

# Nursery & Infants Admissions Policy

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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 2024*

## **Introduction**

St John's College Nursery and Infant Departments are 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 whole school ethos.
- To create a consistent environment where good behaviour is expected and encouraged, through the use of praise and positive models.
- 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 help children to learn to share adult attention, resources and to wait their turn.
- To promote a partnership between home and school to develop a consistent approach to promoting positive behaviour.

The Behaviour Policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum using JIGSAW for PSE
- Effective classroom management (environment, teaching methods, content).
- Adult role modelling.
- A consistent and clear message about behaviour management.
- Playtime and Lunchtime provision (opportunities for play, adult supervision).
- Extra-Curricular provision during and after school.
- Support for ALN.

Our Behaviour Management Plan has three key aspects:

1. Rules
2. Praise
3. Considerations

### **1. Rules**

Everyone is expected to follow these general rules, which aid our young children to learn in a safe and happy environment. As children mature they are involved in the process of developing rules.

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

- We use kind 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 carefully follow instructions.
- We use different voices in the classroom and at playtime.
- We remember our manners.
- We sit quietly, especially in church.

## **2. Praise**

The key to promoting positive behaviours is praise and recognition. Children will learn by copying good behaviours. Teachers model behaviour by saying: 'Good morning', 'please' and 'thank you' when interacting with the children. Teachers speak in a calm and quiet manner with the children sitting still and listening. We comment on and reward positive and improving behaviour.

Praise and rewards for positive behaviour and work are given to individuals, groups, classes or as a whole department for activities such as the Nursery and Infant Department production.

Recognition is given through:

- 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;
- ladders to reach a jackpot;
- rewards including free time for reading, playing with a particular toy, drawing in 'My busy book';
- 'Good Egg' Afternoon tea with the Head to reward positive attitude and kindness.

## **3. Considerations - Dealing with Unacceptable Behaviour**

Our main emphasis will be on promoting positive behaviour. However, there will be occasions when it will be necessary to consider the management of unacceptable behaviour. We will need to enforce the Nursery and Infant Department rules to ensure a safe and positive learning environment.

Unacceptable behaviour is defined as causing harm or disruption to others and/or using hurtful or inappropriate language. It includes disrespecting members of staff or visitors.

A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close proximity to redirect and encourage pupils to stay on track. If the inappropriate behaviour persists, then further action must be taken. If a child's behaviour presents a risk to the safety of themselves or another child or staff member then immediate higher level intervention may be applied.

Considerations are designed to help the children understand that they are responsible for their own behaviour. The children will learn that unacceptable behaviour is followed by remedial action. The child will always be told how they should have behaved and possibly given strategies to deal with future situations.

Dependent on the nature of the misdemeanours, the Form Teacher, in the first instance, may 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.

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

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;
- ask the child to say sorry if another person was hurt and to say what they did wrong;
- help the children find a shared co-operative activity to become friends;
- 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 range of sanctions to include:

- time out from an activity or the playground;
- banned from using playground equipment for a designated period;
- withdrawal from a favourite activity;
- a restorative task such as asking the child to sharpen the pencils or tidy up an area;
- missing an extra-curricular activity;
- individual pupil sticker chart;
- a phone call to parents;
- a meeting with parents;
- a letter to parents;
- a weekly or daily behaviour report on the individual child;
- referral to outside agencies for support and counselling;
- referral to specialist services if an ALN is impacting upon the child's behaviour.

A child may be prevented from attending After School Club if they are disruptive or staff have concerns relating to safety (parents will be notified in advance.) It is a long day for young children and some children may not be able to manage their behaviour as they become tired. A child may be withdrawn from a school trip or off site activity if their behaviour is of concern especially if considered likely to disrupt the learning or safety of others,

Extreme unacceptable behaviour will result in immediate removal, a discussion with the child, and a letter or telephone call to the parents to organise a meeting.

Private discussions with pupils have the following aim, to:

- clarify the situation;
- repair a situation;
- explain the consequence;

- ensure the pupil understands their responsibility for their actions;
- ensure closure.

When applying sanctions, all children will be treated according to their age and ability to understand, and appropriate remedies sought. Staff will adapt their language to the child's level, with more formal discussions being held with the child's parents.