



# St Nicholas

## BEHAVIOUR POLICY

**“Let all that you do be done with love.” 1 COR 16:14**

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## 1. Introduction

The Diocese of Salisbury Academy Trust (DSAT) and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. Each Academy recognises the importance of a behaviour policy, that sets out the behaviour expectations of all pupils in DSAT Academies and aims to explain to teachers the powers and duties they have in respect of pupil behaviour. A strong and clear policy on behaviour is essential when supporting staff who manage behaviour in our Academies on a regular basis, including rewarding and sanctioning pupils.

This policy is for all staff and volunteers in DSAT Academies and is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

## 2. Aims of the Policy

2.1 Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the Academy's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and the Academy in the implementation of this policy;
- The adults encountered by the students at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the students.

2.2 As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contributions of all.

## 3. Approach

- To involve all of the Academy community in understanding and celebrating the rules- Ready, Respectful, Safe

### **The St Nicholas Way- School Rules**

#### **Ready**

We arrive at school on time and have the correct uniform and PE kit.

We have our equipment ready.  
We show that we are listening and are ready to share thinking.  
We are ready to learn  
We can trust adults to help us to be ready but it is my responsibility to try my best and improve

### **Respectful**

We are respectful by listening when others speak- one voice at a time.  
We respect the property of our friends and the school.  
We respect that other people have different ideas, beliefs and backgrounds to our own.  
We show respect by talking to others with kindness and love  
We respect that people may look different and have different needs but we may all feel the same emotions.  
We respect the law and the rules of school and society.  
We show respect by taking responsibility for our actions and seek to restore and repair relationships  
We can trust adults to help us to be respectful but it is my responsibility to try my best and improve

### **Safe**

We are safe when we move around our classroom and school.  
We have kind hands  
We follow instructions to keep ourselves safe.  
We use equipment safely.  
We stay safe online and make safe choices . We recognise when we do not feel safe.  
We can trust adults to help us to be safe but it is my responsibility to try my best and improve

## **Whole School Approach- Promoting High Standards of Behaviour**

We aim to promote the development of individual skills and talents so that every child may achieve his or her potential within an ethos of respect and equal opportunity.

To support our positive ethos, we ensure that:

#### **each day every adult will:**

1. Remind pupils of the high expectations of our school
2. Engage in caring conversations
3. Pass on the positive

#### **every day senior leaders (SLT) will:**

1. Meet and greet the school community
2. Model our Christian school values (Friendship, Peace, Perseverance, Thankfulness, Truthfulness and Forgiveness)
3. Model ready, respectful and safe

#### **when dealing with inappropriate behaviour every adult will:**

1. Keep calm and, where possible, match the child's eye-level
2. Give choices and thinking time
3. Remind the child of examples of their good behaviour and achievements

Teachers also use quality first teaching strategies to remove barriers to learning and promote positive behaviour. These strategies might include:

- Adapting the work, lesson, language or questions to maximise engagement and achievement
- Changing the organisation in the room e.g. seating arrangement
- Effectively using adults within the room to support individuals or groups.

To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good learning behaviours including effort and high standards of achievement

To ensure that all staff are conscious of the example they set the whole time

To focus on the child's behaviour and not the child him/herself

To seek guidance from outside agencies when extra support is needed

To take ownership of behaviour issues

3.1 We believe it is important that the Academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the Academy community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

3.2 We aim to establish a caring ethos where the quality of all relationships is positive. Children feel valued in relationships at all levels. All interactions within the school community are underpinned by the Academy's vision and values. All stakeholders consistently use the language of the academy.

3.3 We understand that exceptionally positive behaviour lies in the behaviour of adults and their ability to create a culture of certainty. We recognise the importance of consistent adult behaviour when managing the behaviour of children. All adults in the learning environments should hone certainty around behaviour expectations, to ensure expectations of behaviour are respected and unquestioned. Model shifts in adult behaviour to have the greatest impact:

- Deliberately notice something new about each child.
- Focus positive attention on effort, not achievement.
- Avoid telling children how their negative behaviour makes you feel.
- Avoid shouting.
- Introduce and develop non-verbal cues.
- Focus positive praise on those going beyond expectations.
- End each lesson or session with positive reflections and reinforcements.

3.4 We recognise the importance of explicitly training children to develop self-discipline and self-regulation. We provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

#### 4. Rewards

4.1 Our emphasis is on rewards to reinforce good behaviour, rather than on sanctions. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children.

4.2 Verbal praise and marbles will be used in the first instance to reward good, improved and consistent behaviour. (For some children individual programmes for rewards may be considered where the child has additional needs and whole school measures are not deemed appropriate.)

4.3 Marbles will be given to children for outstanding growth mindset, behaviour and behaviour for learning or to reward the whole class. Only one marble is rewarded at a time. Classes work together to earn 100 marbles in order to get a class treat.

4.4 Postcards are used as a way of communicating with parents when their child has applied excellent learning skills or gone above and beyond during the day.

- 4.5 Hearts are used at break time and lunch time to promote and celebrate those children going above and beyond to be friendly, kind and generous in their play.
- 4.6 Year 6 are rewarded for good behaviour with additional roles, responsibilities and privileges which are reviewed annually by the Headteacher.

## 5. Sanctions

*"Punishment doesn't teach better behaviour, restorative conversations do"- Paul Dix*

- 5.1 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community.

In an environment where respect is central, disapproval, is a powerful sanction. Occasionally children may forget our expectations for good behaviour or they may be inconsiderate to others. It is then important for them to understand that it is the poor behaviour that we are concerned about, not the child. We have escalating sanctions, where appropriate, to remind children about our expectations and encourage the positive behaviours we expect.

Sanctions will always be appropriate and proportionate and never involve humiliation, sarcasm or public ridicule.

- 5.2 We are an inclusive school and where a pupil needs individualised support with their behaviour, outside agencies may become involved, for example- Education Psychology service, Governors, Education Social Worker, Educational Welfare Officer, behaviour support, Child, Adolescent Mental Health Service (CAMHS) and Police. The support may be in the form of: observations by professionals, feedback to supporting adults, writing and implementing risk assessments or planning specific meetings to support individual needs. Children whose behaviour is causing concern may have a 'My Support Plan' which will include targets for improvement and strategies to meet these.

A class teacher may also write a de-escalation/risk assessment for the pupil with strategies and steps to follow when particular behaviours are displayed.

As a school we also offer early help interventions to support pupil wellbeing and behaviour which include dog therapy, ELSA support (individual and group), Lego therapy, kitchen nurture, Drawing & Talking and social skills groups as well as mentoring with our chaplain.

**Please see flowcharts for inappropriate behaviour and the series of sanctions used in class and at lunchtimes/playtimes**

**Also see Appendix 2 to know and understand the stages of de-escalation**

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions;
- Group sanctions should be avoided as it breeds resentment;
- There should be a clear distinction between minor and major offences;
- Only the primary behaviour will be punished and secondary behaviours will be ignored or managed.

- 5.3 When discussing behaviour incidents with children, the behaviour of the adult lies at the heart of it all. It is important that all adults talk to them with a quiet, calm and non-confrontational voice

while ensuring body language is positive, kind and un-intimidating. Conversations should be had in open spaces when possible, where adults sit next to, walk with or play with a child, creating space for honest reflections. All children should be given the opportunity to share their viewpoint.

#### **A 30 second script:**

- *I noticed you are...(having trouble getting started/struggling to focus/not sitting nicely).*
- *It was the rule about...(smart lining up) that you broke.*
- *You have chosen to....(move to the back/catch up on your work at break time)*
- *Do you remember last week when you...(sat beautifully/listened careful/produced that wonderful bit of writing)? That is what I need to see today.*
- *Thank you* (Then give the child some 'take up' time).

(NB: To be used in conjunction with clear and consistent classroom routines)

#### **Restorative Conversations**

It is important that children who have behaved inappropriately have the time and space to make the right choices and make amends. It is also important for any children who may have become upset or been hurt by the inappropriate behaviour to be able to have a restorative conversation with the other child(ren) so that they can express their views and how the inappropriate behaviour made them feel. Wherever possible, this should take place on the same day as the incident of inappropriate behaviour.

The following script should be used:

- *What happened?*
- *Who's been affected?*
- *How have they been affected?*
- *What needs to happen to make things right?*
- *Reaffirm your commitment and belief in the child.*

\*Ask the pupil how they will make things right. An apology is only of value if it is genuine. Forcing a pupil to apologise will not change future behaviour

#### **Removal from Class**

Some children will benefit from time out, which is time taken to 'cool down'. This may be in the class or a designated area e.g. central area or reflection space. Their class teacher retains control of this unless support is required.

When a child needs to be removed from class, the first port of call is a member of SLT. Children may be sent to a member of SLT for a cooling off period. The Headteacher should be informed when this takes place.

Where safety is an issue **the red triangle card should be sent to the Headteacher or Deputy Head.**

#### **Reflection Times**

Reflection times will take place at playtimes or lunchtimes. As part of the reflection time a restorative conversation should take place between adult and pupil. Pupils should complete a 'reflection task' sheet (see Appendix 2) which requires the children to acknowledge how their behaviour was inappropriate, who is affected, how they felt and how they can move forward.

Behaviour incidents should be recorded on ARBOR.

#### **Physical Intervention**

Staff are experienced in the use of a wide range of consistent behaviour management strategies intended to defuse potentially aggressive situations, for example, diversion, reasoning, warning and we use these first.

It is recognised that in specific circumstances of serious threat to students, staff or property, it is necessary to use techniques that may involve some physical restraint in order to ensure the health and safety of all.

We have adopted the Team Teach approach for dealing with pupils who display challenging behaviour resulting in the need for physical intervention. Currently 2 members of staff have been trained to an appropriate level and are authorised to use restrictive physical interventions. However, in an emergency the use of physical intervention by other members of staff can be justified if it is the only way to prevent injury or to prevent an offence being committed.

This is compatible with school vision, Wiltshire County and DfE guidance and *is in conjunction with the DSAT 'Physical Restraint Policy'*.

### **In-school withdrawal/suspension/exclusion**

The head teacher will consider an internal suspension from class or a suspension from school for a fixed term when children exhibit extreme and inappropriate behaviour. For example

- verbal abuse against a child or adult
- threatening behaviour against a pupil or adult
- fighting
- hurting a child or adult deliberately
- destroying property
- putting themselves or others in danger
- actual and extreme violence towards staff or children
- carrying a weapon
- persistent disruptive behaviour
- bullying
- racism
- truancy

Any permanent exclusion will be decided in collaboration with DSAT and the DSAT exclusion policy will be followed.

### **Recording behaviour incidents**

All incidents of misbehaviour, either in the classroom or in the playground, that merit use of the sanctions and strategies mentioned above, despite the consistent application of positive behaviour management strategies, must be recorded on MyConcern (Level 3 and 4 behaviours). The Designated Safeguarding Lead and Deputy Designated Safeguarding lead meet on a weekly basis to review and monitor behaviour incidents across the school.

5.4 Communication with families should be regular and consistent. Parents/carers should be made aware of behaviour concerns and incidents at every step. Parents/carers will be informed of behaviour concerns and incidents if a sanction has been given that has required the involvement of another member of staff or has been recorded on Arbor as a Behaviour Incident.

## **6. Monitoring and Evaluation**

6.1 Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:

- Gender
- Ethnicity

- SEN
- Age

6.2 This work forms part of our policy on Equal Opportunities.

6.3 Home / School agreement:

- Every parent is expected to sign the Home / School agreement when their child starts at the Academy as an indication of the partnership between home and the Academy. This agreement should be re-issued to parents regularly to remind them and their children of its importance.

## 7. Pupils' Conduct Outside the Academy Gates

7.1 Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

7.2 Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for punishment to be imposed on all pupils who are involved.

7.3 Staff may discipline pupils for inappropriate behaviour in the following circumstances:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When identifiable as a pupil at the school;
- When behaviour at any time could have repercussions for the orderly running of the school;
- When the student poses a threat to another pupil or member of the public;
- When behaviour could adversely affect the reputation of the school.

7.4 In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## 8. Confiscation of Inappropriate Items

9.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:

9.1.1 The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

9.1.2 The **Power to search without consent** for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and



- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.

9.2.1 Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## 9. Reasonable Use of Force

10.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

10.2 Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

10.3 The Academy can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

*‘Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want, there can be no gaps between the adults on what matters. It is this consistency that is most important.’ – Paul Dix, ‘When Adults Change, Everything Changes’*

### Linked policies:

- Keeping Children Safe in Education (latest edition)
- DSAT Exclusions Policy
- DSAT Preventing and Tackling Bullying Policy
- Behaviour Flow Chart