



## **Boston Nursery School**

### **Policy for the Management and Promotion of Good Behaviour and Attitudes**

Boston Nursery School has high expectations for children's behaviour. Staff will be supported by the Head of School, the Executive Headteacher and the SENDCo in managing the children's behaviour.

We aim:

- to provide a calm and orderly environment with clear routines and expectations;
- for staff to manage behaviour in a fair and consistent manner;
- to provide a positive culture in which the staff care for and know the children well;
- for behaviour not to disrupt learning or the day-to-day life of the Nursery;
- for children to demonstrate good manners and respect for each other and staff;
- for children to feel safe and form positive relationships with staff; and
- for children to learn about the consequences of their behaviour and to reflect on their actions and experiences;
- for children to enjoy coming to nursery;
- for children to be resilient, confident and self-assured learners;
- for children to consistently demonstrate the characteristics of effective learning;
- for children to show high levels of curiosity, imagination and concentration;
- for children to be proud of their successes and achievements;
- for children to be committed to their learning, are resilient to setbacks and take pride in their achievements.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good outcomes. Criticism should be a private matter between adult and child to avoid resentment.

The children bring to nursery a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. We work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

All adults encountered by the children at Boston Nursery School have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

### **Rules, Routines and Procedures**

Rules, routines and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a minimum;
- be age-appropriate;
- be positively stated, telling the children what to do rather than what not to do;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the nursery has responsibilities towards the whole.

## Rewards

We believe that rewards have a motivational role, helping children to see that good behaviour and attitudes are valued. The most common reward is praise. Strategies for reinforcing good behaviour and attitudes include: verbal approval by the teacher; the teacher sharing the instance with other children; child sharing their success with other members of staff; the use of stickers or privileges; and praise being shared with the child's parent or carer.

## Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval is a powerful sanction.

The use of sanctions should be characterised by certain features:

- it must be clear why the sanction is being applied;
- it must be made clear what changes in behaviour are required to avoid future sanctions;
- group sanctions should be avoided as they can breed resentment;
- there should be a clear distinction between minor and major offences;
- it should be the behaviour rather than the child that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to a more senior member of staff, communication with parents/carers and, ultimately in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may not be effective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and nursery procedures should take place to eliminate these as contributory factors. Some children will need Additional Support Plans and the support of the parents/carers and teaching staff to achieve their goals. Additional specialist help and advice from an Early Years Specialist Teacher may also be necessary. This possibility should be discussed with the Special Educational Needs Co-ordinator (SENCO).

If a child brings an offensive weapon into nursery or onto the grounds, including folding pocket knives, bb guns, or uses an object offensively with the intention of causing physical harm to another member of the school, this will be viewed as a serious breach of our behaviour policy and is likely to lead to a permanent exclusion, in accordance with the DfE Guidance (Exclusion from Maintained Schools, Academies and Pupil referral units in England, DfE, September 2012).

## **Communication and parental partnership**

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in nursery are aware of the concern, and of the steps which are being taken in response. The key professionals in this process of communication are the child's key worker or teacher. Early warning of concerns should be communicated to the Head of School and SENDCo so that strategies can be discussed and agreed before more formal steps are required. Where behaviour is causing concern, parents/carers will be informed at an early stage and given an opportunity to discuss the situation.

This policy was reviewed in 2021.