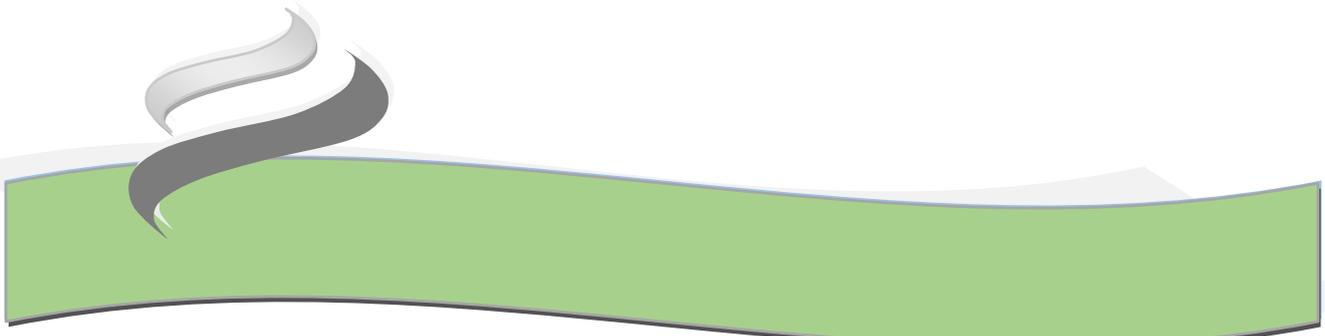


Collyhurst Nursery School and  
Children's Centres  
Policy to promote Excellence

Behaviour for Learning Policy  
Information for Parents and  
Carers



At Collyhurst children are positively encouraged to demonstrate what acceptable behaviour is. We aim to create a calm, inviting environment where we all feel safe, secure and cared for; we feel that it is important to promote high levels of well-being and involvement and positive behaviour within the Nursery School and Children's Centre. The leadership team monitor curriculum content and methods of teaching to ensure that British values are strongly endorsed and are clearly visible in the curriculum, promoting clear and negotiated boundaries of behaviour.

**Aims:**

- To develop emotional resilience within the children.
- To develop positive self-esteem in each child, and reward good behaviour.
- To work in partnership with parents/carers in supporting children's development.
- To ensure that all children have consistency from all staff in all areas, continually promoting positive behaviour.
- To challenge any discriminating comments or behaviour and proactively talk about peoples differences.
- To engage with other agencies where appropriate e.g. Educational Psychology, Speech & Language team if children are experiencing difficulties.

The behaviour policy is constantly reviewed and updated and is available for you to view at the School and Centre. We are committed to maintaining high expectations of good behaviour. We believe this is an essential contribution to the education of the children, supporting their happiness, well being and nurture during their time in the School or the Centre.

The policy is formulated in line with the principles of the United Nations Convention

**Rights and Responsibilities:**

Within the United Nations Conventions of the Rights of the Child, every child has rights and responsibilities:

Rights of the child	Responsibility of the child
Children have the right to relax, play and join in with a wide range of activities.	Children have the responsibility to include everyone in their games and activities.
Children have the right to be heard.	Children have the responsibility to listen to other people.
Children have the right to be educated.	Children have the responsibility to learn as much as they can and help others to learn.
Children have the right to be loved and respected.	Children have the responsibility to show love and respect to others.
Children have the right to be protected from conflict, cruelty, exploitation and neglect.	Children have the responsibility to not to bully or harm each other.
Children have the right to a clean environment, at home, at school or wherever they are.	Children have the responsibility to do what they can to look after the environment.
Children have the right to freedom of thought and religion.	Children have the responsibility to respect other people's thoughts and religions.
Children have the right to make mistakes.	Children have the responsibility to learn from their mistakes.

The principles of the rights and responsibilities for the children are supported through our Nursery Rules.

- Good looking
- Good listening
- Good sitting
- Share and take turns
- Walk inside the building

We have discussions with older children in group times about knowing right from wrong, their behaviour towards other people and about the Nursery Rules and consequences if they are not followed.

### **Consequences:**

If a child is finding it difficult to behave or keep the rules:

The child is distracted, moved to another area of the room to take part in another activity. To signal we would like the behaviour to stop, staff use gestures and the word 'finished', ie 'pushing finished'. If the behaviour is likely to endanger themselves or others and the child needs to calm down the child will be seated, where possible in the vicinity of the act, and will be given 'Thinking Time' to reflect. 'Thinking Time' is used as a last resort and only when a child is displaying behaviour that may harm themselves or others. This involves sitting quietly on a chair and thinking about what they have done and what they are going to do next. A sand timer is used to indicate the length of time a child is expected to sit quietly for 1 minute per year of age. At this stage a child's behaviour is logged on CPOMS to look at possible patterns and triggers. Additional, individual support measures and behaviour plans will be discussed with parents and implemented to encourage positive behaviour. If a child is climbing and in danger of hurting themselves or others then an adult may use the word 'STOP' alongside a stop hand gesture, and then either provide a simple explanation why or, where appropriate, involve the child in a discussion about what might happen if they had continued.

When it is clear that a child displays an understanding of the rules they are given a rule sticker. Demonstrating good behaviour, remembering the rules etc are rewarded with praise and stickers. Any challenging behaviour during the day will be discussed with parents/carers at the end of the session. Children are positively encouraged to behave well through both adult to child praise and peer to peer praise. Reward certificates, stickers, stampers and prize tins are also used as positive reinforcement and motivation.

We have age appropriate discussions with children in group times about knowing right from wrong, their behaviour towards other people and about the Nursery Rules and consequences if they are not followed.

If challenging behaviour continues and is witnessed by an adult, the following process is followed.

- The adult talks to the child about the behaviour we would like to see.
- The adult tells the child of the consequences and reminds the child of the need to follow the rules.

### **Physical Restraint - All staff attended an accredited Positive Handling Training March 2016**

The legal provision on school discipline also provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

At Colyhurst positive handling is used for 3 specific purposes:

1. When preventing physical assault or a threatened assault to self and others
2. Preventing a person from running away or escaping
3. Preventing damage to property

At Collyhurst...

A member of staff may have to physically stop a child from hurting themselves or others.

Children are to be stopped for the following reasons only:

- a child may try to leave the room to follow a parent
- a child may try to hurt another child or a member of staff
- a child may try to climb on a surface where they are likely to fall and suffer harm
- a child continues to act in a way that may cause danger to themselves or others

As a last resort adults, who have attended positive handling training, may use minimum restraint where necessary and only if attempts to change a child's behaviour through talk are failing to have the desired effect.

For very young children we use the phrase eg. '<action> finished' eg 'pushing finished'

Offer a hand and say 'Hold my hand' and lead the child away from danger.

Racial Incidents: Any racial comments will be recorded as a concern on CPOMS

Bullying Incidents: Any bullying incidents will be recorded as a concern CPOMS

Physical Restraints: Any physical restraint incidents will be records on CPOMS under the category 'positive handling' and parents will be informed.

### Sexual Harrassment and Sexual Violence between Children

Through our safeguarding training, staff at Collyhurst Nursery School are vigilant around the safeguarding of children with SEND and aware of the statistics evidencing that children with SEND are 3 times more likely to be abused by peers and are particularly vulnerable to abuse and additional barriers can exist.

Staff are aware that children abusing other children can be an indicator of abuse; especially when very young children are displaying inappropriate behaviour.

School is not in a position to decide whether or not something is acceptable. Instead, staff must treat any form of sexual or sexualised contact between pupils as a concern and act accordingly, instigating our safeguarding policy and procedures. Staff will apply their wider knowledge of safeguarding in the context of sexual violence and/or sexual harassment. All staff are aware that any suspected abuse should be reported to the police and/or social care.

Harmful, sexual behaviour can be seen as inappropriate, problematic, abusive and/or violent. We have a whole school approach to addressing these behaviours and our safeguarding team would signpost or arrange for appropriate intervention to help prevent abusive and/or violent behaviour in the future.

Collyhurst Nursery School follow Keeping Children Safe in Education 2018 to inform our behaviour and safeguarding policies and procedures.

### Our Values and Standards

- Sexual violence and sexual harassment are not acceptable and will never be tolerated in any form
- School will not tolerate or lightly dismiss sexual violence or sexual harassment
- School do not tolerate sexist stereotyping or use of sexist language
- Children are taught that everyone is of equal value through our Personal, Social and Emotional teaching and learning opportunities and this is naturally integrated into our 'In The Moment' teaching approach
- Children are taught to have healthy and respectful relationships
- Staff role model what respectful behaviour looks like
- NSPCC resources are used to reinforce our teaching where appropriate eg PANTS programme

This policy is to be read in conjunction with SEND policy where behaviour is related to a child with special educational or additional needs.