Newport Infant School and Nursery
Behaviour Policy

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Policy Lead	Emma Heeley – Headteacher
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Introduction

At Newport Infant School and Nursery we aim to nurture high self-esteem for all and promote intrinsic motivation to make and value good behaviour choices. Our mission statement of "Working Together To Be The Best That We Can Be" promotes the responsibility for every member of our community to aspire to reach their potential in every aspect of their life.

Our school is committed to creating an inclusive, supportive environment where all pupils—neurodivergent and neurotypical—are understood, respected, and enabled to thrive. The school recognises neurodiversity as a natural part of human variation and views behaviour as a form of communication. Our approach recognises that children need protection, connection, wellbeing, understanding and care.

Aims

At Newport Infant School and Nursery, we want to help children grow up with a clear view of what is right and wrong and an appreciation of the needs of others and society around them. We hope all pupils will be:

- Happy, positive and confident children
- Willing to talk – being at ease with self and others
- Willing to try
- Willing to share
- Be able to accept praise and criticism
- Be able to cope with failure and disappointment
- Be empowered to be able to acknowledge when they are making the wrong choices about behaviour and articulate a better choice

We will do this by:

- Promoting a culture where all pupils feel safe, valued, and understood.
- Modelling high levels of nurture and empathy, combined with clear structure and containment, to ensure children feel safe and secure.
- Providing clear boundaries, predictable routines, and regulated adult responses to behaviour.
- Ensuring our adult responses to behaviour will be rooted in connection and understanding, ensuring children's needs are met and they feel emotionally and physically safe and we will use natural consequences that will be made clear, rather than punitive sanctions that may shame or exclude children from their peers, school community or family.
- Acknowledging that behaviour is a form of communication, often indicating unmet emotional or developmental needs.

- Ensuring our curriculum and provision will be designed to offer personalised support for every child's personal development and well-being, therefore reducing their distress
- Understanding that consistency is not sameness. Being consistent means responding in ways that are true to our values, while also being flexible to meet individual needs.
- Ensuring that 'Fairness' means giving every child what they need, not necessarily the same as others.

This policy applies to all staff, pupils, volunteers, governors, and visitors within the school environment, including off-site activities and online interactions.

School Rules

At Newport Infant School and Nursery we have three simple expectations that children should learn and follow. We call these 'Our Golden Rules'



- Be Ready
- Be Kind
- Be Safe

All of the children's choices will be brought back to these and children will learn what actions help them to follow these expectations, and make good choices.

We also have a super hero called 'Ready Eddie' who supports the children to build their learning powers, by 'locking into learning', 'weaving their web', 'choosing what to use' and being a 'Team Ant'. These also link to our motto 'Working together to be the best that we can be'.

Principles

At Newport Infant School and Nursery, we are guided by these key principles:

Neurodiversity-Affirming Practice

- Neurodivergence is recognised as natural human difference.
- The school does not aim to "fix" or "normalise" behaviour but to support pupils' authentic development.

Behaviour as Communication

- Behaviour is understood as an expression of needs, emotions, sensory experiences, or communication differences.
- Staff seek to understand underlying causes rather than focusing solely on behaviour.

Safety Through Connection

- Positive relationships are central to emotional regulation and learning.
- Co-regulation is prioritised over control or compliance-based strategies.

Respect, Autonomy, and Dignity

- Pupils' preferences, communication styles, and boundaries are respected.
- Consent and collaboration guide interactions wherever possible.

Creating a Supportive Environment

At Newport Infant School and Nursery, we aim to create a space which supports inclusive practise. We will do this by creating:

Sensory-Friendly Practice

- Access to sensory tools is provided without stigma, including a Sensory Gym.
- Quiet spaces are available for regulation.
- Staff consider sensory load when planning lessons and transitions.

Communication Support

- All communication methods are accepted, including AAC, gestures, writing, or silence.
- Pupils are not required to make eye contact or use specific social behaviours.
- Visual supports and clear, literal language are used where helpful.

Predictability and Preparation

- Pupils receive advance notice of changes wherever possible.
- Visual timetables, timers, and transition supports are used consistently.
- Choice-making is encouraged to increase autonomy.

Responding to Distress

De-Escalation

- Staff identify early signs of overwhelm and respond promptly.
- Demands may be reduced or removed during distress.
- Pupils may access a safe space or trusted adult.

Prohibited Practices

The school does **not** use:

- Public shaming systems
- Removal of sensory tools, movement breaks, or communication supports
- Forced apologies, forced touch, or forced eye contact
- Withholding food, hydration, or toileting
- Physical restraint except to prevent immediate harm, in line with statutory guidance. A record of this is shared with parents and kept in the Physical Restraint Book in the Headteachers Office.

Staff will not give or threaten corporal punishment to any child.

Prohibited Devices

The school does **not** allow children to wear smartwatches or bring mobile phones to school.

- Reason: These devices pose potential safeguarding risks, as they can be used to access social media, send messages, or even record footage without supervision. Our policy is designed to maintain a safe environment where children can engage fully in the activities without the risk of inappropriate communication or distractions.

Rewards and Positive Recognition

Principles

- Recognition focuses on effort, growth, and strengths.
- Rewards must never depend on masking, compliance, or suppressing natural neurodivergent traits.
- Pupils may choose private or public recognition.
- Rewards are individualised where appropriate.

Proactive Strategies

As a school, we recognise that our children are very young and are learning how to express their feelings, emotions and learn about choices they make. We prioritise proactive strategies to support and manage behaviour. These include:

- the focus on positive behaviour with praise, reward and recognition
- the use of the 'Stop and Think' visual to remind pupils to follow the Golden Rules
- careful consideration of seating plans within classes
- consistent application of the whole school policy
- engagement with parents and families to support behaviour, including meetings with pastoral lead, meetings with the class teacher, headteacher or SLT
- All staff receive training in neuroaffirming practice, trauma informed approaches, and co regulation. Ongoing professional development is provided and staff engage in reflective practice to continually improve support.
- provision of a nurture group and availability of a pastoral leader to support pupils

Examples of our rewards

- Visual praise, a smile, a thumbs up, a high five
- Verbal or written positive feedback
- Private praise
- Stickers for motivation
- Dojo dollars for going above and beyond the normal expectation
- Extra time for a preferred activity
- Sensory-friendly rewards
- Whole class rewards for team building, like 'Be Team Ants'
- Certificates celebrating strengths or kindness
- Positive notes home
- Opportunities for leadership or contribution, such as being chosen as a House Captain
- Positive home-school communication

Consequences and Restorative Responses

Principles

- Consequences must never shame, isolate, or humiliate.

- Staff consider the pupil's needs, communication differences, and sensory profile before applying consequences.
- Distress-based behaviour is not punished.
- Consequences are predictable, clearly explained, and applied consistently.
- Pupils are supported—not forced—to repair relationships.
- Our pupils are young and need guidance and support to learn from their actions and feelings

Bullying

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:

- Repeated, not a one off
- On Purpose
- Hurtful

Bullying will not be tolerated at Newport Infant School and Nursery.

Please read our anti-bullying policy for more information.

Natural and Restorative Consequences

At Newport Infant Schol and Nursery, we believe consequences should help children learn from their actions, repair harm, and make better choices in the future. We therefore use a combination of natural and restorative consequences.

Natural consequences are logical outcomes that follow directly from a child's behaviour. They help children understand the link between their actions and their impact on others, while encouraging responsibility, empathy, and reflection.

Some examples include:

• If a child damages another child's work, they help to repair it or support the child in recreating it, showing care and respect.

• If a child disrupts learning, they spend time completing the task later or work with

an adult to plan how they can focus successfully next time.

• If a child's play becomes unsafe, they may take a short break from that activity to

reflect and talk about how to re-join safely.

• If a child says or does something unkind, they are supported to make amends —

for example, offering an apology or a kind action to rebuild the relationship.

Restorative consequences focus on repairing harm to relationships, feelings, or the classroom community. They help children to reflect, develop empathy, and restore trust.

• Restorative conversations using questions such as: What happened? How were you feeling? How do you think the other person felt? What can you do to put it right?

• Supporting the child to apologise and take responsibility for their actions.

• Encouraging positive acts of kindness to rebuild relationships.

• Our approach ensures consequences are fair, consistent, and constructive.

We do not use punitive measures that shame or ostracise children. Instead, we focus on teaching responsibility, kindness, and respect so that children can learn from mistakes and grow as part of our school community.

Supporting Emotional Regulation

We recognise that our children need support with regulation.

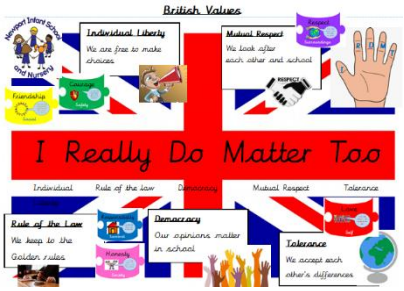
Proactive Strategies:

- We use the Zones of Regulation to help children understand their feelings.
- Pupils are taught self-advocacy phrases.
- Emotional literacy is developed in accessible ways.
- Movement, sensory regulation, and rest are embedded into the school day.
- Each class has equipment to support pupils regulation and we have a sensory gym (set up with alerting, organising and calming activites) for when children need a more structured regulation session.
- Access to the Pastoral Lead for a block of work.
- Emotion Coaching Approach.
- Modelling by calm, supportive staff.
- Individual Support Plans may be written for some children. These will be collaborative with parents and pupil and reviewed regularly.

Our Behaviour Curriculum

The British Values

All members of our community want our school and nursery settings to be happy, calm, safe environments which are welcoming and promote a sense of belonging. Therefore, our curriculum has British Values at its heart, democracy, the rule of law, individual liberty, and mutual respect. We want to teach our children the life skills they need for the future to become compassionate, considerate adults who form part of a fair and equal society. Good behaviour is one of these skills.



We believe that positive relationships and a sense of belonging are the keys to success for all children. Good relationships, within which children learn to feel secure, trust and regulate, are vital for learning and development to take place. We know that for many of our children the development of these relationships will need to be explicit, meaningful, and very clearly perceived.

School Values

Underpinning our policy are the values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.

Respect for self, each other and the communities we live in

Honesty in our thoughts, words and actions

Friendship learning to use kind hands and words and compromise

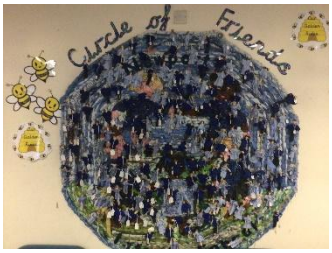
Responsibility to do the right thing and take ownership of what you do

Love for ourselves, others and our world

Courage to overcome challenges, show resilience and grow strong

These values mean that children and adults work actively in partnership to enable all members of our school community to realise their potential to enhance their own lives and the lives of others.

The Circle of Friends



Every child makes a pegdoll when they join in Reception and it is places on our 'Circle of Friends' in the entrance area. It is an important part of belonging to our school and the children knowing they have a place on the Circle of Friends all the time they are with us. This means they 'fit in', and feel confident that they are safe and their opinions valued. They know they will be well cared for and have their needs met.

Assembly

Through assemblies, either whole school, class or year group, we explore these values and the choices we can make. Assemblies are a time for reflection and to help children think about the choices they can make and the impact of these on themselves, their families, their peers and their community.



In school, we use a selection of Year 2 pupils to form 'Super Sue's Safety Crew'. They promote the elements of Super Sue, which were designed by our children a few years ago. The children in the crew, support staff to lead assemblies around aspects of safety, behaviour and choices and they are the champions for the rest of the pupils, looking out for them on the playground.

Personal Social, Health, Emotional and Economic (PSHEE) curriculum

Through our PSHEE curriculum, children learn about emotions and how they can affect how we behave. Children learn how to manage these emotions and behaviours appropriately so they can access the curriculum, engage with lessons, and participate in learning.

Zones of Regulation

We know from firsthand experience that children need a helping hand (co-regulation) when it comes to understanding and processing their own emotions. Each learning environment has a zones of regulation poster to help children to reflect on their behaviour and to self-regulate.



Quality First Teaching

We ensure 'quality first' teaching to support children to manage their behaviour and working with children who have a high level of need is the responsibility of all adults in school. We know that with the correct support all children can be fully included in their educational setting, enjoy learning, and succeed.

Behaviour as Communication

We understand that behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child's behaviour without addressing those needs. We provide personalised responses to supporting children's personal development and well-being, so they behave well.

Self-Regulation in Early Years

Self-regulation involves children developing ability to regulate their emotions, thoughts, and behaviour to enable them to act in positive ways toward a goal. The foundations of emotional and cognitive self-regulation in early years are integrally tied together, and both are necessary for behavioural self-regulation.

Developing self-regulation, like many elements of development and learning, is not something children do by themselves. It is a process that grows out of attuned relationships where the adult and child are closely attentive to each other and engage in sensitive, responsive exchanges. Our pedagogy includes co-regulation strategies which will help children develop self-regulatory skills.

The three basic strategies we use for co-regulation are:

1.Positive Relationships -Provide a warm, responsive relationship where children feel respected, comforted, and supported in times of stress, and confident that they are always cared for.

2. Enabling Environments – Create an environment that makes self-regulation manageable, structured in a predictable way that is physically and emotionally safe for children to explore and take risks without unnecessary stressors.

3. Learning and Development – Teach self-regulation skills through modelling, suggesting strategies, providing frequent opportunities to practice, and scaffolding to support children to use self-regulation skills.

Roles and responsibilities

The governing board is responsible for:

✓Reviewing and approving the Written Statement of Behaviour Principles
✓Reviewing and approving this behaviour policy in conjunction with the headteacher.
✓Monitoring the policy's effectiveness.
✓Holding the headteacher to account for its implementation.

The headteacher is responsible for:

✓ Reviewing and approving this policy in conjunction with the governing board.
✓ Ensuring that the school environment encourages positive behaviour.
✓ Ensuring that staff manage incident of poor behaviour effectively.
✓ Monitoring that the policy is implemented by staff consistently with all groups of children.
✓ Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
✓ Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully.
✓ Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
✓ Ensuring this policy works alongside the safeguarding policy to offer children both consequences and support when necessary.
✓ Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

Staff are responsible for:

✓ Creating a calm and safe environment for children.
✓ Establishing and maintaining clear boundaries of acceptable behaviour.

✓ Implementing the behaviour policy consistently.
✓ Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with children.
✓ Modelling expected behaviour and positive relationships.
✓ Providing a personalised approach to the specific behavioural needs of children.
✓ Considering the impact of their own behaviour on the school culture and how they can uphold school and nursery expectations.
✓ Recording behaviour incidents promptly
✓ Challenging children to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

✓Get to know the school's behaviour policy and reinforce the expectations at home where appropriate.
✓Support their child in adhering to the school's behaviour policy.
✓Inform the school of any changes in circumstances that may affect their child's behaviour.
✓Discuss any behavioural concerns with the class teacher promptly.
✓Take part in any pastoral work (for example, attending reviews of specific behaviour interventions).
✓Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
✓Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Children will be:

✓Made fully aware of the behaviour policy in a way they understand.
✓Helped and encouraged to develop high standards of behaviour.
✓Able to learn and to achieve their full potential.
✓Treated fairly with consideration and respect.
✓Listened to by the adults when in school and nursery.
✓Made to feel safe and secure in school and nursery.
✓Made aware of the rewards they can earn for meeting the expectations for behaviour, and the consequences they will face if they don't meet the standards.

✓Made aware of the adults who will provide pastoral support to help them meet the standards for behaviour.

Monitoring and Review

- Behaviour incidents are recorded in Behaviour Logs and analysed for patterns of unmet need rather than rule-breaking.
- We analyse for Child on child abuse also to ensure bullying does not occur in our school.
- The policy is reviewed annually with input from pupils, families, and staff.

Links to other policies

This behaviour policy is linked to the following policies and guidance

✓Child Protection and Safeguarding Policy

✓Anti Bullying Policy

✓Exclusions policy

✓Equalities Policy

✓SEND Policy

✓PSHEE Policy

Guidance:

Use of reasonable force and other restrictive interventions guidance

Improving behaviour in schools - GOV.UK