



## Behaviour Principles Written Statement

This statement applies to St Giles Nursery School and St Giles Nursery School pre2s.

The DfE requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. These documents form the basis for St Giles Nursery School's Behaviour Principles

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, these Principles are based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The Governors at St Giles Nursery School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their life.

At St Giles Nursery School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens. Our children are in a crucial part of their Social, Emotional and Language development and the School recognises that behaviours are being learnt and understood as part of the Curriculum.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document 'Behaviour and Discipline in Schools – Advice for Headteachers and School Staff' September 2020.

[Behaviour and discipline in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- St Giles Nursery School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The young children's age and understanding need to be carefully considered against the exemplification of bullying, as many behaviours are part of development and may not be consciously intentional. Sensitive intervention must be planned to establish the expected behaviours and support young children's regulation.

- High standards of behaviour are expected and modelled by staff, recognised in children and discussed as part of daily teaching.
- The school expectations are clearly set out in the Developing Positive Behaviours Policy and displayed around school. These serve as foundation for interactions, routines, learning provision and teaching. Governors demand these expectations to be consistently applied by all staff.

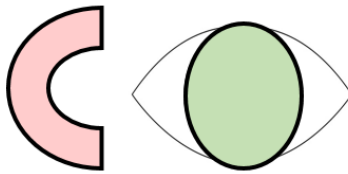
Be safe



Be caring



Be a good  
listener



**SMILE:**

**Self regulation** - we help the children to understand how to express their feelings in an age appropriate way  
**Manners** - we encourage children to say 'please' and 'thank you' and use important social skills  
**Independence** - we support the children to make their own decisions and choices and understand that their actions result in consequences, appropriate to their stage of development  
**Listen & respect** - children are taught the importance of listening as a skill but also as a mark of respect  
**Encourage others** - we teach the children that encouragement is a far greater motivator than criticism and model how to encourage in different situations

Understanding the expectations & routine is key..

**NOW.... we are going to**

**NEXT.... we will**

Visual prompts make this clear to everyone

- De-escalation techniques, co-regulation and teaching opportunities following unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- Strategies for de-escalation, co-regulation and teaching opportunities should however be applied fairly, consistently, proportionally and reasonably, taking into account development, special educational needs and disability and the needs of vulnerable children. Communication with families and home support should be a significant part of this planning. Support and assessment from external agencies should be available support as necessary for pupils who display continued developmentally delayed or disregulated behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to work collaboratively with Nursery to maintain a positive climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by children or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children). The Nursery children are under the Parental responsibility and therefore, we do not outline a procedure for disciplining young children for misbehaviour outside school.
- The Governors are responsible for reviewing and approving the written statement of behaviour principles and will also review the Developing Positive Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.