

COLLYHURST NURSERY SCHOOL AND CHILDREN'S CENTRE

Behaviour policy and statement of behaviour principles

Collyhurst Nursery School and Children's Centre



Enjoy, learn and achieve, together we will succeed

Revision Information

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Signature of Approval	<i>Signed copy on file</i>

Behaviour policy and statement of behaviour principles

Collyhurst Nursery School

Approved by:	Elizabeth Haddock	Date: March 2024
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1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management, which supports children’s personal, social and emotional development and enables them to better regulate.
- › Outline how children are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and consequence

Our 5 expectations to help children thrive are:

Be happy – all children should be able to enjoy coming to our school

Be kind – all children are taught how to be kind to each other, including not using unkind words or actions

Be safe – all children are taught how to use the provision safely and are corrected immediately if their behaviour is dangerous

Be brave – all children are encouraged to take appropriate risks within this provision, and begin to understand what is an appropriate and inappropriate risk

Be curious – all children are encouraged to explore our provision, try new things and try old things in different ways.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Although it is rare in a nursery setting, we take the view that it can happen, so remain vigilant to it.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is prevented by high staff to child ratios and excellent supervision. Our expectation 'be kind' helps children to know that bullying is not acceptable, and all staff are aware of this.

If a member of staff suspects that bullying might be taking place, they would take immediate preventative action – ensuring that the children are not near to one another, shadowing the perpetrator, and using age appropriate talk-based interventions.

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

4.2 The head of Collyhurst Nursery School

The head is responsible for reviewing this behaviour policy in conjunction with the governors and staff, giving due consideration to the school's statement of behaviour principles (appendix 1). The head will also approve this policy.

The head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure routines, rewards and consequences are applied consistently.

4.3 Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Reporting behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

4.4 Parents

Parents are expected to:

- › Support their child in adhering to the pupil code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

5. Collyhurst Constants

In the EYFS, the curriculum is the key tool in helping children to regulate their emotions and manage their behaviour. This is something which needs to be actively taught and modelled. Children will need constant supportive reminders of staff's expectations and how to meet them.

Another key element to enabling children to thrive is providing structure, routine and familiarity. This helps children to know what is coming next, what the expectations are of their behaviour at each point in the day and that they will have regular adult contact, so do not need to seek it through negative behaviour.

To facilitate effective transition from one room to the next at CNS, we have the same expectations of children throughout, and use the same routines/scripting in an age appropriate way:

To stop the whole room: Shake a tambourine

To achieve quiet and attention: 'Show me ten fingers', children show fingers, look at the person and are quiet

To tidy up: 'We put our toys away', we use a song to support this and visual cues to show where things go

To make expectations clear: We front-load instructions with expectations

To line up: We line up safely. One behind the other in yellow room, with hands by our sides. In pairs in rainbow room, holding hands with the free hand by our sides. Rainbow room use the 'make a line' song to support this.

To move around: We expect children to walk sensibly, when walking in a line, Rainbow room use the 'walking, walking' song.

6. How we help children to regulate and enjoy

Collyhurst Nursery School seeks to offer a nurturing environment to all of its children. Our children are learning how to manage their feelings, behaviour and relationships. We see our behaviour policy and curriculum as intrinsically intertwined, to support children in doing this. We therefore look to teach children how to behave in situations, how to be safe with equipment and how to manage relationships before issues arise. When children struggle to do this, they are supported to do so, through reminders, re-direction and reflective consequence. All consequences come with a short period of 'thinking time' and an adult-supported conversation about how to move on from the incident and learn from it.

6.1 Rewards and consequences

Positive behaviour will be rewarded with:

- Praise
- Positive feedback to parents
- Stickers etc
- Dojo points
- Individual reward charts as needed

We support children by providing:

-Clear expectations at the start. *'We are going to... I am looking for.. I don't want to see...'*

-Descriptive praise of desired behaviour. *'Well done ... you are...'*

-Visual cues. *Good looking, listening & sitting, tidy pictures, hand washing pictures etc. Use of red, amber and green circles on lanyards to show stop, wait and go.*

If behaviour does not meet the expectation:

Remind the child what you expect & how to change it. Help to re-direct them.

Give time

Warning - be clear. Help to re-direct, what can we change to help?

Give time

Consequence - thinking time (1 min per year of age - use a timer)

Deliberately hurting others - straight to thinking time

6.2 Sexualised behaviour

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. They are considered against the sexualised behaviour traffic light tool, to provide guidance on the course of action to be taken: <https://www.enhertsccg.nhs.uk/sites/default/files/Sexual-Behaviours-Traffic-Light-Tool.pdf>

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

6.3 Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will work with the parents, in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7. Physical restraint

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property

Incidents of physical restraint must:

- › **Always be used as a last resort**
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents

Staff are provided with 'team teach' training to support this.

8. Duty of care & public sector equality duty

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school also recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and then on an ongoing basis through inset, supervision and coaching. Room leaders and senior leaders are expected to provide guidance to staff if they see that they are not handling behaviour in accordance with this policy.

10. Monitoring arrangements

This behaviour policy will be reviewed by the head and full governing board bi-annually. At each review, the policy will be approved by the head.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board annually.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy

Appendix 1: written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Children are supported to behave well by consistent routines, clearly communicated expectations and a structure to their day which allows them to be familiar with what is coming next.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- Children are helped to take responsibility for and learn from their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board, annually.