year Group/Age:****Area of development:****No. of children: Location:**  |
| **Early Learning Goal related to Area of development:** |
| **Aims:***
*
 |
| **Specific Learning Objectives:****(what you intend learners to achieve in this session:***
*
*
 | **Assessment method(s):****(how each learning objective will be assessed)** |
|  |
| **Characteristics of effective learning expected to be observed:** |
| **Previous knowledge assumed:** |
| **Materials and equipment required:** |
| **Notes on Adaptive teaching and equal opportunities, diversity and Inclusion (EDI)** |
| **Introduce the activity: Aims and Outcomes****Have learners understood? Check by:** |
| **Phase 1: What I will be doing/what learners will be doing****I will check that learning has taken place by:** |
| **Phase 2: What I will be doing/what learners will be doing:** **I will check that learning has taken place by:** |
| **Plenary – round up, recap aims and objectives – has outcome been reached – learning taken place by:** |
| **Early years Teacher: Date:** |
| **Evaluation (reflection) of lesson/learning-** |
| **Next steps to support individual children’s learning and development–**  |

Once completed and shared with your mentor, this activity plan can be added to your portfolio of evidence.

**Task 9 Assessment**

Tracking of children’s development is key in understanding where children are at any given moment in time. Settings will track children’s development using different methods.

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice.

|  |
| --- |
| **How does your placement setting/place of work track each baby’s development?** |
|  |
| **What procedures does your placement setting/place of work follow when babies are not reaching their developmental norms?** |
|  |
| **What procedures does your placement setting/place of work follow if babies are working above their expected development?** |
|  |

**Task 10: Developing strategies to engage parents in the setting and with their baby’s learning and development.**

Hold a reflective discussion in the setting with colleagues to make a list of the different ways parents are encouraged to engage with the setting and their baby’s learning and development.

|  |  |
| --- | --- |
| **Strategy used to engage parents in the setting with their baby’s learning and development.**  | **Benefits of this strategy** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Task 11. Supporting baby’s learning at home.**

How can you/have you engaged parents to encourage their baby to arouse their curiosity and learn through play in the home environment?

Give at least three examples, one should include the use of ICT.

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice.

|  |
| --- |
| **Example 1.** |
| **Example 2.** |
| **Example 3.** |

**Task 12. How can you encourage babies to make healthy choices in relation to food and physical activity?**

Hold a reflective discussion in the setting with colleagues to make a list of different strategies currently used in the setting promote healthy lifestyles for babies. Consider how families would be encouraged to participate in these strategies.

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice.

|  |  |  |
| --- | --- | --- |
| **Strategy used to promote a healthy lifestyle.** | **Benefits of this strategy** | **How families would be encouraged to participate** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Task 13: Reflect on future practice**

Looking at the questions below, how could you improve your practice to support learning and development for our youngest children?

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice.

|  |
| --- |
| **How could I improve my practice to communicate with babies using non-verbal signals and language?** |
|  |
| **Comments from setting.** | **Named person:** |
|  |
| * **What skills do I have that are supportive to the role of a keyperson to a child under the age of two?**
 |
| **Comments from setting.** | **Named person:** |
|  |
| * **How could I improve my practice to recognise each baby as unique and provide learning opportunities and care accordingly?**
 |
| **Comments from setting.** | **Named person:** |
|  |

**Task 14 - Developing effective relationships**

Consider how you can raise awareness of the importance of the relationship between the baby, parent and practitioner and how closely the parent and practitioner work together in the interests of the baby. Develop a training tool for other practitioners that supports their understanding and development in this area and provides strategies for them to implement into practice. Ensure that you include the following:

* How information is exchanged
* How the key person encourages the parent to trust the baby into their care.
* How the key person and parent help the baby to make the transition from one to the other at the beginning or the end of the day.
* How the theory behind attachments and transitions is embedded in practice
* How can the staffing arrangements in group care ensure that the babies experience continuity of care from a key person?
* What knowledge, skills and qualities are required to be an effective key person?

Remember to use references throughout to support your training tool and show your academic understanding of how to apply best practice.

*Hold a professional discussion within your place of work/placement setting to discuss the needs of the setting and how you can share the training tool you develop*.

|  |
| --- |
| **Notes from professional discussion in setting** |
|  |
| **Names of those in attendance:****Date:** |

Share this training tool within your setting/placement and ask for some feedback on the impact.

Please attach evidence of this training tool to this workbook as an appendix and provide a supporting statement from the setting on the impact of your training tool:

|  |  |
| --- | --- |
| **Name of person in setting:** | **Date:** |
| **Impact of training tool on practice:** |

Once completed and shared with your mentor, this training tool can be added to your portfolio of evidence.

**Task 15**

**- Developing high quality practice**

Consider how you can lead practice in the setting by considering this scenario:

How would you persuade a practitioner who does not offer messy play to include this in provision for babies. Develop a training tool for other practitioners that supports their understanding and development in this area and provides strategies for them to implement into practice. Ensure that you include the following:

* The benefits to messy play for babies and toddlers learning and development.
* How non-prescriptive materials can be used (loose parts, natural and recycled objects)
* How the key person encourages the parent to trust the baby into their care.

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice.

Share this training tool within your setting/placement and ask for some feedback on the impact.

Please attach evidence of this training tool to this workbook as an appendix and provide a supporting statement from the setting on the impact of your training tool:

|  |  |
| --- | --- |
| **Name of person in setting:** | **Date:** |
| **Impact of training tool on practice:** |

Once completed and shared with your mentor, this training tool can be added to your portfolio of evidence.

**Task 16**

**- Auditing practice based on the Reading framework (DfE, 2023)**

|  |
| --- |
| **Language Comprehension** |
| **Babies** |  |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I have developed and carried out a range of activities that extends children’s language and vocabulary in each of the Early Years Foundation Stage PRIME areas of learning. | **Communication & Language** |
| **Personal, social and emotional, development** |
| **Physical Development** |
| I have supported routines for babies that encourage back and-forth talk |  |
| The activities I carried out to develop children’s language are effective. (impact) |  |
| I have shared Non-fiction books related to experiences and activities with babies.  |  |
| I have supported babies thinking by using the following suggestions from the DfE (2023) :Giving timeRepeating Gesturing |  |
| I am aware of practices that could reduce interactions with babies, such as: |  |
| **Poetry, rhymes and songs** |
| **Babies** |  |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I share poetry/rhymes with the babies |  |
| I sing songs with the babies and understand why |  |
| I can give examples of at least 5 poems/songs or rhymes that babies enjoy/ |  |
| **Story times** |
| **Babies** |  |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I know and understand why daily time for stories is important. |  |
| I can capture babies attention when reading. |  |
| I have shared a traditional story with babies. |  |
| I have shared a contemporary story with babies. |  |
| I have re-read familiar stories to babies and talk their parents about what we have read together. |  |
| I have been able to explain to parents about the benefits of sharing books and reading out loud at home.  |  |
| I have supported the setting to ensure that book areas are appealing to babies and are uncluttered. |  |
| **Principles underpinning the teaching of phonics** |
| **Babies** |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I have planned activities that develop babies listening skills. |  |

Provide your reference list here:

|  |
| --- |
| **Reference list.** |
|  |

**Related Teachers’ Standards (Early Years)**

* 1. **Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.**

**2.1 Be accountable for children’s progress, attainment and outcomes**

**2.2 Demonstrate knowledge and understanding of how babies and children learn and develop.**

**2.4 Lead and model effective strategies to develop and extend children’s learning and thinking, including sustained shared thinking.**

**2.5 Communicate effectively with children from birth to age five, listening and responding sensitively.**

**2.6 Develop children’s confidence, social and communication skills through group learning**

**2.7 Understand the important influence of parents and/or carers, working in partnership with them to support the child's wellbeing, learning and development.**

**4.1 Observe and assess children’s development and learning, using this to plan next steps**

**4.2 Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.**

**4.4 Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.**

**4.3 Promote a love of learning and stimulate children’s intellectual curiosity in partnership with parents and/or carers.**

**4.5 Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.**

**5.2 Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.**

**6.1 Understand and lead assessment within the framework of the EYFS, including statutory assessment requirements**

**6.2 Engage effectively with parents and/or carers and other professionals in the ongoing assessment and provision for each child.**

**6.3 Give regular feedback to children and parents and/or carers to help children progress towards their goals.**

**7.1 Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child**

**7.2 Establish and sustain a safe environment and employ practices that promote children’s health and safety**

**8.1 Promote equality of opportunity and anti-discriminatory practice**

**8.3 Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.**

