



---

# SAINT NICHOLAS SCHOOL

## BEHAVIOUR, RULES, REWARDS AND SANCTIONS POLICY

---

*Note: This policy applies to all sections of the School including EYFS*

Reviewed October 2021

Review Date October 2022

### INTRODUCTION

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 in the School.
2. Members of the School are expected to conduct themselves in accordance with common sense and the conventions of good 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.

In order 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 in an unacceptable way, appropriate sanctions issued whilst ensuring that:

1. Corporal punishment will not be 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 within 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**

1. Courtesy should be shown to all members of the School community and pupils are expected to: 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. 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.
4. 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.
5. Pupils are expected to display good manners at all times, including using 'please' and 'thank you'.
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. Silence is to be maintained throughout school assemblies and on other such formal occasions.
9. 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.
10. 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.
11. If a pupil wishes to enter a room occupied by another class, he or she should knock and wait for a reply before entering.
12. 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.
13. Each Middle & Upper School pupil is allocated a locker, which must be kept locked at all times with a padlock. Pupils need to visit their lockers only at the start of the day, at break and lunchtime, and at the end of the day. Pupils are responsible for the organisation of their own equipment and books (including PE and Games kit) and should ensure that the correct books and equipment are in the lesson at the appropriate time.
14. 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, glass bottles should never be brought into school and chewing gum is not allowed in school at any time.

15. 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.
16. The swimming pool area is strictly out of bounds to pupils unless a member of staff is present.
17. During breaks, pupils must remain within the areas which have been designated 'in bounds'.
18. Changing for games and other activities should take place only in the designated changing rooms.

### **Punctuality**

1. Pupils are expected to arrive in their classroom not less than five minutes before registration at 8:45am, to allow them time to hand in homework and organise all books and equipment necessary for the first lesson of the day.
2. 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 be talking 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 schoolbags and PE kit), as this is a safety risk.
5. Pupils should not eat or drink in classrooms unless it is wet break. (other than drinking water or school milk or during 'snack time'. However, bottles of water and throat lozenges 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 a teacher 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 as a last resort remove the pupil from the classroom. In this case, the pupil should be taken or sent directly to the appropriate Head of Section 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 on the life of the school.

### **Before and after school**

1. Pupils arriving at school early should wait in Mountbatten Hall unless accompanied by their parents on the playground.
2. If pupils are not being collected at the end of the day they will be taken to Prep or homework club.

3. Owing to the volume of traffic on site, no ball games are allowed before or after school.

### **Wet break times**

1. During wet break times, Lower School pupils must 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.
2. Middle & Upper School pupils are permitted to remain inside during wet breaks, either in their own form room or an 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 and no longer or shorter than 5cm from the middle of the knee when standing up;
5. scarves and gloves, worn in addition to winter uniform, must be black or dark blue.
6. personal appearance should be smart and well-groomed. School handbooks provide guidance.

### **SMOKING, DRINKING AND DRUGS**

1. Smoking and vaping is forbidden on school premises. All materials associated with Smoking or Vaping are also strictly forbidden on the school premises.
2. Pupils may not consume alcohol at any time on the school premises.
3. The taking, possession or dealing of illegal drugs is strictly forbidden. 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.
  - ✓ 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.

### **PHYSICAL RESTRAINT BY A TEACHER**

A pupil may be physically restrained as a last resort and only in the following cases:

1. To protect a pupil from harm. This could be direct physical danger, for example in laboratories or on the sports field, or potential danger, such as preventing a 5-year-old from running out of a classroom with the possibility of running out of the school grounds into the street.
2. To prevent a pupil from committing a criminal offence.

3. To prevent damage to property.
4. To prevent a pupil from engaging in any behaviour that is prejudicial to maintaining good order and discipline at the school or among the pupils.
5. To remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
6. To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
7. To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
8. To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

## **EYFS BEHAVIOUR MANAGEMENT**

The named EYFS practitioners responsible for behaviour management are:

- ✓ Pre-School – Sophie Jackson, Pre-School Manager
- ✓ Mrs Lucy Thomas, the Head of Lower School
- ✓ The School's Designated Safeguarding Lead (DSL) is Mrs Helen Hopkins.

## **REWARDS AND SANCTIONS – The approach to sanctions**

Pupils may be disciplined for misbehaviour when the pupil is:

1. taking part in any school-organised or school-related activity or
2. travelling to or from school or
3. wearing school uniform or
4. in some other way identifiable as a pupil at the School.

And for misbehaviour at any time, whether or not the conditions above apply, that:

1. could have repercussions for the orderly running of the school or
2. poses a threat to another pupil or member of the public or
3. could adversely affect the reputation of the school.

## **LOWER SCHOOL**

### **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 a number of 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. 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 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 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 star of the week for following the rule well. Pupils receive a star of the week certificate. Pupils are special helpers for that week.

### **Whole school strategies used in the Lower School.**

#### **Silence**

Adults raise hand in the air 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.

#### **1, 2, 3 (getting ready to move from the carpet to desks etc.)**

Adults use 1, 2, 3 hand signal

One - look at me

Two - stand up

Three - walk with me

### **SANCTIONS**

Traffic light system-stay on the green. All pupils start on green.

First warning verbal.

Second warning move to amber.

Next time a pupil’s behaviour needs to be addressed they move to red. Pupils are then given a behaviour reflection sheet to complete at either break or lunch in a designated class.

Behaviour reflection forms are passed to the members of the Lower School SLT responsible for the infants and the juniors.

If a child collects 3 forms a member of the Lower School SLT will contact parents to inform them of the situation.

If a child collects 5 forms they are referred to the Head of Lower School, to contact parents and arrange a meeting to discuss behaviour.

Should a misdemeanour be sufficiently serious a pupil may receive an afterschool detention with the Headmaster.

Internal then external exclusion if behaviour is persistent/serious

## **MIDDLE & UPPER SCHOOL**

### **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 30 housepoints or multiples thereof.

#### **Student of the Half Term**

Each month a 'Student of the Half Term' award is presented following nominations by members of staff for the Middle and Upper School. Nominees gain ten housepoints.

#### **Postcards**

Postcards home to notify parents of excellent achievements or behaviour.

### **SANCTIONS**

In most cases where pupils' behaviour falls short of expectations, a verbal warning or departmental 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 which can be accessed by parents via the Parent Portal. Form teachers and the Assistant Head (Pastoral) 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).

#### **Detentions**

Where a pupil receives three Behavioural Demerits, parents are informed and an afterschool detention with the Headmaster is triggered. Demerit totals return to zero at the beginning of each new term, however where pupils repeatedly appear at the Headmaster's Detention other sanctions are likely to be employed.



*Please note that behavioural incidents of a particular grave nature may result in this procedure being by-passed and other appropriate sanctions enforced.*

### **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 at subject level. Where such intervention is not successful an Academic Referral is made. This referral is logged onto Engage which can be accessed by parents via the Parent Portal. Form teachers and the Assistant Head (Academic) are able to monitor an individual child's referral record and speak with the child to provide support and strategies for improvement where necessary.

### **Detentions**

Where a pupil receives five Academic Referrals, parents are informed and an afterschool detention with the Headmaster is triggered. Referral totals return to zero at the beginning of each new term, however where pupils repeatedly appear at the Headmaster's Detention other strategies are likely to be employed.

### **Report cards**

If a pupil's behaviour, lack of effort or academic performance are causing general concern and it is felt that closer scrutiny will be of benefit to the individual pupil, the pupil may be placed on Report for a specific period, usually ranging from three days to a fortnight. It is the pupil's responsibility to look after the report and to hand it to their teacher at the start of each lesson. The pupil is able to read the comments given by staff which will include the signature of a member of staff and a written comment at the end of each lesson and break. At the end of each day, the report is taken to the issuing teacher to be checked, countersigned and commented on if necessary. It is intended that such close scrutiny of the pupil's behaviour, effort or academic performance will provide an incentive for the pupil to improve matters.

### **Exclusions**

A pupil may receive either a fixed term or permanent exclusion from school for a serious misdemeanour involving substantial misconduct. See Exclusions Policy.

### **Involving parents**

The partnership between school and home is considered to be of great significance and it is when this is working most effectively that pupils benefit most. Parents are always welcome to visit the school if they have any area of concern. They are encouraged to meet the form teacher in the first instance, although the specialist subject teachers, Assistant Heads, Deputy Head and Headmaster are available if necessary for either initial or subsequent discussion.