



Boston Nursery School

Policy for the Management of Behaviour

The Governing Body and staff accept this policy and seek to create an environment in the nursery school which encourages and reinforces positive behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims:

- to create an environment which encourages and reinforces good behaviour;
- to define acceptable standards of behaviour;
- to encourage consistency of response to both positive and negative behaviour;
- to promote self-esteem, self-discipline and positive relationships;
- to ensure that the school's expectations and strategies are widely known and understood;
- to encourage the involvement of both home and school in the implementation of this policy.

Standards of Behaviour

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the nursery school has a central role in the children's social and moral development just as it does in their academic development.

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.

School Ethos

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.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability or disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their

own learning, and considered feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that sessions should have clear objectives, differentiated to meet the needs of children of different abilities.

Behaviour Management

Teaching methods have an important influence on children's behaviour. The learning environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teaching staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

The learning environment should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the environment should be welcoming.

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.

Rules and Procedures

Rules 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 necessary minimum;
- 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

Our emphasis is for rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements; this is as true for adults as for children. Rates of praise for behaviour should be as high as for learning outcomes. Strategies for reinforcing good behaviour include, verbal approval by the teacher, the teacher sharing the instance with other children, child sharing their success with the Executive Headteacher or Head of School, 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 punishment.

The use of punishment 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 sanction;
- group punishment should be avoided as it 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 the Head of School, 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. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and school procedures should take place to eliminate these as contributory factors. Some children will need Additional Support Plans and the support of the parents, teachers and teaching assistants to achieve these goals. Additional specialist help and advice from the Educational Psychologist or Emotional Behavioural Support Service may also be necessary. This possibility should be discussed with the Special Educational Needs Co-ordinator (SENCO).

If a pupil brings an offensive weapon into school or onto the school 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

We give high priority to clear communication within the nursery, and to a positive partnership with parents and carers since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the key worker who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head of School so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of nursery life is encouraged. This participation assists the development of positive relationships in which parents and carers are more likely to be responsive if the nursery requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.