



Stockingford
Nursery School

Behaviour Principles Written Statement

Passed and adopted by Governing Body:

Signed: *CS Phillips*

Dated: 17.03.2025

Review Date: March 2025

Review Date: March 2026

BEHAVIOUR PRINCIPLES WRITTEN STATEMENT

Behaviour principles written statement

Stockingford Nursery School is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles regarding behaviours that are expected and promoted. This statement has been approved by the *headteacher* and the *governing board*, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour. The purpose of this statement is to provide principles and guidance for the Headteacher in drawing up the school's Behaviour Regulation Policy.

This statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance: Behaviour in schools: Advice for headteachers and school staff 2016.

The Behaviour principles written statement will be publicised to staff and families on our school's website.

Principles

The Governors of Stockingford Nursery School strongly believe that high expectations of behaviour lie at the heart of an effective school that enables:

- All the children to make the best possible progress in all aspects of their nursery school life and work.
- All staff to be able to teach and promote good learning without harassment or risks to the safety of themselves or others.

The school's primary concern is the safety, wellbeing, and education of all pupils; actions taken in cases of inappropriate behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable pupils to learn effectively.

Stockingford Nursery School is an inclusive school that prioritises inclusion and performs its legal duties under the Equality Act 2010. We will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork, and coordination.

All pupils, staff, and visitors have the right to feel safe in the school environment through a high quality of care, support, and guidance. There should be mutual respect between staff and child and peer to peer relationships.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying and discrimination.

The school ensures that expectations reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's *Behaviour Regulation Policy* and are taken seriously. Good behaviour at school is acknowledged and praised by all staff, who will support appropriately.

The school offers comprehensive support to pupils displaying challenging behaviour, before and/or alongside disciplinary measures, considering pupils' home circumstances, SEND or lived experiences including trauma and ACES. The full range of support is clearly described in the Behaviour Regulation Policy so that children, staff and parents can understand, how and when these are applied.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent/carer does not conduct themselves appropriately, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, they may be liable to prosecution.

At Stockingford Nursery School we believe that children need to be safe, know how to behave and know that the adults around them are able to manage them safely and confidently. For a very small minority of children only, the use of physical intervention may be used to keep them and others safe. Guidance on the use of physical intervention will be agreed upon by the *headteacher and governing board* and is clearly set out within the school's *Behaviour Regulation Policy* and *Positive Handling and Restraint Policy*.

The school upholds clear and effective policies with clearly defined consequences for challenging behaviour, which are applied consistently and fairly by all staff. Our school's Behaviour Regulation Policy encompasses preventative strategies for tackling inappropriate behaviour to be applied consistently by the staff team.

General expectations

The school has high expectation for pupils' behaviour and conduct. These expectations are understood and applied consistently and fairly whilst considering the individual child's developmental needs. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The Nursery School's expectations are clearly stated in the Behaviour Regulation Policy. This sets out expectations of behaviour which are shared with and explained to all children. The Governors expect these expectations to be consistently reinforced by all staff and regularly monitored for their effectiveness.

The school creates a positive and respectful culture in which staff know and care about pupils.

Parents/carers should be encouraged and helped to support their children's education, just as the children are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after nursery.

The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse, and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in our *Safeguarding Policy*, which details appropriate sanctions that are applied consistently. Pupils and staff are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently, and effectively. The school's Behaviour Regulation Policy provides a clear and comprehensive anti-bullying section that is known and understood by all, consistently applied and monitored for its effectiveness.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school will take swift, appropriate and action to ensure that absence or unexplained lateness and are handled effectively by the Attendance Champions.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school and is outlined in our school's Code of Conduct Policy. Governors expect the Headteacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance documents or advice from HR, LADO or WCC legal team setting out the pastoral support or actions to be taken.

Governors have identified that staff need to feel able to manage appropriate behaviour and to have an understanding of what challenging behaviours might be communicating. They need to know what the options open to them are, and they need to be free of undue worries about the risk of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention including the nature of the intervention and the rationale for its use.