

Chestnut Nursery School

Behaviour Principles/Informing Practice

We believe that a positive well-being is at the heart of the success for children in our school. This enables children to make the best possible progress in all aspects of school life. We believe that all behaviour is a form of communication, and that emotional development and behaviour are inextricably linked.

We value everyone as unique and capable of growth and change. We build positive relationships with children and families based on mutual respect, tolerance' and joint decision making. Our approach is based on the belief that children learn who they are and how the world is through relationships. We have high expectations for all to contribute positively to our school and school community. We will support children to self-regulate their emotions, thoughts, and behaviours to achieve their goals. This includes supporting children's ability to learn and think for themselves.

Underlying Principles:

- ❖ All children, staff, parents, and visitors have the right to feel safe at all times when in school.
- ❖ The school is an inclusive school. No one is excluded. All members of the school community should be free from discrimination.
- ❖ Our 'School Rules' are displayed and sent home. We try to keep these in mind during all our interactions and play.
- ❖ We work consistently as a whole school nursery school team.
- ❖ We believe in intrinsic rewards because they support the development of self awareness and resilience throughout childhood and later life.
- ❖ Children learn through Characteristics of Effective Learning/Teaching - Playing and Exploring / Active Learning /Thinking Creatively and

Critically - these dispositions will build foundations of lifelong learning

- ❖ We use Thrive as a developmental model to understand emotional development. Thrive is based on attachment theory and neuroscience.

Signed Off

July 2026

Renewal Date

July 2027