St Nicholas CE First School

Behaviour

Policy and Expectations

(For Staff, Local Academy Board and Families)

Policy Reviewed	✓
Policy Reviewed and Approved by LAB:	✓

Care	Respect	Trust	Thankfulness	Challenge

Introduction and Context

At St Nicholas, we work together to cultivate a safe, happy, and positive environment for everyone. Our aim is that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring and inclusive Church School, whose values are built on Christian belief, mutual trust and respect for all. Our school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way and is rooted in our motto of 'Walking in the Footsteps of Jesus'.

It aims to promote an environment where everyone feels happy, safe and secure; working within the guidance set out in the DfE documents: 'Promoting Fundamental British Values as part of SMSC in Schools', 'Behaviour and Discipline in Schools, and 'Use of Reasonable Force'.

Our behaviour policy is not a system to enforce rules; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports our school community in aiming to enable everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying, cyber bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. We work closely with parents and children to tackle any issues head on and ensure that they are resolved in a timely and effective way. With our children we have worked hard to ensure that they understand what Bullying is and have defined it as acts that are:

- ✓ Deliberately Unkind
- ✓ Aggressive
- ✓ Repeated

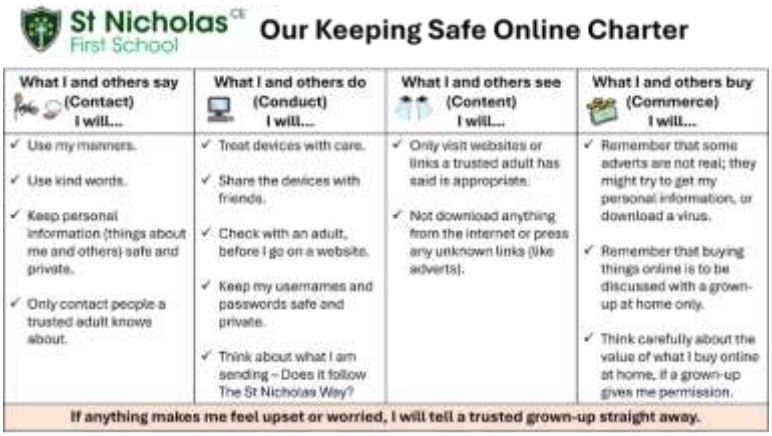
Prejudice, Discrimination, and Extremist Views

Whilst we aim to adopt a preventative approach to all types of bullying, prejudice, discrimination, and extremist views, there are times when we might have to respond. Therefore, we also respond quickly to any incidents of prejudice, discrimination or extremist views and any other act that undermines the fundamental British values that we uphold. In these instances, the school will report any incidents of discrimination against age, disability, gender, racism, religion/belief and sexuality to the Local Authority through a 'Discriminatory Report'. We may feel it necessary to seek advice from the Local Authority - 'Staffordshire Safeguarding Children Board' in circumstances where the behaviour of a pupil/s is putting themselves or others at risk.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Online Safety

The school monitors children's activity and use of digital devices whilst in school. Children agree to the 'Acceptable Use Policy' and are expected to adhere to this policy. In cases whereby children do not abide by the 'Acceptable User Policy', their activity will be logged. Children will be spoken to about any violations and parents will be informed where appropriate. Parents are also informed about our 'Acceptable Use Policy'. The school has nominated Digital Leaders throughout the school who take responsibility for leading on issues within Online Safety as well as Sam the Surfer (our digital character) our community-friendly expert on Online Safety who provides information in newsletters. We have built a dedicated portal for our children, which displays our Online Safety Charter, when children access it:



St Nicholas CE First School

Our Keeping Safe Online Charter

What I and others say (Contact) I will...	What I and others do (Conduct) I will...	What I and others see (Content) I will...	What I and others buy (Commerce) I will...
✓ Use my manners. ✓ Use kind words. ✓ Keep personal information (things about me and others) safe and private. ✓ Only contact people a trusted adult knows about.	✓ Treat devices with care. ✓ Share the devices with friends. ✓ Check with an adult, before I go on a website. ✓ Keep my usernames and passwords safe and private. ✓ Think about what I am sending – Does it follow The St Nicholas Way?	✓ Only visit websites or links a trusted adult has said is appropriate. ✓ Not download anything from the internet or press any unknown links (like adverts).	✓ Remember that some adverts are not real; they might try to get my personal information, or download a virus. ✓ Remember that buying things online is to be discussed with a grown-up at home only. ✓ Think carefully about the value of what I buy online at home, if a grown-up gives me permission.

If anything makes me feel upset or worried, I will tell a trusted grown-up straight away.

Whole-School Expectations

The St Nicholas Way

As a school, we expect all pupils to follow our whole-school expectations through a format that is consistent, accessible, ambitious, and clear to everyone - we refer to this as The St Nicholas Way. Our St Nicholas Way expectations are rooted in our Christian values, that promote Christian teaching where children are encouraged to reflect regularly on the way they live out the school rules, further embedding our school motto of 'Walking in the Footsteps of Jesus'. We have worked hard to ensure The St Nicholas Way expectations are clear and explicit through simplified wording and consistent use of images to increase accessibility regardless of age or ability.



Each value-based expectation is underpinned by Christian Scripture as below:

Respect: Do to others as you would have them do to you. *Matthew 7:12*

Thankfulness: Always be thankful. *1 Thessalonians 5:16*

Perseverance: I can do all things through Him who strengthens me. *Phillipians 4:13*

Care: Clothe yourself with compassion, kindness, humility, gentleness and patience. *Colossians 3:12*

Trust : My God is my strength in whom I trust. *Psalm 18:2*

Care	Respect	Trust	Thankfulness	Challenge

As well as the St Nicholas Way children are taught about showing reverence and being safe through our Worship Charter and Smart Walker expectations. Again, these are explicit and focused on breaking down what the expectation is so that it can be understood by all:

St Nicholas Worship Charter

- To provide a calm and reflective environment for Worship.



The St Nicholas Smart Walker

- To uphold and promote a calm, smart, and orderly environment across the school site.



The St Nics Code of Respect

- To empower our community to respect protected characteristics and to report discrimination.



After-School Clubs, Early Birds and Night Owls

The school expectations are also applicable to all before and after school care; this includes the Local Academy Board (LAB) led Early Bird and Night Owls facilities and also externally run clubs. Please see Handbook for procedures to follow.

Rewards

Whilst the school expects children to demonstrate exceptional behaviour, intrinsically, it does reward good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We praise and reward children for good behaviour in a variety of ways:

- Congratulate children with a smile and a positive comment
- Move children up the zone board (in Early Years)
- Give children stickers
- Award a 'Dojo' that are related to the values within the St Nicholas Way
- Award children 'Star of the Week'
- Celebrate individual and group achievements each week in 'Superstars Assembly'

- Positive feedback to parents
- End of week recognition

This list is not exhaustive and the school acknowledges all the efforts and achievements of children, both in and out of school.

Sanctions

In the limited instances in which behaviour needs to be addressed with a sanction, this can involve some of the following measures, which are escalated through different interventions. However, should a behaviour have a detrimental impact on staff and/or children, including the quality of a safe, happy, positive learning environment, then it may be that the intervention and consequences begin at a later stage. For example, it might be that a child's behaviour warrants immediate referral to a school leader.

In all other and most circumstances, this will follow clear stages of escalation:

- Stage 1: Classroom-Based – Initially managed by the Class Teacher/member of staff leading the class and is managed within the child's class environment. Clear use of verbal reminders provide clear opportunities for children to reflect on their conduct and correct it as per the expectation given.

- Stage 2: Year Group/Key Stage Based – Child spends time in an environment outside of their classroom to 'Reflect and Reset', where consequences are likely to have been escalated, because they have not taken the opportunity to correct it.

- Stage 3: School Leader Intervention – Behaviour has not improved, despite Stage 1 and Stage 2 interventions, and therefore a school leader now leads the decision-making around the child's sanctions and consequences. In some circumstances, this may warrant a communication with the child's parents/carers – this will either be via the child's class teacher or a school leader (depending on the circumstances).

For children with Special Educational Needs and Disabilities (SEND), they may have a separate Behaviour Plan, which will outline clear expectations for how their behaviour is managed; this also includes reasonable adjustments which relate to a child's individual needs and approaches to their behaviour management.

Stage		Intervention	Consequence
Stage 1 (Classroom Based)	**Verbal Reminder(s)** **'Reflect and Correct'** In almost all cases, only one verbal reminder	The Class Teacher/member of staff leading the class will provide a clear and explicit verbal reminder and expectation to the child. They will make it clear how they are not following The St Nicholas Way. "The expectation is….. It is now important that you… so that…"	**This will happen:** ✓ A verbal reminder **Depending on the circumstances, the child may:** ✓ Have a Dojo removed, and this is made clear to the child.

	should need to be given.		✓ Miss all or part of a playtime and/or; ✓ Redo a piece of work
	Final Verbal Reminder **'Reflect and Correct'**	If behaviour persists, the Class Teacher/member of staff leading the class will provide a final clear and explicit verbal reminder and expectation. At this point, it is likely that the child will need to work in isolation within the same classroom. It will be made clear that if the expectation continues to not be followed from hereon, then the child is likely to need to work in another classroom to reduce the disruption for staff and other children. "You have continued to….. which means that …" "If you continue, you will need to spend some time out of the classroom to reflect and to continue with your work…"	**This will happen:** ✓ A verbal reminder ✓ A Dojo is removed – the 'what' and 'why' is made clear to the child **Depending on the circumstances, the child may:** ✓ Work in isolation (within the classroom – individual table) and/or; ✓ Miss all or part of a playtime and/or; ✓ Redo a piece of work
Stage 2 (Year Group/Key Stage)	**Reflect and Reset Time**	The child has continued to not follow the expectation within the class environment and therefore will need some 'Reflect and Reset Time' away within another environment. This is to ensure the child has the space and time to reflect on how their actions have escalated and how better choices could have been made, before this point was reached. They are sent to another member of staff beyond their classroom (likely the class teacher in the opposite classroom), where they will continue with their work and reflect on their behaviour. This is an opportunity for the child to 'Reflect and Reset', before going back to their normal environment with their class, if they pledge to have reflected and are going to work on rebuilding and embedding positive behaviours and choices.	**This will happen:** ✓ Another Dojo is removed, and this is made clear to the child. ✓ Work in another classroom **Depending on the circumstances, the child may:** ✓ Miss all or part of a playtime and/or; ✓ Redo a piece of work and/or; ✓ Be removed from an activity

Stage 3 (School Leader Intervention)	**Sent to School Leader**	In only the most significant circumstances will this stage be required. If 'Reflect and Reset Time' has not had an impact, or a child has persisted with the unacceptable behaviour, then they will be sent to a school leader, who will intervene from this point.	**This will happen:** ✓ Visit a School Leader **Depending on the circumstances, the child may be asked to:** ✓ Miss all or part of a playtime and/or; ✓ Redo a piece of work and/or; ✓ Be removed from an activity and/or; ✓ Write a reflection on the problem or an apology to anyone who has been impacted **A School Leader (or class teacher) might:** ✓ Make a phone call to parent/carer, if deemed appropriate

Persistent Behaviours

In circumstances where the sanctions/rewards within the Behaviour policy have not had an impact on the child's behavior the following process is followed:

- ✓ Step 1: Parents meet initially with the class teacher (and the SENDCo or school leader if appropriate), to establish if there are any underlying reasons for the behaviour and support for parents may be initiated, if necessary (e.g. Local Support Team)

- ✓ Step 2: Outside agency involvement for pupil (e.g. Behaviour Support, Educational Psychologist, CAMHS)

Use of Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In this school, reasonable force is used for two main purposes: to control or restrain. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will depend on the individual circumstances. Parents will be informed of any situation where reasonable force has been used, and this will be recorded on our School Incident Record.

Confiscation of Inappropriate Items

The school has the right to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. Staff may search without consent for prohibited items including weapons, stolen items or objects banned by the school.

Conduct of Pupils Outside the School Site

The school will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the school:

- Have repercussions for the orderly running of the school
- Pose a threat to another pupil, a member of staff or member of the public
- Adversely affect the reputation of the school.

Role of Adults

As with safeguarding, it is the responsibility of all adults employed by the school to uphold this policy, as follows:

Class Teacher	Head Teacher	Parents
Discusses the school expectations with each class. All children sign to show they have read and understood The St Nicholas Way at the start of each year; this is kept on display. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class. It is the responsibility of the class teacher to ensure that the school rules are followed in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.	Implement the School Behaviour policy consistently throughout the school Report to LAB, when requested, on the effectiveness of the policy and ensure the health, safety and welfare of all children and staff in the school. Giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child.	Work collaboratively with school, so children receive consistent messages about how to behave at home and at school. Read and support the school expectations. Build a supportive dialogue between the home and the school, and we contact parents if we have concerns about their child's welfare or behaviour. Support the actions of the school, if the school has to use reasonable sanctions when a child does not follow expectations. Contact the class teacher, if they have concerns. If the concern remains, they should meet with a senior member of staff.

Suspension and Exclusion of Pupils

Introduction and Context

This policy deals with the policy and practice which informs the school's use of suspension and exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

1. The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;

2. The second is to realise the aim of reducing the need to use exclusion as a sanction.

The decision to suspend or exclude a pupil will be taken in the following circumstances:

(a) In response to a serious breach of the school's Behaviour Policy

(b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil themself in the school.

Suspension and Exclusion is an extreme sanction and is only administered by the Head Teacher. It is important to understand what separates these two approaches:

Suspension	The child is not allowed to attend the school site for a **fixed term period.**
Exclusion	The child is no longer allowed to attend the school and therefore this is **permanent.**

Suspension and Exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Head

Teacher makes the judgement that exclusion is an appropriate sanction. At times the Head Teacher will decide not to use the extreme sanction of an exclusion but will decide that a Pastoral Support Plan should be drawn up to try avoiding the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

Suspensions

Suspensions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Head Teacher to exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year. The LAB have established arrangements to review promptly all permanent exclusions from the school and all suspensions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.

The LAB have established arrangements to review suspensions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following suspension parents are contacted immediately where possible. A letter will be sent giving details of the suspension and the date the suspension ends. Parents have a right to make representations to the LAB and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate. During this meeting a Pastoral Support Plan will be drawn up, which will include a review date.

During the course of a suspension where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians. Records relating to suspensions will be stored confidentially and are formally reported to the Local Authority.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or "one off" offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff

- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
- Arson
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the school.

General factors the school considers before making a decision to exclude:

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head Teacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy and Single Equality Policies
- Explore placements in alternative settings where they are available to avoid exclusion.
- Explore the possibility of a managed move to another school.

If a managed move cannot be agreed between schools, then the school may request a managed move. If the Head Teacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.