



## GOOD BEHAVIOUR POLICY

### Principles

- Children and adults have the right to be respected
- Good discipline is best promoted by purposeful learning
- Unacceptable behaviour can be changed

### Aims

We aim to:

- Provide good adult and peer role models of caring, cooperative behaviour.
- Reinforce positive attitudes to expectations.
- Celebrate a wide range of achievement.
- Provide a happy and supportive school community which promotes good behaviour, self-discipline, self-respect and respect for others.
- Encourage acceptance by all adults in School of a common responsibility for maintaining good discipline and promoting the School's basic guidelines.

Everyone is expected to show courtesy and consideration in caring for others, for the School and for our local community. Our expectations are clearly expressed in our Pupils' Charter and the School Rules.

This policy applies to all staff and all pupils, including Early Years Foundation Stage.

This policy applies when pupils are at school, travelling to and from the school and representing the School or in the lawful control of school staff or in some other way identifiable as a pupil of the School. It applies when a pupil's misbehaviour:

- poses a threat to members of the school community and/or the public;
- may result in repercussions for the orderly running of the School; and/or
- adversely affects the School's reputation.

The School acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and those pupils with disability or SEN. The School will make reasonable adjustments for managing misbehaviour which relates to a pupil's disability or special educational need. Any genuine religious or belief requirements which may affect a pupil, for example, when being able to present their case, will also be considered.

This policy can be made in larger print or other accessible formats if required.

## **Behaviour Management**

Pupils are expected to maintain high standards of work and behaviour. They are encouraged to adopt a positive approach to their work and to conduct themselves with self-discipline and consideration for others.

In relation to the Early Years Foundation Stage provision, the Deputy Head of Infants is the individual responsible for behaviour management issues and who is able to offer guidance on dealing with pupil misbehaviour.

In order to create an atmosphere which facilitates adherence to the school rules and the Pupils' Charter, teachers and other adults should proactively manage the groups for whom they are responsible. The following guidelines should be borne in mind:

1. Lessons and activities should start punctually.
2. Clear expectations of behaviour and standards should be offered to pupils.
3. Classrooms should be well organised and attractive.
4. Enthusiasm for the subject and high expectations of achievement should be generated.
5. Differentiated teaching should take account of the range of pupils' abilities.
6. Each pupil should be treated as an individual within the group.
7. All pupils should be treated fairly and consistently.
8. Praise should be used frequently to recognise and reinforce good work and behaviour.

If a pupil's behaviour requires correction, the following guidelines are offered:

1. Quiet but firm behavioural directions should be given.
2. A reminder of the school rules and/or Pupils' Charter should be given.
3. An expectation of compliance should be conveyed rather than a demand or a hope for it.
4. The adult should address primary rather than secondary behaviour (i.e. do not refer unnecessarily to past incidents).
5. The adult should avoid humiliation and adverse criticism of the pupil (i.e. should criticise the behaviour and not the person e.g. "it's not appropriate to talk now" rather than "you are too talkative").
6. Escalation of the situation and inappropriate confrontation should be avoided.
7. The pupil should be given a right to reply (this may be outside the lesson time but the pupil should be told where/when it will be) and the opportunity for a fresh start where no grudges are held.

The desired outcome of all supportive and corrective behaviour management is that good working relationships may be re-established as soon as possible.

## **Safeguarding duties**

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding and Child Protection Policy and, if necessary or appropriate, refer to the School's whistleblowing policy.

The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary and appropriate.

## **Rewards for good behaviour**

Positive reinforcement is encouraged and pupils are praised for good behaviour and successes are celebrated at Friday assembly. For those pupils in Early Years provision, pupils are awarded stickers and certificates for good work and behaviour. In the junior school, pupils are also awarded certificates and house points to encourage good work and behaviour. For those in the senior school, house points are awarded for good work and behaviour.

The School recognises that positive discipline and reward methods can be effective in managing a pupil's misbehaviour which relates to their disability.

## **Sanctions for misbehaviour**

It is recognised that, as in all communities, some sanctions will be required from time to time for conduct which falls below the standard which could reasonably be expected of pupils. Where pupils, for example, break the School rules or misbehaves the School may impose a sanction.

Young people make mistakes as they learn and, at St Nicholas', it is hoped that sanctions are used in a constructive and supportive manner. For this reason, the sanctions chosen are flexible and carefully considered by the Head and the staff. Wherever possible, such sanctions will be discussed with and explained to both pupils and parents.

Verbal correction is recognised as the norm. However, where appropriate, the Head may prescribe and authorise the following sanctions to encourage good behaviour:

- Staff may keep pupils behind where there has been unacceptable behaviour but this is not considered as a detention. It will be used as an opportunity for reflection. Repeated or more serious incidents will result in further sanctions.
- Pupils who fail to give in or complete assignments may be asked to finish their work in the lunch hour. The School's aim is to support the pupil and encourage responsibility for completion of homework to prevent the workload from becoming overwhelming.
- Detentions may be issued to seniors for such things as: rudeness; repeated failure to complete homework or for not handing homework in on time. This list is not exhaustive and the teacher will use their professional judgement. Please see sanctions chart.
- Any pupil issued with a detention will serve it during a lunchtime, under supervision of a member of the Senior Management Team. Tutors will be notified and parents if necessary. Pupils will use their detention time (30 minutes) to reflect and write apologies but not to complete homework.

- For those pupils in Early Years provision, where a pupil misbehaves staff may, for example, keep pupils in during playtime, get them to sit quietly and/or may remove an object which is causing an argument.

This list of sanctions and types of behaviour is non-exhaustive and advice **MUST** be sought from the Senior Management Team if there is any doubt as to the appropriate sanction.

Serious or persistent breaches of school discipline may result in:

- Exclusion. This is usually reserved for a serious criminal offence and very serious misbehaviour or acts which cause damage to the school community.
- Required removal. The Head may require parents to remove a pupil temporarily or permanently from the School by reason of the pupil's misconduct as an alternative to exclusion.
- Suspension. The Head may require a pupil to be suspended from the School and required to learn at home, for example, whilst any misbehaviour or complaint is being investigated. Suspension may also be carried out in School at the Head's discretion.

The School **does not use or threaten to use corporal punishment**. All sanctions are reasonable and proportionate to the circumstances of each case, taking into account the pupil's age, any SEN or disability and any religious requirements affecting the pupil.

Where a parent is asked to remove their child, and their child has been expelled or suspended for more than 15 school days, the parents and/or the pupil may request a Governors' Review of the Head's decision. The procedure for requesting a Governors' Review is set out in the School's Exclusions, Suspensions and Required Removal policy. There is no right to a Governor's Review for any other sanction.

Records are kept of all major sanctions.

## **Detention and Sanctions for Seniors**

### **Overview and Context**

Since September 2011 parental consent is not required for any detentions. There is no longer a requirement to give parents 24 hours' notice of a detention. Teachers have a legal power to put students aged under 18 in detention, this includes detention outside of school hours.

**Fixed Term Internal Exclusion (Isolation) and Fixed Term or Permanent Exclusion** are always at the discretion of the Headmistress.

The following guide is not exhaustive. No guide can ever contain every misdemeanour a child may commit. Staff must use their judgement if a negative behaviour choice is not listed and must interpret the table to ensure a 'best fit' for the behaviour and sanction because they rarely fall neatly into a category.

Sanctions should always be seen in the context of the child's life; i.e. if a detention, however justified, will make an already anxious child even more anxious, then an alternative sanction might need to be sought. If in doubt staff should consult their line manager.

Data from sanctions is analysed by the Deputy Head and Director of Pastoral Care. Where patterns are identified, intervention strategies must be applied, and the Headmistress informed.

Members of the Senior Management Team will oversee detentions. The detentions will be held on Monday from 13:30 to 14:00 in the Head's office. Circumstances for not detaining a pupil might include a clash that the pupil has with another important school activity. In which case, the member of staff should discuss with the SMT to see if another date for detention might be possible. Such clashes will be managed on a case-by-case basis.

Information relating to the detention should be completed on an on-line form. It should clearly state why the detention has been given,

Parents will be notified by email or by electronic notification. In the short term, the tutor will oversee this.

### **Detention and Sanctions for Seniors**

<b>Code</b>	<b>Type of Behaviour (list not exhaustive)</b>	<b>Recommended Sanction</b>	<b>Action By</b>
1	Low level chatting / silliness/ lack of concentration	Verbal Warning	Subject Teacher
2	Failure to complete class work/ Lateness to lesson/ incorrect uniform	Verbal Warning	Subject Teacher and Tutor
3	Persistent behaviour from Codes 1 and 2. No homework submitted/ reluctance to follow instructions after warnings/ persistent low level chatting / low level disruption / non-completion of class work/ failure to bring equipment/ rudeness to another pupil (not discriminatory)/ low level misuse use of technology, inc. mobile phone / iPad	Detention	Subject Teacher (Tutor)
4	Persistent Behaviour from Codes 2 and 3. Inappropriate language/ rudeness to an adult (not discriminatory or insulting)/ defiance to a member of staff/ poor behaviour outside class i.e. water throwing, littering/ failure to attend detention	Detention and parental meeting	Subject Teacher/ (Tutor)/SMT
5	Persistent Behaviour from Code 4. Smoking/ vandalism to School property /graffiti/ / rudeness or inappropriate language which is discriminatory or insulting	Fixed term internal exclusion/isolation	
6	Persistent Behaviour from Code 5. Bullying of any kind/ aggressive defiance/ wilful vandalism to School property/ premeditated or one off assault on another student/ inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic or sexual/ threatening behaviour towards a member of staff/ theft (depending on	Fixed term external exclusion	

	nature)/ bringing the School's name into disrepute (dependent on nature of incident)		
7	Persistent Behaviour from Code 7. Possession of, or intoxication by, illegal substances/ serious and ongoing bullying/ serious assault on a student / member of staff / extremely serious damage of property or building/ sexual or indecent assault/ serious threatening behaviour towards a member of staff	Permanent Exclusion	
8	Persistent Behaviour from Code 7. Being in possession of an offensive weapon/ dealing of illegal substances/ theft (depending on nature)/ potentially any one-off event deemed so serious that the inclusion of the student as part of the school is not compatible with good order and discipline/ making a malicious allegation against a member of staff which could have jeopardised their employment/ extremist behaviour	Permanent Exclusion	

### **Malicious allegations against staff**

The Head will decide whether to take disciplinary action in accordance with this policy where a pupil is found to have made a false and malicious allegation against a member of staff.

Where a parent has made a deliberately false and malicious allegation against staff, the Head will decide whether a required removal of their child(ren) from the School is appropriate in light of their unreasonable behaviour towards the school community.

### **Searching, screening pupils and/or confiscation of their possessions**

The School will carry out searches of pupils and/or their possessions in accordance with the Education Act 1996 and the Department for Education's guidance "Searching, screening and Confiscation" Jan 2018.

Only the Head and authorised members of staff may conduct a search of a pupil and/or their possessions. The School does not conduct intimate searches and only outer clothing will be required to be removed. Outer clothing includes, for example, hats, shoes, boots, gloves and scarves.

'Possessions' include desks, lockers and bags.

A search may be conducted on or off school premises, for example, on school trips where the pupil is in the lawful control or charge of the school. **These powers only apply in England.** All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff.

The consent of the pupil will usually be obtained before conducting a search unless the Head and authorised members of staff reasonably suspect that an item has been, or is likely to be, used to commit an offence or cause personal injury/damage to the property of any person (including the pupil being searched). If a pupil does not consent to a search (or withdraws consent) then it is possible to conduct a search without consent but only for prohibited or banned items.

Items which may be searched for include any item banned under the school rules including electronic devices and prohibited items such as knives, weapons, alcohol, tobacco and cigarette papers, illegal drugs, stolen items, fireworks, pornographic images and any other item identified as such by law.

Items found which have been, or are likely to have been used to commit an offence or to cause personal injury/or damage to the property of any person (including the pupil) will be delivered to the police officer as soon as reasonably practicable or returned to the pupil, retained or disposed of. If the item is an electronic device, the School may examine and erase any data from the device if the School considers there to be good reason to do so.

Parents will be informed of any search conducted of their child and/or their child's possessions. The School will keep records of all searches carried out including the results of the search and any follow up action taken.

### **Use of force**

The School may use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property or when conducting a search for prohibited items (**not** items banned under the school rules), and to maintain good order and discipline at School.

The School has a Use of Reasonable Force to Restrain Pupils policy, a copy of which can be made available upon request.

### **Screening**

Schools' have a statutory power to make rules on pupils' behaviour and have a duty as an employer to manage the safety of staff, pupils and visitors. This enables them to impose a requirement that pupils undergo screening.

For further details please refer to the Department of Education's guidance on 'Searching, screening and confiscation' Jan 2018.

Reviewed and updated November 2021

Review date Autumn Term 2022