



## Boston Nursery School Behaviour Policy

**Date: May 2026**

**Review date: May 2027**

### Rationale

At Boston Nursery School, we are committed to providing a safe, nurturing, and inclusive environment where every child feels valued and supported. We believe that children's individual well-being is paramount, ensuring they feel safe, secure, and happy to reach their full potential. Recognising that all children are unique and learn in diverse ways, we tailor our approach to meet their individual needs, fostering a love for learning and personal growth. ([boston-nur.lincs.sch.uk](http://boston-nur.lincs.sch.uk))

### Aims

The development of social skills is paramount to teaching good behaviour of nursery pupils. The Personal, Social and Emotional (PSED) prime area of the Statutory Framework for the Early Years Foundation Stage (EYFS 2025:pg 9) states that:

- *Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary..... Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.*

At Boston Nursery School our Behaviour Policy aims to:

- Promote a safe and inclusive environment where all children can thrive.
- Encourage positive behaviours that reflect our core values of respect, kindness, and responsibility.
- Support children in developing self-regulation and social skills through consistent guidance.
- Collaborate with parents and carers to ensure a holistic approach to behaviour management.

### Principles

At Boston Nursery School we believe:

- All behaviour is a form of communication and should be understood in context.
- Positive relationships between staff, children, and families are fundamental to promoting good behaviour.
- Consistency and clear expectations help children understand and meet behavioural standards.
- Early intervention is key to addressing and supporting behavioural challenges.

## **Curriculum and Learning**

We believe that an appropriately structured curriculum and effective teaching contribute to good behaviour. Developing Personal, Social, and Emotional Development (PSED) skills are integral to a child's early years because they form the foundation for future well-being, learning, and social interactions. These skills, including self-awareness, self-regulation, and social skills, are crucial for school readiness and overall success.

During a child's time at Boston Nursery School, we aim to provide opportunities for the children to:

- Get to know each other and make friends
- Learn to share the equipment
- Learn to take turns with the equipment
- Learn to negotiate and listen to each other
- Learn to assert themselves appropriately
- Learn to respect the boundaries and behavioural expectations of the nursery

In providing these opportunities we are hoping that pupils will begin to

- Value friendship and co-operation and develop respect for other people and cultures.
- Share and to work together.
- Develop appropriate language so that they can negotiate with other children
- Develop a sense of belonging, pride, and respect for our nursery.

## **Behaviour Expectations**

Teaching methods should encourage enthusiasm and active participation for all and aim to develop the skills, knowledge and understanding which will should enable the children to work and play in co-operation with others. At Boston Nursery School we use encourage children to:

- Use kind words and actions towards others.
- Listen attentively and follow instructions.
- Respect personal space and property.
- Express their feelings appropriately and seek help when needed.

Children will be taught that it is okay to feel uncomfortable emotions (for example anger or frustration) and encouraged to express these feelings in appropriate ways that don't hurt others.

## **Role of Staff in Promoting Positive Behaviour**

To foster positive behaviour at Boston Nursery School, staff will:

- Have high expectations of behaviour at all times.
- Model respectful and considerate behaviour at all times.
- Provide praise and rewards for positive actions and achievements.
- Establish clear and consistent routines that children can understand and follow.
- Encourage children to reflect on their actions and understand the consequences.
- Create an environment that supports emotional and social development.
- Support children to resolve conflict between peers.
- Share effective strategies for individual children and adopt a consistent approach.
- Identify children that may need additional support and put in place appropriate interventions.

## **Responding to Inappropriate Behaviours**

When inappropriate behaviour occurs staff will:

- Address the behaviour calmly, promptly and consistently, focusing on the action, not the child, using short, clear language with visual supports where necessary.
- Discuss the incident with the child, where appropriate, helping them to understand the impact of their actions.
- Model and coach behaviour by showing and narrating the behaviour they want to see from the child: “Let’s use gentle hands,” or “We take turns,” guiding children through what to do instead when you see negative behaviours.
- Involve parents and carers when appropriate to develop strategies and provide consistent support.
- Monitor the situation and adjust approaches as necessary to support the child's development.
- Name and validate emotions – helping the child to understand their feelings: “I can see you’re angry because you wanted that toy.”  
This supports emotional literacy and often reduces challenging behaviour over time.

Children with reoccurring negative behaviours will be monitored and observed closely. Specific reoccurring behaviours may be recorded as part of the monitoring process e.g. biting. Staff will then discuss perceived reasons, trigger points, commonalities, and next steps. All of this information will be discussed so that approaches and support for individuals is consistent. Where appropriate the perceptions of the child's peer group will also be monitored to reduce 'scapegoating' and fixed avoidance mindsets.

## **Partnership with Parents/Carers**

At Boston Nursery School we:

- Communicate regularly with parents/carers about their child’s behaviour.
- Work in partnership to address any ongoing issues.
- Respect the diverse backgrounds and approaches of families.

If parents raise concerns over their child’s behaviour this will be dealt with sensitively. They will be invited to discuss issues with their key person and/or class teacher and/or SENCO.

If a child's on-going behaviour is giving cause for concern staff will discuss the problem with colleagues and will develop strategies to improve the behaviour. If the concerns continue we will involve the parents and the Special Educational Needs Co-ordinator (SENCO) in discussions. If the strategies that we have put in place do not have the desired effect of improving the behaviour then an Individual Behaviour Plan will be set up so that all the adults involved with the child can work together to overcome the difficulties. The plan will be reviewed regularly. If strategies are proving unsuccessful, advice from outside professionals may be sought with the consent of parents.

## **Rewards and Sanctions**

We consistently remind children to behave appropriately by using phrases such as “remember to use your kind hands.” We focus on the positive behaviours, and we praise the actions we have observed

e.g. “good sharing” or “great turn taking.” The range of rewards we use at Boston Nursery School include:

- Specific verbal praise- this is most commonly used both individually and in front of peer group.
- A special role may be given e.g. “You sat so nicely today you can lead the line”
- Use of tangible rewards such as high five, thumbs up, stickers and certificates appropriate for each child

The sanctions we use will be developmentally appropriate for each child such as:

- Withdrawal of attention - it may be appropriate in some cases to ignore the child’s behaviour if they are not harming anyone else
- Moving the child away from the area of conflict. Rather than isolating, adults will stay nearby to support with calm down and co-regulation and help the child regulate by breathing together, sitting in a quiet space, or using sensory tools.
- Setting a clear time warning
- Distraction and redirection – it may be appropriate to stop a child playing in one area or with a particular resource and gently shift their child’s to a different activity or toy before the behaviour escalates.
- Offering limited choices. Give two acceptable options to support autonomy and reduce power struggles: “Do you want to tidy up the blocks or the cars first?”

## **Physical Intervention**

This should be used always as a last resort and only if there are grounds to believe that a child may be putting him/herself or others at risk. Any restraint used will involve the minimum amount of handling necessary and for the minimum time necessary. If a child has been physically restrained, this will be recorded and shared with and signed by parents/carers. If a pupil is causing persistent behaviour problems it is essential that an appropriate behaviour plan be put into place and shared with all staff and parents so that they can support and manage the child in the best possible way.

## **Racist and Homophobic Remarks**

All staff are expected to deal with these promptly. The incident should be recorded and reported to the Head of School. If incidents are repeated the matter should be discussed with the parents.

## **Exclusions**

In extreme cases and after consultation with the Governors we may suspend a child or withdraw a child’s place at our school as a last resort. This would be done in conjunction with Lincolnshire County Councils Exclusion from School Policy.

## **Inclusion and Equal Opportunities**

We are committed to ensuring that all children, regardless of background or ability, are supported to behave appropriately. We will make reasonable adjustments to meet the individual needs of each child, ensuring an inclusive environment for all. Staff will work with the school SENDCo to ensure:

- Behaviour strategies are adapted to meet the needs of individual children.
- Support from outside professionals (e.g. SENCO, speech and language therapists, behaviour support teams) is sought when needed.

## **Staff Training and Development**

All staff at Boston Nursery School will receive regular training on behaviour management, safeguarding, and inclusive practices to ensure they are equipped to support children's behavioural development effectively. We review our approaches regularly as a staff team.

## **Monitoring, Review and Evaluation**

This policy will be reviewed annually to ensure its effectiveness and relevance and is shared with staff and parents. Feedback from staff, parents, and external agencies will be considered during the review process. Behaviour incidents are logged and reviewed termly to identify patterns or concerns.

## **Anti-Bullying -Statement of intent**

We aim to provide a safe, caring and friendly environment for all our children to allow them opportunities to learn effectively, improve life chances and help them maximise their potential.

We will strive to ensure that children feel safe including consideration of other issues relating to safety, such as bullying. We will help pupils to feel confident in seeking support should they feel unsafe for any reason.

What is bullying?

Bullying is not always easy to define but it can involve:

- Physical - pushing, kicking, hitting, pinching and other forms of violence or threats.
- Verbal - name calling, sarcasm, spreading rumours, persistent teasing
- Emotional - excluding, tormenting, ridicule or humiliation
- Racist - Racial taunts, graffiti or gestures
- Social - unwanted physical contact or abusive comments
- Homophobic - any hostile or offensive action against lesbian, gay males or bisexuals or those perceived to be these above.

All of the above forms of bullying can be on a personal, face to face basis, but also by using existing and new technology, known as cyber bullying.

We define bullying as actions taken by one or more people with the deliberate and repeated intention of hurting another person (in any of the above ways).

This policy is designed to support the nursery behaviour policy, equal opportunities and anti-discrimination policies.

Bullying is about a pre-meditated act, which relies on a stage of cognitive development in order to think the process through, and occurs generally in children 5 years and over.

Aims and Objectives

- Bullying is wrong and is damaging to individual people. We aim to prevent this, by developing a Nursery in which bullying is regarded as unacceptable.

- We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety.
- This policy aims to produce a consistent response to any bullying incidents that may occur.
- We aim to make all stakeholders aware of our opposition to bullying and staff have a responsibility to eradicate bullying in our nursery.
- We do not tolerate any kind of bullying as stated above on any grounds whatsoever, and support all parties involved.

### Rough and Tumble Play

The Pre-School Learning Alliance has acknowledged and highlighted the need to recognise rough and tumble play as distinct from inappropriate or aggressive behaviour. Television or films, which include superheroes, often influence young children or weapon play and they will mimic this behaviour through their play. We endorse the following strategies to manage this kind of play:

- Recognise that this is pro-social play rather than aggressive
- Use opportunities to discuss the concept of 'good' and 'bad'.
- Support the play to find alternative solutions to weapon play, exploring different scenarios.

### Hurtful Behaviour

Very young children are 'egocentric' which means that they put their own feelings before others, and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported and that very young children do not intentionally wish to cause hurt. If hurtful comments are made, our strategies are:

- To recognise that very young children are not always able to manage their own feelings and deliver them appropriately
- Where a child does something that is inappropriate staff will talk to them and explain what was found to be unacceptable.
- Coach, model and support children to resolve conflict between peers.
- Offer support to both parties and to discuss the issues through play, story times and circle time activities.

### Anti - Bullying Procedure

- It is the responsibility of the Head of School to implement the Nursery anti-bullying strategy and to ensure that all staff are aware of the policy and know how to deal with incidents of bullying.
- The behaviour policy encourages positive praise and modelling of good behaviours, so making bullying less likely. When people feel they are important and belong to a friendly and welcoming school, bullying is far less likely to occur.
- Staff in the nursery take all forms of bullying seriously and intervene to prevent incidents from taking place. A record is kept of all incidents of bullying that happen in the nursery and these are shared with the Head of School and Executive Head Teacher.

- If staff witnesses an act of bullying they do all they can to support the person or persons who are being bullied as well as working with the child who was the bully and supporting them in behaviour choices.
- If bullying is sustained, the nursery will work with both parties and their families to help and support the children.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should discuss this with their child's key worker, class teacher or Head of School.
- Parents have a responsibility to support the nursery's anti bullying policy and actively encourage their child to be a positive member of the nursery.
- Parents are expected to help develop their child's social skills at all times, in support of the nursery ethos.

June 2026