

SAINT NICHOLAS SCHOOL

Whole School Behaviour Policy



<u>Approved by:</u>	 Headmaster  Chair of Governors	Date: 02/09/2025
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INTRODUCTION

This policy:

- Is non-contractual in nature;
- Can be adjusted by the School to suit specific circumstances;
- Can be varied unilaterally by the School.

The behavioural expectations of the school encourage characteristics that seek to maintain a strong sense of community between staff, pupils and the wider Saint Nicholas community. Saint Nicholas School pupils are expected to behave in a way that recognises their development as confident individuals in a community where each individual excels and strives to reach their full potential. Our mission is to provide a tailored learning experience which celebrates and promotes each individual's journey. We nurture self-esteem and wellbeing and equip pupils with the skills that lead to life-long learning, cultural breadth, a willingness to accept challenge, and an understanding of the way that they, as individuals, interact with the wider community.

Above all else, members of the Saint Nicholas community are expected to treat all with kindness at all times.

PROMOTING POSITIVE BEHAVIOUR FOR LEARNING

The ethos of Saint Nicholas School is based on mutual respect, support and encouragement to bring out the best in each individual. The school sets out to promote positive standards of behaviour which are easily understood and to which pupils, parents and staff can all subscribe.

Good order and discipline are essential to the provision of high standards of education. Poor behaviour cannot be tolerated because it prevents pupils from learning and making good academic progress. The support of parents is essential for the maintenance of good behaviour. All staff have a critical role in establishing high standards of learning, teaching and behaviour.

At Saint Nicholas, we have three simple expectations for excellence:

Be Responsible

Be Resourceful

Be Resilient

Key Principles for Promoting Positive Behaviour:

- An acknowledgement that we all have rights and that with such rights come responsibilities to ourselves, to others and to the school;
- Every individual at Saint Nicholas School should feel a valued part of a community in which we treat others as we would wish to be treated;
- Pupils should recognise that self-discipline is the highest form of discipline, together with self-respect and the basic virtues of honesty, fairness and good manners;
- Staff recognise the importance of modelling positive behaviour by treating pupils (and colleagues) at all times with a positive and professional attitude;

Aims

- To create an atmosphere of mutual respect, trust and responsibility.
- To promote a positive school ethos through positive behaviour strategies and celebrations of success.
- To raise standards of attainment, behaviour and attendance for all pupils.
- To involve pupils and staff in setting rules/standards of behaviour within the school.
- To require pupils to manage their behaviour effectively while respecting the rights of others.
- To develop social and citizenship skills in a variety of school contexts.

Strategies for Promoting Positive Behaviour, including Restorative Approaches

Using restorative approaches to promote positive behaviour is a key element of the practice at Saint Nicholas School. One of our aims is to be responsible, where pupils are expected to be accountable for their actions; understanding the pivotal role they can play in making a difference to the lives of others. We believe that this helps pupils take control of their behaviour by:

- Focusing on relationships and allowing pupils to restore and rebuild after conflict or difficulties.
- Building empathy and allowing pupils time to reflect on the consequences of their actions by facing the person who was harmed so that they can hear how they are feeling and what they are thinking.
- Agreeing on the appropriate next steps which may often include making amends in the form of an apology or restorative approach. This may include helping the pupil to ask for help in the future or exploring methods of support to regulate emotions.
- Using respectful language during restorative conversations that allows pupils to feel safe and have the opportunity to be accountable for their actions.
- Giving everyone a voice so that all pupils involved are given the opportunity to speak and be heard. This helps build the whole picture of each incident.

Preventative strategies which encourage each pupil to develop a sense of personality and Self-discipline, which include:

Engagement of pupils in developing and implementing codes of behaviour:

- Discussion of appropriate behaviour charter
- Training of peer counsellors
- Organisation of pupil buddy system (through houses)

Clear communication of expectations:

- Whole school assemblies on moral or social issues
- Publishing the School Rules and the Code of Conduct
- Publicising the Behaviour Charter throughout the school
- Ensuring that parents are aware of the expectations of pupil behaviour through the website, newsletter etc

Appropriate use of rewards and praise:

- Development of a strong and broad reward system that is regularly reviewed
- Use of praise as a sincere and prompt response to positive behaviour or achievement
- Praise should be applied equitably across the age and ability range, regardless of special educational need, disability, race, religion, gender, sexual orientation or other differences
- Praise and reward should follow a transparent and fair system that rewards good behaviour and commitment to academic excellence
- Pupils should encourage and support each other at all times

Pastoral and tutorial promotion of the highest quality behaviour:

- Setting of personal targets by tutors and/or House staff for improving work or behaviour
- In Houses, the promotion of positive behaviour, through House assemblies and the use of senior pupils as Heads of House to assist in managing pupil behaviour

Consistent behaviour management by all staff:

- Discussion and implementation of proactive strategies to manage behaviour by all staff
- Clarity about school rules and expectations
- Consistent, fair and persistent management of behaviour by all staff
- Consistent interventions to manage behaviour – pupils should arrive on time for school, in uniform, on time to lessons, properly equipped for learning and prepared to focus on their learning, work positively and collaboratively with others, treating other people, their ideas and their belongings with respect, valuing and caring for the environment and supporting those around them to fulfil their potential
- Good Teaching and consistent, ongoing Pastoral Support
- Stimulating, well-planned lessons which challenge pupils across the ability range

Conduct in the classroom

- 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
- 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.
- 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
- Aisles in classrooms should be clear of coats and bags (both school bags and PE kit), as this is a safety risk
- 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)
- 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
- On no account should any pupil leave a classroom without the teacher's permission. Permission to leave the room is 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.

Wet break times

- During wet break times, lower school pupils may consume snacks in the classroom and litter must be placed in the bins provided. It is expected that pupils behave safely and sensibly 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.
- Middle & Upper School pupils are permitted to remain inside during wet breaks, either in their 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:

- Uniform should be worn smartly, consistent with the high expectations of the school
- Uniform should be kept in good repair and named
- Pupils must wear smart plain, black shoes, (boots, trainers or high-heeled shoes are not permitted)
- Skirts should be knee-length
- Scarves and gloves, worn in addition to winter uniform, must be black or dark blue

- Personal appearance should be smart and well-groomed. Hair must be tied back if longer than chin length and must be off the pupil's face.
- Make-up including false eyelashes and nails are not permitted
- One single plain stud may be worn but no other jewellery, unless it is for religious reasons.

EYFS behaviour management

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

This policy applies to all sections of the School, including EYFS

- Pre-School – Head of Nursery and Pre-school - Sophie Jackson,
- Reception – Form teacher and Mrs Sarah Martin Assistant Head Pastoral (Lower School), Mrs Sarah Fortenbacher, Deputy Head Pastoral and DSL (Designated Safeguarding Lead)

Rewards

Reward	Reason	Staff action
House points	For positive behaviours, both behaviours outside the classroom such as politeness and inside the classroom demonstrating good behaviour for learning.	Award 1 house point per incidence.
Postcards home	Pupils going above and beyond on a number of occasions.	Staff to send postcards for pupils in their classes and record as 2 house points .
Positive contact home	When a pupil has worked consistently well in their classes throughout the week.	Staff to phone home to parents and award 3 house points .
Excellence ambassadors	Awarded by SLT or prefects based on a weekly theme e.g. kindness, resilience. These can be awarded in classrooms or during unstructured times such as lunchtime.	SLT give out tickets to pupils regularly. Pupils give the tickets to form tutors who award 3 house points per ticket .
Kindness cup	Each term SLT will award a kindness cup to a pupil who has shown exceptional kindness to members of our school community. As voted for by pupils and staff.	SLT to award 10 house points .

Commendations	Awarded for outstanding academic excellence by the Deputy or Assistant Head Academic. These are awarded at school assessment points such as Year 10 mock examinations and mid-year assessment in lower school.	SLT to award 10 house points .
Pupil of the half term	Voted for by staff and awarded by the Headmaster.	Breakfast with the Headmaster on the last Friday of term.
Housepoint certificates	Awarded on the basis of achievement of 50 house points or multiples thereof.	Merit certificates awarded by the Headmaster in assembly.
Senior school only		
The Super Six	The six pupils with the highest house points in their year group.	A day trip to Thorpe Park.
Housepoint rewards	Awarded on the basis of achievement.	Once a pupil reaches 50 House points they are awarded a skip the queue pass for lunchtime. This pass is for one use only and must be given to the staff member on duty. Once a pupil reaches 75 House points they will receive a money-off tuck card
Attendance awards	94% or above attendance	Awarded in assemblies each half term.
Lower school only		
Housepoint certificates	Awarded on the basis of achievement of 50 house points or multiples thereof.	Merit certificates awarded by the Headmaster in assembly.
Merit certificates	Given for a range of reasons including academic or attitude to learning	Merit certificate and badge given out in assembly

Fantastic four	The four pupils with the highest house points in their year group.	A day trip to Go Ape.
Golden time	Class have demonstrated that they are following the Golden rules.	The class earns 5 minutes of Golden time each day to be used on Friday.
Tickets and marbles	Pupils are given a raffle ticket for positive behaviours during break and lunch. Swapped for a marble in their class jar.	Class with the most marbles receive an extra 5 minutes Golden time.

SANCTIONS (SENIOR)

As individuals, we are responsible for the way we act. However, we all must recognise that for every choice or action there is a consequence. A consequence is an outcome that arises as a direct result of the way we act and the choices we make.

At Saint Nicholas School, consequences are issued by staff, not punishments. Pupils are responsible for their actions and if they have chosen to act in a certain way, these actions will be the catalyst for the consequence to be given.

BEHAVIOUR MANAGEMENT IN PRACTICE.

In lessons where a teacher feels that a pupil is not behaving acceptably, they will be issued with a C1 (Chance). This is a warning that the pupil needs to modify/change the way that they are behaving.

If the pupil chooses to ignore this warning and does not modify their attitude or behaviour, the teacher will issue a C2 (Choice). This is the pupils' final warning. If this is given during form time, the form tutor should make contact with the pupil's parents.

If the pupil continues to behave in a way that the teacher feels is unacceptable, the teacher will issue a C3 (Consequence). This will mean that the pupil will now automatically be issued with a demerit and a faculty detention or a detention with their form tutor, if the C3 is awarded in tutor time. This may also mean that the pupil is removed to complete work in another classroom within the faculty.

This will take place under the supervision of the Faculty team or form tutor.

Once a teacher issues a C3, this will not be changed.

- All detentions run from 4pm until 4:30pm unless the school day is temporarily changed.

- They will always last for 30 minutes
- Should pupils arrive a few minutes late they will at the very least make the time up at the end of the detention. However, if they are more than ten minutes late or are continually late they will be issued with another C3.
- If pupils talk or display negative behaviour during the detention, they will be issued with a warning. Should pupils not respond positively to the warning, the pupil will fail their detention. Failing a detention will result in a C4 being issued and the pupil will need to complete an hour detention.
- Pupils who do not attend a detention will receive an immediate C4.

If a pupil receives two or more C3's (detentions) on the same day, this will be escalated to the Pastoral lead and Deputy Head Pastoral, they will be issued with a C4 on the following day and will receive a 1-hour detention at 4.00pm the following day.

If a pupil is absent from school on the day of their detention, they will attend the detention on their next day in school.

Note :- For issues regarding equipment for lessons i.e. books, PE kit etc. pupils who do not bring an essential piece of equipment (eg, PE kit, textbook) will receive a C1. Therefore, when a pupil forgets their book or PE kit etc, on the next occasion they will be issued with a C2 and on the following occasion a C3.

Pupils may be placed on report to a designated member of staff where issues around behaviour, attendance and/or punctuality continue to fall below the school's expectations. Where pupils do not meet the specific targets outlined on the report, a consequence of a C3 detention, C4 detention, internal suspension or external exclusion may be set.

Pupils who do not follow behaviour expectations during break, lunch, and while moving around the school site, will be issued a same-day or next-day detention. These will take place at lunchtime for 15 minutes with a member of the senior leadership team.

Hands-off Policy: This is to ensure our school remains a safe and welcoming space, free from unwanted physical interactions. Pupils will be reminded to keep their hands to themselves, and persistent unwanted contact will result in a detention. While we are promoting a hands-off approach, we expect pupils to act with compassion and kindness. If a fellow pupil is hurt, upset, or in need of emotional support, we encourage their friends to offer assistance appropriately.

Behavioural Demerits

Where poor behaviour is repeated, where warnings are not heeded as in the sanctions section above 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 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 ten demerits, 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 a major demerit 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 10 demerits), a pupil will be put into lunchtime detention with their form tutor for 30 minutes; 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:

1. Major Demerit = Lunchtime Detention with Form Tutor and email home
2. Major Demerits = After School Detention with the Pastoral leader, and pupil 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 suspension with the Headmaster and pupil placed on Headmaster's report for the remainder of the 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.

SANCTIONS (LOWER)

In lessons or during unstructured times where a teacher feels that a pupil is not behaving acceptably, they will be issued with a warning. This is a warning that the pupil needs to modify/change the way that they are behaving.

If the pupil chooses to ignore this warning and does not modify their attitude or behaviour, the teacher will move the child to 'Amber'. This is the pupils' final warning.

If the pupil continues to behave in a way that the teacher feels is unacceptable, the teacher will move the child to 'Red'. This will mean that the pupil will now automatically be issued with a breaktime reflection with their class teacher.

Once a teacher issues a 'Red', this will not be changed.

- The reflection will always last for 15 minutes.
- During the reflection, pupils will be expected to complete a reflection sheet.

If a pupil receives two or more 'Reds' on the same day, this will result in an escalation to the Assistant or Deputy Head Pastoral.

Once a pupil receives 3 'Reds' within the academic year, the Assistant Head Pastoral will meet with parents. Once a pupil receives 5 'Reds' within an academic year, then this would be referred to the Deputy Head Pastoral.

Hands-off Policy: This is to ensure our school remains a safe and welcoming space, free from unwanted physical interactions. Pupils will be reminded to keep their hands to themselves, and persistent unwanted contact will result in a reflection. While we are promoting a hands-off approach, we expect pupils to act with compassion and kindness. If a fellow pupil is hurt, upset, or in need of emotional support, we encourage their friends to offer assistance appropriately.

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.

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 as per this policy. However, if misbehaviour continues, the teacher will discuss the pupil's behaviour with the Pastoral Team. 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 suspensions, external exclusions and permanent exclusions. He reports on instances that are causing concern at the 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 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 is printed and sent to the parents at the beginning of each year, and we expect parents to read and support this. 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. Where the school issues reasonable sanctions, as per this policy, parents **must** support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the form tutor. If the concern remains, they should contact the Deputy Head Pastoral or Pastoral Lead. 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

The Headmaster may conclude that exclusion is a suitable sanction. 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 permanently. If the Headmaster externally excludes a pupil for a fixed term, he informs the parents immediately, giving reasons for the exclusion and informs the Chair 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. **Please note, that parents can only appeal in the case of a permanent exclusion.** 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 permanent 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 a permanent exclusion, they consider the circumstances in which the pupil was permanently 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.

Appendix 1 Equipment expectations

Equipment Expectations:

Pupils must be well prepared for lessons. The following items are essential, parents should ensure that their child has the following in school:

Reception and Year 1	Year 2 to 5	Year 6 to 11
• Reading book	• HB writing pencil • Blue handwriting pen (Year 3 to 5 only) • Green ballpoint pen • Eraser • Sharpener • Coloured pencils • Glue stick • 30cm ruler • Pair of round-ended scissors • Half-circle protractor (Year 5 only) • Reading book	• Black/blue ballpoint pen x 2 • Green ballpoint pen • Purple ballpoint pen • Writing pencil HB • Eraser • Sharpener • Glue stick • 30cm ruler • Pair of scissors • Maths set – pair of compasses and protractor • Scientific calculator (Casio is the recommended model) • Reading book • Chromebook (fully charged) and charger • Textbook issued by teacher • Exercise book issued by teacher • Clear pencil case (Year 9 onwards) • Headphones Desirable items: • Coloured pencils/pens • Pink and yellow highlighter • Diary/planner (optional)

Appendix 2 Serious offences

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

- 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.
- 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.
- 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'.
- Over-the-counter and prescription medicines used improperly, which can include sleeping tablets and slimming tablets.
- 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.
- 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.