

Nursery & Infants Behaviour Policy



St John's College, Cardiff

NURSERY & INFANTS BEHAVIOUR POLICY

This policy applies to the following section/s of the School:
Nursery and Infant School

Version: September 2025

Introduction

The Nursery and Infant Departments at St John's College is a caring community with expectations of high standards of good behaviour appropriate to the age of the children.

It is our aim to create an environment in which all children feel safe and valued. To achieve this, we encourage children to reflect upon and understand their own behaviours. We actively promote positive behaviour and respect for each other.

This policy is aimed at ensuring that all members of the Nursery and Infant Departments adopt and maintain a consistent approach to positive behaviour at all times. Relationships should be based on fairness, honesty, courtesy and consideration.

Aims

- To promote a positive ethos in the Nursery and the Infant Department through encouraging an age-appropriate understanding of the values which underpin the School ethos.
- To create a consistent environment where good behaviour is expected and encouraged.
- To ensure that all individuals are treated with respect and consideration regardless of race, ethnicity, religion, gender or disability.
- To help pupils develop self-respect, self-control and to take responsibility for their own actions.
- To help pupils develop positive relationships and consideration of the impact of their behaviour on others.
- To develop empathy for the needs and feelings of others.
- To promote a partnership between home and school to develop a consistent approach to promoting positive behaviour.

Roles and Responsibilities

Behaviour Management is the responsibility of everyone involved in the Nursery and Infant School. We are committed to encouraging good behaviour in an atmosphere of mutual respect and are clear of the high standards of behaviour expected of pupils at all times.

The Teaching of Good Behaviour

We recognise that positive behaviour must be carefully developed and supported. Creating an environment which promotes positive behaviour can only be achieved when pupils are taught what positive behaviour is and what it looks like. This is modelled and reinforced by all staff. Similarly, consequences for incidents must be understood by our pupils so they can learn

from them. This is key to ensuring a positive environment for behaviour is created at our school. This is achieved and reinforced through:

- Collective Worship;
- Circle Time;
- PSE lessons and cross curricular opportunities;
- Effective classroom management (environment, teaching methods, content);
- Adult role modelling;
- Consistent and clear messaging about behaviour management;
- Playtime and Lunchtime provision (opportunities for play, adult supervision);
- Co-Curricular provision during and after school;
- Support for ALN.

Praise and Recognition

The key to promoting positive behaviours is praise and recognition. Children will learn by copying good behaviours modelled by staff, and we comment on and reward positive and improving behaviour.

Praise and rewards for positive behaviour and work are given to individuals, groups, classes or the whole department.

Praise and Recognition may be given in a variety of ways such as:

- verbal and written praise;
- stickers - either worn, in exercise books, on cards or charts;
- showing work to the Head of Nursery or the Head of Infants;
- certificates in assembly;
- star of the week in specific subjects such as Welsh and PE;
- class star of the week;
- 'Good Egg' Afternoon tea with the Head to reward positive attitude and kindness;
- class reward schemes as designed by Form Tutors.

Behaviour Expectations

All pupils have a right to learn and play in an environment that is safe, friendly and fair. These expectations form the basis of creating that environment and are based on respect for each other and our surroundings. As children mature, they are involved in the process of developing rules.

These expectations apply to all school activities, on or off site. They apply to extra-curricular clubs and to After School Club.

- We use words to explain how we feel.
- We use kind and helpful hands.
- We always try our best.
- We take turns and share.
- We work together as a team.
- We look after toys and equipment and tidy away.

- We listen and wait our turn to speak.
- We follow instructions.
- We use different voices in the classroom and at playtime.
- We remember our manners.

Consequences - Dealing with Unacceptable Behaviour

Our main emphasis is on promoting positive behaviour. However, there will be occasions when it will be necessary to consider the management of unacceptable behaviour to ensure a safe and positive learning environment.

Considerations are designed to help the children understand that they are responsible for their own behaviour. Staff will guide pupils to reflect on their inappropriate behaviour and consider strategies and options for any future situations.

A variety of low-level intervention strategies are used initially, such as non-verbal signals, reminders and coming alongside them to redirect and encourage pupils to stay on track. If the inappropriate behaviour persists, then further steps will be taken.

Dependent on the nature of the misdemeanours, the Form Teacher will inform parents verbally at the end of the school day. Serious incidents may require a phone call to the parents and a follow up meeting. The actions agreed at any meeting with a parent will be recorded on the pupil Pastoral Log.

When children are behaving in an unacceptable manner, we will:

- speak to the child/children involved;
- explain what was unacceptable;
- discuss with the child how to improve their behaviour;
- encourage the child to apologise;
- use strategies to promote positive behaviour;
- if necessary, allow the children a calming time apart from others.

For more serious or repeated unacceptable behaviours staff may use a consequence such as:

- a restorative task;
- time out from an activity or the playground;
- time out from using playground equipment for a designated period;
- missing a co-curricular activity;

At playtime, incidents and disputes between children are dealt with by the staff on duty and Form Teachers are informed as appropriate to the issue.

Supporting Behaviour

We recognise that some pupils may require extra support in managing their behaviour. At these times, the behaviour strategy may need to be adapted to meet the individual child's needs.

If a pattern of poor behaviour begins to emerge, a series of interventions will be planned for the individual child. These will be actioned following discussions with parents so that school and home can work closely together to identify the reason for behaviours and to support the pupil. These may include:

- Home-school book;
- regular communication with parents (e.g. phone calls, meetings, emails) ;
- individual pupil sticker chart linked to a specific target;
- a weekly or daily behaviour report on the individual child;
- ELSA support;
- ALN support;
- referral to outside agencies.

Reasonable Force

If a child's behaviour presents a risk to the safety of themselves, another child or staff member, then, as a last resort, staff may use reasonable force to prevent damage or injuries to people or property. Please see the *School's Use of Reasonable Force Policy* for more details.