


Whole School Behaviour Policy

Saint Nicholas School



Approved by:	 Headmaster Chair of Governors	Date: 26/09/2022
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INTRODUCTION

This policy:

- Is non-contractual in nature;
- Applies to all members of staff except those who have not completed their probationary period;
- Can be adjusted by the School to suit specific circumstances;
- Can be varied unilaterally by the School.

At Saint Nicholas School, pupils are expected to maintain high standards of behaviour as a matter of course. This reflects their consideration for others, their age-appropriate self-control, and their pride in themselves.

The School is therefore not “rules-driven”, but guided by the Saint Nicholas School values of Respect, Courtesy, Tolerance and Compassion. Traditionally there have been, in effect, only two school rules:

1. Members of the School must obey the laws of the land. Any form of law-breaking, whenever committed, may endanger a pupil’s place at the School.
2. Members of the School are expected to conduct themselves in accordance with common sense and the conventions of outstanding behaviour.

We emphasise the need for praise and reward to reinforce positive achievement and good conduct but we are also aware that sanctions may be necessary and there is a clear procedure to guide this process.

PRINCIPLES

Saint Nicholas School prides itself on being a relatively small, friendly school in which pupils not only work hard but also learn to work together as members of a well-ordered and caring community. Common sense, courtesy and respect for each other should therefore be the guiding principles of our daily conduct. The School aims to sustain an ethos which promotes:

1. effective learning for all pupils;
2. mutual respect between pupils and between staff and pupils;
3. the development of pupils’ self-esteem.

We believe that children develop best in a structured environment in which everyone, adults and children, knows what is expected of them. Children must be free to develop their play and learning in a relaxed atmosphere but with clear parameters of acceptable behaviour. They should not be in fear of being hurt mentally or physically and should be able to develop self-discipline and self-esteem through mutual respect and encouragement.

This policy applies to all sections of the School including EYFS

To achieve this, the following guidelines apply:

1. We are committed to reinforcing good behaviour rather than simply sanctioning poor behaviour.
2. Pupils should always be praised for showing kindness to others and for being helpful.
3. Pupils should have the security of knowing what to expect and what is expected of them.
4. Expectations of behaviour should be applied consistently.
5. **All adults should be positive role models for the pupils** with regard to courtesy, care and friendliness.

When a pupil does behave unacceptably, appropriate sanctions are issued whilst ensuring that:

1. **Corporal punishment is not used in any part of the School;**
2. The purpose of any sanction employed will not be to humiliate the pupil in front of others;
3. It should always be stressed that it is the behaviour that is unacceptable, not the pupil;
4. A pupil who has misbehaved will be given support towards guiding him/her to understand what was wrong with the behaviour and to work towards an improvement. Guidance will have regard to the pupil's age and level of understanding;
5. Parents will be informed and involved in the process where appropriate and where persistent or serious problems arise;
6. If the unacceptable behaviour is deemed to be bullying, then the School's Anti-Bullying Policy will be followed. We are committed to providing a caring, friendly and safe environment so all of our pupils can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

PRACTICAL ILLUSTRATIONS – A “CODE OF CONDUCT”

General Conduct around the school

Courtesy should be shown to all members of the School community and pupils are expected to:

1. Listen to one another and other adults, raise their hand if they wish to ask a question, hold the door open for members of staff and visitors.
2. All staff, including non-teaching staff, should be addressed by their title and surname.
3. Pupils are expected to display good manners at all times, including using 'please' and 'thank you'.

This policy applies to all sections of the School including EYFS

4. Respect for property, including school property, is essential if people are to work harmoniously together. Pupils who commit any form of theft, inside or outside the School, endanger their places at the School.
5. Causing intentional damage to, or the defacement of, any school materials, teaching aids or any facilities is forbidden. Sanctions and/or remedial charges may be applied to those held responsible.
6. Swearing and the use of inappropriate language in school is not tolerated, nor is inappropriate physical contact.
7. No pupil should discriminate against any other on the grounds of race, gender, sexual orientation or religion.
8. Pupils should wait for lessons in an orderly manner, leaving room for the safe and easy passage of others along corridors. Noise levels around the school should not cause interference with anyone else's work. Pupils should not enter the classroom until the teacher is present.
9. Pupils are expected to walk in an orderly fashion and quietly at all times when going to and from classrooms to avoid unnecessary disruption to others who are working, keeping to the left-hand side of corridors and stairs.
10. If a pupil wishes to enter a room occupied by another class, he or she should knock and wait for a reply before entering.
11. Any pupil leaving the school site or arriving during the school day must report to the main office. Signing in or out at Reception is a requirement of the School's fire safety regulations. Leaving the premises requires a parental note and the pupil must be collected from the main office at the agreed time.
12. Some items are forbidden in school, there is guidance in school handbooks, but a common sense approach guides what is reasonable to bring to school. For example, cigarettes, vaporiser (also known as a vape), chewing gum and glass bottles should never be brought into school at any time.
13. The use of the infant or junior climbing apparatus is restricted to break and lunchtimes and only when appropriately supervised by a member of staff.
14. The swimming pool area is strictly out of bounds to pupils unless a member of staff is present.
15. During breaks, pupils must remain within the areas which have been designated 'in bounds'.
16. Changing for games and other activities should take place only in the designated changing rooms.

Punctuality

This policy applies to all sections of the School including EYFS

1. Pupils are expected to arrive in their classroom not less than five minutes before registration at 8:40am, to allow them time to hand in homework and organise all books and equipment necessary for the first lesson of the day.

1. As a courtesy to one another and to their teacher, as well as for their own effective learning, pupils should be punctual for all lessons.

Conduct in the classroom

1. If a pupil wishes to ask a question or make a contribution to the lesson, they should put up their hand and wait to be acknowledged by the teacher.

2. Unless pupils are working within a group situation and discussion is necessary and worthwhile, pupils should not talk during the lesson as this causes disruption to others.

3. Pupils should not move around the classroom, unless this forms part of the lesson, as this interferes with the concentration of others and the progress of the lesson.

4. Aisles in classrooms should be clear of coats and bags (both school bags and PE kit), as this is a safety risk.

5. Pupils should not eat or drink in classrooms unless it is a wet break. However, bottles of water are permitted in class at the teacher's discretion (bearing in mind health and safety requirements near equipment).

6. Classes should acknowledge visitors appropriately and politely. Pupils should stand quietly when the Headmaster or a member of staff enters the room accompanied by visitors.

7. On no account, should any pupil leave a classroom without the teacher's permission. Permission to leave the room should be at the discretion of the teacher. It is the responsibility of the teacher to decide when the lesson is over and to dismiss the class.

8. In the event of a pupil's behaviour persistently disrupting the learning of others, the teacher should award a demerit (middle and upper school) and, **as a last resort**, remove the pupil from the classroom. In this case, the pupil should be taken or sent directly to the appropriate member of the Senior Leadership Team and the matter followed up later.

Conduct Beyond the School Gates

1. This code of behaviour continues to apply when pupils are off-site, for example on an educational trip or when attending a sports fixture. Any alteration in rules for a specific outing will be made clear to pupils before leaving.

2. The School will deal with bad behaviour and bullying which occurs off the school premises, applying the school's sanctions as appropriate.

3. The School will deal with inappropriate off-site use of the internet, mobile or communication devices and social media when it impacts the life of the school.

Wet break times

1. During wet break times, Lower School pupils may consume snacks in the classroom and litter placed in the bins provided. It is expected that pupils behave in a safe and sensible way if they have to remain in the classroom. There should be no running in the classrooms. Pupils should remain in their own classrooms, other than when they need to visit the toilet.

This policy applies to all sections of the School including EYFS

2. Middle & Upper School pupils are permitted to remain inside during wet breaks, either in their own form room or a designated alternative room if the form room is in use.

School Uniform

Pupils must always bear in mind that to wear school uniform is, in a real sense, to represent the School. Pupils must attend school in full uniform, unless given permission to do otherwise. Uniform should always be purchased from the school-approved stockist. Full details of uniform expectations may be found on the school website, but please note:

1. Uniform should be worn smartly, consistent with the high expectations of the school;
2. Uniform should be kept in good repair and named;
3. Pupils must wear smart plain, black shoes, (boots, trainers or high-heeled shoes are not permitted);
4. Skirts should be **knee-length**;
5. Scarves and gloves, worn in addition to winter uniform, must be black or dark blue.
6. Black shoes rather than black trainer alternatives should be worn during school time
7. Personal appearance should be smart and well-groomed.

Smoking, vaporising (vaping), consuming alcoholic beverages and illegal drug use

1. Smoking and vaping is forbidden on school premises. All materials associated with smoking or vaping are also strictly forbidden on the school premises. ***Smoking or vaping by a pupil may result in an immediate permanent exclusion.***
2. Pupils may not consume alcohol at any time on the school premises. ***The consumption of alcohol by a pupil may result in an immediate, permanent exclusion.***
3. The taking, possession or dealing of illegal drugs is strictly forbidden and ***will result in immediate permanent exclusion.*** This includes: drugs which are controlled/illegal substances (eg. cannabis, amphetamines, & ecstasy) and so-called legal drugs or herbal highs which are considered illegal under current medicines legislation to sell, supply or advertise for 'human consumption'.
4. Over-the-counter and prescription medicines used improperly, which can include sleeping tablets and slimming tablets.
5. All legal drugs when misused including, volatile substances and solvents, ketamine, khat, alkyl nitrites. Use of these ***by a pupil may result in an immediate permanent exclusion.***
6. Drugs which are misused to enhance performance (for example analgesics or steroids).

The Headmaster reserves the right to react to the emergence of new substances and changing circumstances as they occur.

EYFS Behaviour Management

The named EYFS practitioners responsible for behaviour management are as follows:

1. Pre-School – Head of Nursery and Pre-school - Sophie Jackson,
2. Reception – Form teacher and Assistant Head Pastoral (Lower School)
3. Mrs Lucy Thomas, Deputy Head Pastoral and DSL (Designated Safeguarding Lead)

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Lower School Behaviour Management

REWARDS

Verbal acknowledgement and praise for good work, effort or consideration for others are regarded as vital for building up pupils' self-esteem. The teaching staff use positive reinforcement to support pupils and encourage them to behave positively towards one another.

In the lower school, we praise and highlight the positive achievements of children in several ways.

Positive reinforcement strategies

1. Verbal praise
2. Stickers
3. House points
4. Merit certificates and badges
5. Achievement board
6. Student of the half-term
7. Star of the day/week
8. Postcards home
9. Achievements published in the weekly newsletter

“Golden time”

Pupils earn golden time on a daily basis for following the Lower School “Golden Rules”. Pupils can earn 5 minutes of golden time per day, with a bonus of 5 minutes available once a week. All classrooms will have a visual display to show the accumulation of golden time

Star of the day (Reception & Year 1)

On Wednesday, each class picks a golden rule to focus on for the week. At the end of the day, one pupil from each class is picked to be the star of the day for the following day. The pupil's picture goes on the Star of the Day display. Pupils are special helpers for the day.

Star of the Week (Years 2-5)

On Wednesday, each class picks a golden rule to focus on for the week. The following Wednesday, a pupil from each class is picked to be the star of the week for following the rule well. Pupils receive a Star of the Week certificate. Pupils are special helpers for that week.

The Fantastic Four

At the end of the academic year, the top four pupils in the lower school, 'The Fantastic Four', with the greatest number of housepoints in each year group will be rewarded with an all-expenses paid day trip.

Classroom strategies used in the lower school

Silence

Adults raise their hands in the air with a flat palm, the expectation is that all children mirror the action. No talking while hands are raised.

Active listening

Staff use 1, 2, 3 eyes and ears on me, for active listening. All eyes should be focused on the person talking, eye contact and body language conducive to active listening.

SANCTIONS

In the Lower School, a Traffic Light 'stay on the green' sanction system is used to support behaviour management

- First verbal warning remain on green
- Second verbal warning move to amber.
- Next time a pupil's behaviour needs to be addressed they move to red.

Pupils who move to red are then given a behaviour reflection sheet to complete at either break or lunch time with their classroom teacher.

Behaviour reflection forms are passed to the Assistant Head of Pastoral (Lower School) and added to CPOMS.

- If a pupil collects **3 forms** the Assistant Head of Pastoral will contact parents to inform them of the situation.
- If a pupil collects **5 forms** they are referred to the Deputy Head Pastoral, who will contact parents and arrange a meeting to discuss behaviour.

Should a misdemeanour be sufficiently serious, a pupil may be awarded an afterschool detention, internal isolation or a fixed-term, external suspension.

Afterschool detention

This policy applies to all sections of the School including EYFS

- An afterschool detention will last for one hour and will take place on a Thursday from 4pm -5pm, with either the Assistant Head Pastoral (Lower School) or the Deputy Head Pastoral. During the afterschool detention, pupils will reflect on their behaviour and discuss strategies for future improvement.

Internal isolation

- An internal isolation may be awarded for a serious incident of misconduct which doesn't warrant an external suspension. For example, swearing at a member of staff, fighting or behaving in a confrontational manner towards a member of staff, may result in internal isolation. When a pupil is internally isolated, they work away from their peer group for the entire day, supervised by the Headmaster.

Fixed-term suspension or permanent exclusion

- A pupil may receive either a fixed term (up to 5 days) or permanent exclusion from school for a serious misdemeanour involving substantial misconduct. For guidance please refer to the Exclusions Policy.

Middle and Upper School Behaviour Management

REWARDS

Praise

All staff at Saint Nicholas **promote good behaviour through positive reinforcement strategies**. We recognise that verbal commendation and praise for good work, effort or simple kindness towards others are vital elements to reinforce good behaviour and to build pupils' self-esteem.

Housepoints & Merit Certificates

Housepoints are given to pupils to reward commendable behaviour or work. The number of housepoints awarded at any one time should reflect the degree of effort or achievement, but should not normally exceed **two or three**. Merit certificates are awarded by the Headmaster to senior pupils during assembly, on the basis of the achievement of 50 housepoints or multiples thereof.

Postcards

Postcards home to notify parents of excellent achievements or behaviour.

Student of the Half-Term

This policy applies to all sections of the School including EYFS

Each half-term, a 'Student of the Half Term' award is presented following nominations by members of staff for the middle and upper schools. Nominees are awarded ten housepoints.

The Super Six

At the end of the academic year, the top six pupils, 'The Super Six', with the greatest number of housepoints in each year group will be rewarded with a day trip to a theme park or similar.

SANCTIONS

In most cases where pupils' behaviour falls short of expectations, a verbal warning or teacher sanction from a member of staff concerned, is the most appropriate response. **An immediate response which links the behaviour to the sanction, is the most effective approach to ensure such poor behaviour is not repeated.**

Behavioural Demerits

Where poor behaviour is repeated, where warnings are not heeded or where there is a single incident of greater concern, Behavioural Demerits may be awarded. These demerits are logged onto Engage (the school's MIS). Form and subject teachers and the senior leadership team (SLT) are able to monitor an individual child's demerit record and speak with the child to provide support and strategies for improvement where necessary.

Teachers will always use their professional judgement but **no more than one Demerit should be issued at one time**. Pupils with organisational difficulties or specific academic challenges should not be awarded Behavioural Demerits but may be given an Academic Referral (see below)

Major Demerits

A major demerit is awarded to a pupil who commits a single offence that deserves more than one demerit. In addition, whenever a child receives five demerits during a term this equates to the equivalent of a **Major Demerit**.

If a member of staff issues a Major Demerit, he or she must inform the Headmaster of the fact that it has been issued and the nature of the offence. The pupil's Form Tutor also needs to be informed when such a punishment has been issued. **Major Demerits** are given for serious misbehaviour which might include physical violence, use of bad language, stealing or disrespectful behaviour towards a member of staff. On receiving a first major demerit (or 5 demerits) a pupil will be put into lunchtime detention, subsequent major demerits will lead to more severe punishments being given. A pupil's major demerit and demerit tally is zeroed at the end of each academic year, but a record is kept of serious misdemeanours. An escalated scale of consequences attributed to major demerits is below:

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1 Major Demerit = Lunchtime Detention with Form Tutor and email home

- **2 Major Demerits** = After School Detention with the Assistant Head Pastoral, and pupils placed on report for one week.

- **3 Major Demerits** = After School Detention with Deputy Head Academic or Pastoral and pupil placed on report for two weeks.

- **4 Major Demerits** = One-day internal exclusion with Headmaster and pupil placed on Headmaster's report for remainder of term.

- **5 Major Demerits** = One-day external exclusion; pupil and parents meet with the Headmaster and the Deputy Head pastoral to discuss the pupil's behaviour.

- **6 Major Demerits** = two-day external exclusion; pupil and parents meet with the Headmaster and the Deputy Head pastoral to discuss the pupil's future at the school.

In some incidences, a serious offence may be referred to the Headmaster for further action. In cases of serious breaches of discipline, a pupil may be asked to work in isolation for a fixed term period or be sanctioned with a **Fixed Term Suspension or Permanent Exclusion**.

Academic Referrals

Where pupils' unsatisfactory performance is linked with academic work e.g. poor effort, lack of homework or missed deadlines, an initial response should be taken by the subject teacher. If the subject teacher remains concerned about a pupil's academic performance, an academic referral is made to the Assistant Head Academic who will speak with the child to provide support and strategies for improvement where necessary.

When a pupil receives an academic referral, parents are informed and a lunchtime detention with the Assistant or Deputy Head Academic is triggered.

The Role of the Form Tutor

The form tutor has a responsibility to monitor the rewards and sanctions obtained by each pupil in his or her charge. If he or she has cause for concern about a pupil, then a discussion is held with the Deputy Head or Assistant Head Pastoral about suitable means of helping the pupil. If the pupil does something commendable, the tutor should implement a suitable reward and keep a record of it so that it can be reported to parents at the most suitable juncture.

In middle and upper school, the form tutor is responsible for supervising the lunchtime detention after a pupil has received a major demerit or five minor demerits.

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The Role of the Teacher

It is the responsibility of each teacher to ensure that the school rules are enforced inside and outside their classroom and that his/her class behaves responsibly during lesson time. The class teachers in our school have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

The role of each teacher is to treat each pupil fairly and enforce the school reward and sanction system consistently. It is an expectation that teachers treat all pupils in his/her class with respect and understanding.

If a pupil misbehaves repeatedly in class, the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the teacher will discuss the pupil's behaviour with the Assistant Head Pastoral of the relevant section.

The teacher reports to parents about the progress of each pupil in his or her class, in line with the whole school policy. The teacher may also contact a parent directly if he or she has concerns about the behaviour or welfare of a pupil, but this will usually follow a discussion with the relevant form tutor.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in 2012 DfE document 'Use of Reasonable Force'. Teachers in our school are not permitted to hit, push or slap children; **The School rejects all forms of corporal punishment**. Staff only intervene physically to restrain pupils or to prevent injury to a child, or if a child is in danger of hurting him or herself. The actions that we take are in line with government guidelines on the restraint of pupils.

The Role of the Headmaster

It is the responsibility of the Headmaster to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all pupils in the school.

The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

It is the Headmaster's role to keep records of all internal, external and permanent exclusions. He reports on instances that are causing concern at governor board meetings.

The Headmaster has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the

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Headmaster may permanently exclude a pupil. A permanent exclusion will only take place after the Chair of Governors has been notified.

The Role of Parents

The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

The Pupil Code of Conduct are printed and sent to the parents at the beginning of each year, and we expect parents to read these and support them. The full school rules are also sent out with the Parent/School contract.

We expect parents to support the school and their child's learning, and to co-operate with the school, as set out in the contract. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school must use reasonable sanctions to punish a pupil, **parents must support the actions of the school**. If parents have any concern about the way that their child has been treated, they should initially contact the form tutor. If the concern remains, they should contact the Assistant Head Pastoral of the relevant section. If these discussions cannot resolve the problem, parents should follow the school's complaints procedure.

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headmaster in carrying out these guidelines.

The Headmaster has the day-to-day authority to implement the school's Behaviour, Rules, Rewards and Sanctions policy, but Governors may give advice to the Headmaster about disciplinary issues. The Headmaster must take this into account when making decisions about matters of behaviour.

Internal Isolation, Fixed-Term Suspensions and Permanent Exclusions

If a pupil has been guilty of unacceptable behaviour the Headmaster may conclude that exclusion is a suitable punishment. Only the Headmaster (or one of the two deputies acting as Headmaster) has the power to isolate, suspend or exclude a pupil from school. The Headmaster may isolate or suspend a pupil for one or more fixed periods. The Headmaster may also exclude a pupil

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permanently. It is also possible for the Headmaster to convert an internal isolation or fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Headmaster externally suspends a pupil for a fixed term, he informs the parents immediately, giving reasons for the exclusion and informs a member of the Governing body that he has done so.

The Headmaster consults with the Chair of Governors before making a permanent exclusion. The Headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headmaster.

A sub-committee of three-panel members of the governing body will be set up to consider any exclusion appeal on behalf of the governors. Panel members must have had no prior involvement or knowledge of the circumstances that involved the decision to exclude the pupil.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.

If the governor's appeals panel decides that a pupil should be reinstated, the Headmaster must comply with this ruling.

If a parent is still unhappy with the outcome, they may make a complaint under the Complaints procedure.

Monitoring

The Headmaster monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

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Appendix A

Guidance on Demerits

The examples in the table below are to provide guidance to staff members and is not a comprehensive list of all behaviours which may warrant a minor or major demerit.

Single demerit offences	Major demerit offences
<ul style="list-style-type: none">• Low level disruption <i>after warning</i>;• Pushing in lunch queue;• One-off incidents of teasing, name calling;• Throwing food in lunch hall;• Chewing gum;• Eating while travelling to and from lessons;• Answering back rudely (not questioning politely);• Rough behaviour in playground;• Entry to out of bounds areas within school premises including being inside without permission at break and lunch;• Lying to a member of staff;• Not bringing or forgetting full PE or Games kit;• Borrowing games kit without permission;• Hiding another person's property;• Use of commonly used swear words including crap, bloody hell, Jesus Christ etc.	<ul style="list-style-type: none">• Phone about person during day without prior permission (+ 1-week confiscation);• Device misuse• Intentional damage to property;• Verbal bullying where there is evidence that this has been done on a consistent basis;• Over familiarity towards a member of staff in the form of hugging or suggestive comments;• Repeatedly lying to a member of staff;• Defiance towards a member of staff and refusing to do as instructed;• Swearing (as a rule swear words with an 'i' or 'u' in, merit a major demerit).

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