

Orleans Primary School



Nursery Behaviour Policy

Governors committee responsible	
Status	Statutory
Review cycle	3 years
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Date of review	October 2025

Orleans Primary School - Nursery behaviour Policy

Our motto: A love of learning, for life, for all

At nursery age, children are developing how to manage and express their feelings as well as how to behave appropriately in a range of situations. At times they can become overwhelmed by intense feelings that they have not yet developed the means to manage independently. We have therefore developed our own specific behaviour policy for Nursery that caters for the needs of young children within this stage of development.

At Orleans Nursery we strive to create a welcoming, safe and secure learning environment that encourages and reinforces excellent behaviour. We help the children to learn when something is dangerous, harmful or hurtful to themselves or others, and to make positive choices in their behaviour and throughout their play.

As a school, we firmly believe that if we commit to maintaining high expectations of behaviour in all areas of school life our children's behaviour for learning will be maximized. The nursery lays the foundation for this by modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, with a child-friendly and consistent approach.

In order for children to feel safe and secure within our nursery environment we organise each day following our set routine.

- Welcome and self-registration
- Self-chosen learning inside
- Free-flow learning (inside and out) alongside adult-led activities.
- Whole class teacher-led carpet time – singing, circle times, specific activities
- Snack time
- Free-flow learning (inside and out) alongside adult-led activities
- Tidy Up time
- Story and rhyme time
- Home time

Children need to have set boundaries of behaviour for their own and others safety. We set these boundaries through our class rules, which help the children to develop an awareness of their actions to themselves and others as well as developing a greater sense of responsibility and independence. Our rules are displayed within the classroom and are often referred to in order to establish and celebrate good behaviour.

Nursery Rules:

- We are kind.
- We listen to each other.
- We take turns and share.
- We help each other.
- We tidy up and look after our Nursery.

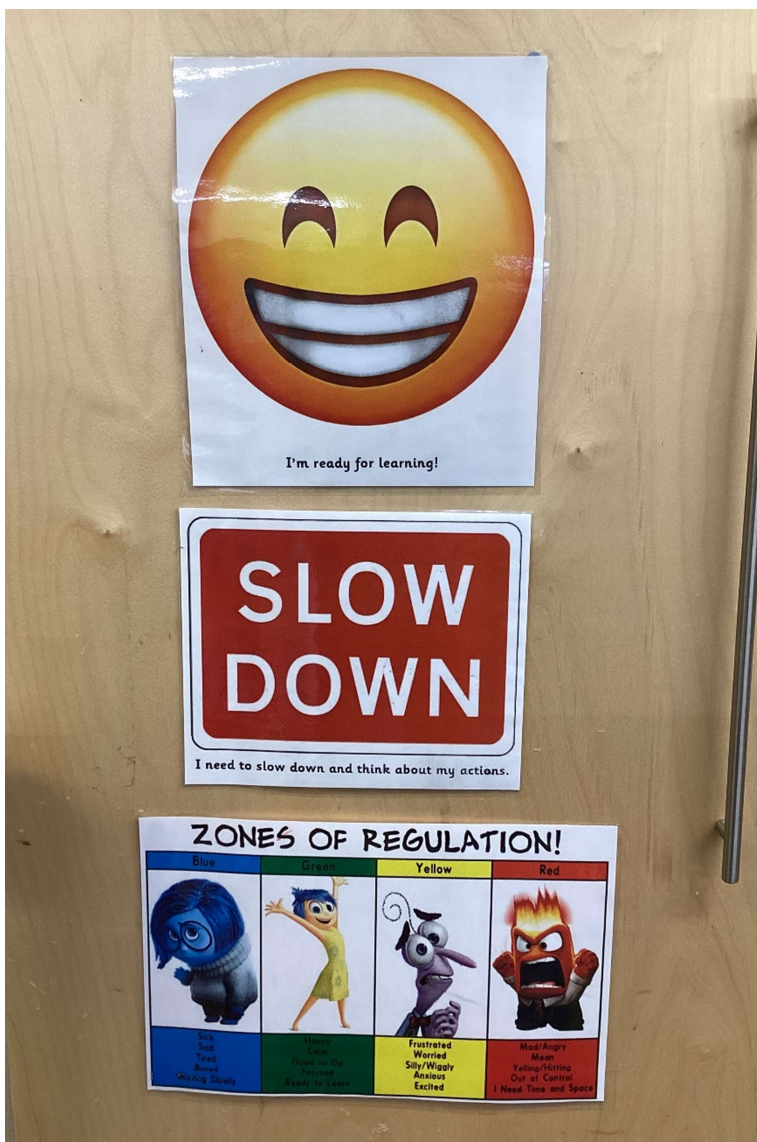


We use a timer system in order to aid turn-taking and sharing.

The children are encouraged to independently use a timer within their play in order to share and take turns with resources. This helps to develop children's independence and to take further responsibility for making good, fair choices.

The visual structure of the timers aid the children's understanding of waiting for a turn as they can 'see' how long they have to wait and can easily express this to others.

Our main approach to establishing and developing good behaviour within the nursery is to notice, acknowledge and reinforce *positive* behaviour. Children are praised specifically for their actions with an accompanying description in order to express to the children exactly what they have achieved. For example, "Well done for taking turns with the car; that was very kind". Children are rewarded predominately with verbal positive feedback, putting their name on the smiley face and sometimes with treats such as stickers or a class treat.



It is important for children to be aware and understand what is expected of them and our clear smiley face visual system along with the class rules reinforces this. We begin carpet sessions and small group activities by ensuring all children are ready to participate and learn with songs/rhymes which reinforce the skills for learning: good sitting, looking and listening. Weekly circle time / PSHE time is used to support the development of pupils' emotional, social, communication and behavioural skills. A cuddly toy Yeti helps children to develop resilience and self-confidence and to keep trying, saying, "I can't do it... yet!"

Our aim is to develop an environment in which children can develop self-discipline and self-esteem, respecting and caring for others to ensure a collaborative and supportive atmosphere.

Occasionally children do demonstrate unacceptable behaviours. Depending on the situation these may manifest through being deliberately disruptive, creating physical responses such as biting or kicking others, or through verbally being unkind to others, snatching toys or deliberately breaking resources.

Adults will intervene, when necessary, by:

- Calmly approaching and diffusing the situation.
- Removing the child from the situation if necessary.
- Being clear about the behaviour that is unacceptable – (it is always made clear to the child in question that it is the behaviour and not the child that is unwelcome).
- Supporting the child to take responsibility for their actions and to think of solutions.
- Asking the child to have 'slow down' time, using a 3 minute 'time-out' timer.
- Discussing the incident with parents, at home time, if necessary.

Nursery staff are aware that some kinds of behaviour may arise from a special need. To support this, the class teacher may implement an Individual Education Plan (IEP) in partnership with the school SENCO and parents.