



PUPIL BEHAVIOUR POLICY

Reviewed and updated autumn 2024 | Next review autumn 2025

Principles

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

This policy has been updated with consideration of the Department for Education's Behaviour in Schools, Advice for headteachers and School staff 2022.

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, pupils have a copy of these in their planner and will go through them with their tutor as part of their induction and at the beginning of each new School year.

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.

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.

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.

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

Safeguarding duties

All staff are responsible for considering whether any misbehaviour from a pupil, gives cause to suspect whether that 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.

Behavioural expectations will be explained to the pupils at the start of each School year and to new pupils when joining. This will be reinforced throughout the year as appropriate. Copies of the School rules and pupil charter will be displayed in form rooms and a copy is printed in the School planner.

The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other need. 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.

General 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.

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.
9. A gentle reminder to the individual or the whole class should be sufficient. Teachers are expected to deal with minor behaviour problems in the classrooms, with verbal reminders and a positive attitude.

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 child should be given time to think/respond/move.
6. 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").
7. Escalation of the situation and inappropriate confrontation should be avoided.
8. 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.

If the staff member feels unable to control the situation, he/she should get help immediately from another teacher or a member of the SMT. He/she should not try to manage the situation alone. Training on the behaviour policy forms part of the new staff induction process. Further training will be given during INSET as appropriate. Individual staff training needs will be identified as part of the appraisal process.

Rewards for good behaviour

Positive reinforcement is encouraged and pupils are praised for good behaviour and successes are celebrated at Friday assembly.

The Headteacher's commendations can be awarded to pupils in all years for outstanding work, effort or demonstrating kindness to others.

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

Infants

A copy of the School rules is displayed on the notice board in the Infant department and in each classroom.

Every opportunity is taken to show that good behaviour is recognised and valued, including times of Collective Worship, Religious Education lessons and Circle times. Spiritual, Moral, Social and Cultural issues are raised and discussions with others is encouraged. We aim to develop thoughtful and caring children by recognising positive behaviour during the day - older children taking care of younger children and other friendly interaction resulting in teachers awarding leaves to children that are put on the "Friendship/ Citizenship tree" each term.

Agreed recognition for positive behaviour is as follows:

- Praising the child and giving them a "friendship or citizenship" leaf to go on the tree
- Drawing it to the attention of the class or group
- A sticker from the teacher
- Sending to the Head of Infants for special praise and a star
- Mention it in Assembly
- Mention it to a parent at home time
- The setting of targets can be an effective method of helping a child with a particular difficulty. Use of a star or sticker chart can also help.
- House Points

Juniors

A copy of the School rules is displayed in each classroom and is available in the pupil planner. Every opportunity is taken to praise good behaviour. Agreed recognition for good behaviour includes the following:

- Verbal praise
- In marking of work
- A certificate in assembly
- A note home
- House points
- A Headteachers commendation

Seniors

Agreed recognition for positive behaviour includes:

- Verbal praise to encourage and reinforce positive behaviours.
- House Points for good behaviour or effort in lessons.
- Emails sent home by the class teacher or form teacher where pupils have gone above and beyond in their work, approach or effort.
- Certificate or mention in Assembly to mark a specific achievement

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:

Infants and Juniors

In the Infants and Juniors, the following steps may be taken:

1. Discussion with teacher about choices and consequences. The sanction employed will depend on the severity of the unacceptable behaviour. This might include 'reflection time', a letter of apology or an act of recompense.
2. Informing and involving parents (where appropriate).
3. Escalation- meeting with the Head of Infants/Juniors or the Deputy Head of Juniors.
4. Meeting with Headmistress and a follow-up letter to parents.

Seniors

Teachers should refer to the Sanctions Chart for more detailed information. This chart is not exhaustive and the teacher will often need to use their professional judgement and seek advice from the Senior Management Team if there is any doubt as to the appropriate sanction.

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 and for discussion. Repeated or more serious incidents will result in further sanctions.

Pupils who fail to give in or complete homework/assignments may be asked to meet with a member of staff in the lunch hour to receive support. The School's aim is to support the pupil and encourage responsibility for completion of homework to prevent the workload from becoming overwhelming.

Low level behaviour issues will be logged on the Behaviour Tracking Sheet. Three instances of poor behaviour will result in a half hour Head of Phase detention. During this time pupils may be asked to complete tasks which are beneficial to the School community, such as litter picking, creating displays or organising resources.

Pupils should not be removed from the classroom for low level behavioural misdemeanours, apart from stepping outside the room to speak briefly with a member of staff. Removal from lessons should only be permitted in line with the 'internal isolation' sanction as listed below with explicit agreement from the Headmistress.

Report cards can be a useful tool in helping pupils to focus on a particular target or set of targets, and they allow for effective monitoring of progress.

SMT detentions may be issued to seniors for such things as: rudeness; repeated occurrences of low-level behaviour issues or defiance. Tutors will be notified and parents, if necessary. Pupils will use their detention time (60 minutes) to reflect and write apologies, but not to complete homework. 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.

Serious Misbehaviour Sanctions

This list of sanctions and types of behaviour is non-exhaustive and 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.
- **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.
- **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.

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 using CPOMS.

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.

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

Detention and Sanctions for Seniors

Code	Type of Behaviour (List not exhaustive)	Recommended Sanction	Action by
1	Low level chatting / silliness / lack of concentration / failure to complete classwork	Verbal warning	Subject Teacher
2	Failure to complete class work / lateness to lesson	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/uniform /significant lateness to lessons.	Behaviour point	Subject Teacher (Tutor)
4	Persistent Behaviour from Codes 2 and 3.	3 behaviour points results in a Head of Phase detention.	Tutor / Head of Phase
5	Persistent Behaviour from Code 4. 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 a Head of Phase detention.	SMT Detention and/or parental meeting Report card.	Subject Teacher / (Tutor) / SMT
6	Persistent Behaviour from Code 5. Smoking / vandalism to School property / graffiti / rudeness or inappropriate language which is discriminatory or insulting.	Fixed term internal exclusion/isolation	Headteacher / SMT
7	Persistent Behaviour from Code 6. 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 behaviours toward a member of staff / theft (depending on nature) / bringing the School's name into disrepute (dependent on nature of incident).	Fixed term external exclusion	Headteacher / SMT
8	Persistent Behaviour from Code 7. Possession of, or intoxication by or dealing of illegal substances possession of an offensive weapon serious and ongoing	Permanent Exclusion	Headteacher

	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 / theft (depending on nature) / making a malicious allegation against a member of staff which could have jeopardised their employment / extremist behaviour. 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.		
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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 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, vapes, 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.