St. Nicholas Catholic Primary School

Policy on Behaviour for Learning

Policy Written & Agreed: _____

Ratified by Full Governing Body: November 2026

To be reviewed: September 2027

St. Nicholas
Whole School Policy on Behaviour for Learning

This behaviour policy:

- supports the SJP2 Behaviour Principles Statement;
- supports the SJP2 Suspensions & Exclusions Policy;
- supports the SJP2 Restrictive Interventions Policy;
- takes latest guidance into account;
- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Executive Head Teacher, Head of School and Senior Leadership Team.

At St. Nicholas Catholic Primary School, we very high expectations of behaviour. We believe that good behaviour and the correct attitude to learning creates a successful environment providing a strong foundation for learning for both staff and pupils. As a Catholic school we regard every individual as unique and special in God's family. This behaviour policy is designed to support every member of our school, taking into account their unique and special nature as part of God's family, allowing every individual to succeed and thrive.

St. Nicholas Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

Our Mission Statement

Together with Christ we ***love, live*** *and* ***learn***.

Love God, ourselves and each other.
Live life in response to God's call.
Learn to achieve our best in everything we do.

At St. Nicholas, we have a duty of care set in the context of Gospel Values, as we believe all children are unique and loved by God. In keeping with our school mission statement, we aim to educate children to become loving, caring and spiritual adults who will take Jesus Christ as their example.

Our Behaviour Policy assumes that:

- children have the right to learn and teachers must be enabled to teach them
- no child has the right to interrupt or negatively affect the learning of others
- success should always bring plentiful praise, recognition and positive reinforcement
- all pupils and staff will behave appropriately

1.1 – Aims of our Behaviour Policy

At St. Nicholas we aim to live the Gospel Values that Jesus taught us, based on this simple principle:

"Love one another as I have loved you."

Unfortunately, there will be times when this isn't the case so we aim to:

- Treat others as we wish to be treated ourselves
- Have a clear understanding of what unacceptable behaviour and bullying is
- Prevent any incidents of bullying
- Educate staff, pupils and parents in ways to prevent being the victim of bullying behaviour
- Have a clear system for reporting and recording any incidents of unacceptable behaviour and bullying using CPOMS
- Have a clear system of rewards to praise and sanctions to deal with any incidences of unacceptable behaviour
- Have a clear system to deal with any incidences of bullying behaviour for both victim and perpetrator swiftly and effectively

We are committed to:

- Public praise and private sanction.
- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining unacceptable behaviour.
- Provide a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers/guardians.
- Developing relationships with our pupils to recognise warning signs and enable early behaviour intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic Adverse Childhood Experiences (ACE's), including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SENCo and SEN Policy outline the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

2.1 – Key roles and responsibilities

Teachers must take a clear leadership role in the classroom:

- be assertive
- always give and expect to receive respect
- have high expectations
- have a clear and consistent approach to classroom organisation
- be positive (telling pupils what to do rather than what not to do)

All School Staff and adults in school should:

- apply school rules consistently and fairly
- always praise positive achievements and behaviour
- always impose consequences automatically
- once earned never remove rewards and equally a consequence once earned is not removed
- aim to praise a pupil before giving a warning to another child

Teaching Staff will endeavour to:

- make sparing and consistent use of reprimands - This means being firm rather than aggressive, target the right child, criticise the behaviour not the child, use private rather than public reprimand whenever possible, avoid sarcasm and idle threat and always be fair and consistent.
- make sparing but consistent use of consequences - This means avoiding whole group punishments that children see as unfair. Avoid punishments that humiliate, for example making children look ridiculous.

Pupils will be expected to follow the Home School Agreement which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by the teacher.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

2.2 – Overarching Behaviour Rule for St. Nicholas Catholic Primary School

Jesus said, *"Love one another as I have loved you."* We can do this by:

- treating others as we wish to be treated
- always doing as we are asked by adults in school
- always showing respect to everyone and everything
- trying our best in everything we do

If we follow these rules **OUR** school will be a happy place to work and play in.

EVERY DAY IS A FRESH START

2.3 – Expectations for learning behaviour at St. Nicholas Catholic Primary School

So that we can be happy and learn in school, we need to do the following:

- Show that you are listening and ready to learn
- Act on instructions promptly
- Be respectful to yourself, your peers and adults
- Manage your own distractions
- Try your best at all times

NB: See Behaviour for Learning Expectations Poster (APPENDIX 1)

2.4 – Home School Agreement

- All parents/carers/guardians, pupils and teachers are required to read, agree and sign the Home School Agreement when they first join St. Nicholas Catholic Primary School.
- The Home School Agreement outlines the school's expectations for all stakeholders and includes behavioural expectations.
- The Home School Agreement will be given to all families at the start of each academic year to refresh memories of our expectations.

Parents <u>MUST</u> contact school if they have any issues or concerns regarding another pupil so that school can deal with these appropriately. Parents must <u>NOT</u> approach or confront another parent or child!

2.4 – Definitions

St. Nicholas Catholic Primary School defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Peer on Peer Abuse – including online abuse/cyber-bullying and Harmful Sexual Behaviour.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Arriving at school under the influence of drugs or alcohol.
- Possession of banned items.
- Truancy.
- Smoking.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Swearing.
- Fighting.
- Any other illegal behaviour.

St. Nicholas Catholic Primary School defines "low level unacceptable behaviour" as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour" depending on the behaviour breach.

3.1 – Promoting Positive Behaviour (Public praise, private sanction)

At St. Nicholas we reward good work and good behaviour. It is important that rewards given to children reflect the achievement that they have gained. Whole class effort should be rewarded with whole class rewards, whereas individual effort should be rewarded with individual awards.

"If a child lives with praise…… they learn to be appreciative."

3.2 – Rewards

Individual Rewards
For effort, good work and good behaviour children receive individual merit marks, which should be displayed in the classroom where all children can see them.

- A good piece of academic work, real effort and good behaviour should receive 1 merit mark.
- When giving Merit Marks, children should be rewarded for their academic achievements and effort.
- An exceptional or outstanding item should receive 2 merit marks.
- A child will earn a St. Nicholas Gold Coin for their House Group for living out the school Mission.

Spontaneous Rewards
As 20 merit marks can take time to accrue it is essential that we recognise that instant praise is important to motivate children. Instant rewards are a good way to achieve this. These can be awarded on the spot for children who show an aspect of behaviour which embellishes the school rules, e.g. a unilateral act of kindness, courtesy, honesty or simply a good day's work. Suggested rewards are:

- Well-done stickers (E.g. Phonics or Remarkable RE).
- Raffle ticket.
- Star of the day.
- Class cuddly toy to take home.
- Visit to another class to share work.
- Visit to the Executive Principal/Head of School/Assistant Head Teacher to share work (may be shared on X).
- Approaching the parent/carer at 3:30pm to inform them.
- Lots of praise.
- There are many other individual rewards class teachers may use.

NB: Sweets are not given as rewards.

Class Rewards
When the whole class perform well, it is more convenient and indeed more appropriate for the whole class to receive a reward. This is encouraged at St. Nicholas and varies from year to year.

- Highest Class Attendance reward each week negotiated between children and teacher (E.g. Extra playtime or iPad time…)

EVERY DAY IS A FRESH START

NB: For more information about rewards, see Behaviour for Learning Policy Poster (APPENDIX 2)

3.3 – Managing Unacceptable Behaviour (Public praise, private sanction)

Unacceptable behaviour will not be tolerated at St. Nicholas Catholic Primary School. Breaking any of the rules laid out in the Home School Agreement will lead to sanctions and disciplinary action.

3.4 - Sanctions

1. **The Look:** Very often a look or stern stare is all that is required to modify inappropriate behaviour.
2. **Verbal Warning:** If inappropriate behaviour continues, a verbal warning should be given and a reminder given of what the correct behaviour looks like.
3. **Name Recorded Privately:** If inappropriate behaviour persists, the child's name is recorded privately and at a convenient time they can explain their behaviour to the teacher, not during curriculum time.
4. **Lost Break/Lunch Time:** If the child continues to show unacceptable behaviour for learning, their name will be written down again. They will lose some of their next break or lunch time and will be asked to complete work during this time. A member of the Senior Leadership Team will be informed. Depending on the behaviour, they may have to leave the classroom to spend time with SLT to discuss their behaviour.

If behaviour persists, inform the Head Teacher who will arrange for a formal meeting with parents to discuss the issue. At this point a Behaviour Correction Plan may be put in place for the child, including a Behaviour Record which monitors the child's behaviour at relevant times during the day. e.g. in the classroom or on the playground, if this is where the inappropriate behaviour occurs.

If it is deemed appropriate outside agencies such as Behaviour Support Services (BSS) will be consulted or the parents may be referred to the school nurse. In some cases, a representative from BSS may attend the meeting with the parents and Head Teacher.

If the inappropriate behaviour persists, despite the Behaviour Correction plan, the child will have an Individual Behaviour Programme (IBP) put into place in consultation with BSS, the Behaviour Coordinator and the class teacher. The parents will also be informed about the IBP and the targets their child has. This will be monitored and reviewed regularly until the child has consistently met their behaviour targets.

For instances of low incidence/high impact behaviour, refer to the Head Teacher immediately. e.g. fighting, discrimination, swearing, stealing, deliberate damage to school/personal property as a more severe sanction may be required.

NB: For more information about sanctions, see Behaviour for Learning Policy Poster (APPENDIX 2)

Exclusion – *See SJP2 Suspensions & Exclusions Policy*

Although we will always strive to resolve behaviour problems using the strategies detailed above, the school reserves the right to issue exclusions. These may take the form of:

a) **Suspension (Temporary, fixed term exclusion).** This could be for a lunchtime (classed as half a day), half a day or full days, depending on the circumstances. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). Fixed-period suspension does not have to be for a continuous period.
b) **Permanent exclusion** – for serious and/or persistent breaches of the behaviour policy.
c) **Separation of pupils for safeguarding purposes.** In exceptional circumstances, the school may temporarily prevent a pupil from attending the school premises where this is necessary to safeguard one or more pupils. This is not a suspension or permanent exclusion where the decision is made for safeguarding rather than disciplinary reasons. Any decision will be made on a case-by-case basis by the Executive Principal or Principal in consultation with the Designated Safeguarding Lead (DSL), MAC Inclusion School Improvement Lead and where appropriate, external agencies. Parents/carers and the governing board will be informed without delay, and suitable education will be arranged where required.

If suspension is deemed necessary, parents will be notified in writing stating the reasons, when the suspension is to take place and the duration. Parents are also notified of any right to appeal.

For all suspensions of 5 days or less, parents are required to keep the child off school and ensure that they complete work set for them by the school.

For suspensions longer than 5 days, the child will be accommodated at one of the schools in the St John Paul II Multi Academy from the start of the 6th day.

Possible reasons for suspension or exclusion are:

- physical assault against another pupil or an adult, which includes fighting, violent behaviour, wounding, obstruction and/or jostling.
- verbal abuse and/or threatening behaviour against another pupil or an adult, which includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, or carrying an offensive weapon.
- bullying, which can be verbal or physical, and this category includes homophobic and racist bullying.
- racist abuse, which includes racist taunting and harassment, derogatory racist statements, racist bullying and racist graffiti.
- sexual misconduct, which includes sexual abuse, assault and/or harassment, lewd behaviour, sexual bullying, sexually inappropriate language, sexual graffiti and anything considered a Harmful Sexual Behaviour.
- drug and alcohol-related behaviour, which includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol and/or other substance abuse.
- damage, which includes damage to school or personal property belonging to any member of the school community e.g. vandalism, arson, graffiti.
- theft, which includes stealing school property, stealing personal property from a fellow pupil or an adult, stealing from local shops on a school outing.
- persistent disruptive behaviour, which includes challenging behaviour, disobedience and/or persistent violation of school rules.

Screening and Searching

At St. Nicholas, children are not routinely screened, however if staff believe that a child has about their persons an item which could cause harm to either themselves or others, they reserve the right (with permission of the most senior member of staff on duty) to search that child. If a child is to be searched, there must always be two members of staff present.

Physical Intervention & Restraint (Reasonable Force) – *See SJP2 Restrictive Interventions Policy*

Schools do not require parental consent to use force on a child however, in exceptional circumstances, reasonable force can be used to prevent pupils from hurting themselves or others or from damaging property. Force should always be ***proportionate*** and used for no longer than ***necessary***. Staff are trained to use 'Positive Handling' techniques to ensure the safety of all parties.

Any force or Positive Handling applied will be deemed as Reasonable force if it is the member of staffs ***honestly held belief*** or perception that it is ***necessary*** and ***proportionate*** in the circumstances presented.



Necessary; the need or 'necessity' to use force based on what a reasonable person would think is necessary when confronted with the situation to prevent a crime, prevent harm to self or others, prevent a breach of the peace.
Proportionate; the minimum amount of force needed to prevent what you honestly believe is going to happen if you don't act.

Honestly held belief; under UK Law, the use of reasonable force is judged on the circumstances as the person perceived them to be at the time, not necessarily how they were.

If force and Positive Handling has been used, the incident must be reported immediately to the most senior member of staff on duty and an incident log completed. Parents must also be informed.

When using reasonable force, staff at St. Nicholas are aware of the needs of children with Special Educational Needs and will make reasonable adjustments for them as necessary.

Seclusion

Seclusion is a form of restraint that can also be used as a de-escalation strategy to calm a situation down. Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Power to Discipline beyond the school gate

The Principal has the right to intervene and discipline pupils for more serious inappropriate behaviour beyond the school gate. The Principal also has the right to inform the police if the behaviour is criminal or poses a serious threat to another person. If there were concerns about the mistreatment, neglect or abuse of a child, the school will follow the Safeguarding and Child Protection Policy.

Pastoral Care for School Staff

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Academy Committee should instruct the Principal to draw on the advice in the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Allegations that are found to be malicious will be removed from personnel records; and any that are unsubstantiated, are unfounded or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The School will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

St. Nicholas Catholic Primary School will be a happy, safe place for all if we live our lives as Jesus wants us to:

"Love one another as I have loved you."

Appendix 1 – Behaviour for Learning Expectations Poster



Appendix 2 – Behaviour for Learning Policy Poster

St Nicholas Catholic Primary School

Behaviour Policy Poster

At St Nicholas Catholic Primary School, we believe in **public praise and private sanction**. There are many rewards and incentives including:

- **St. Nicholas coins** are given to children who show they are living out our school's Mission and Gospel virtues, not for their academic work, but for the way they care for others and show kindness through their words and actions.
- **Merit marks** are awarded to pupils for doing well in their learning, making progress, achieving great results, and putting in their best effort.
- **Stickers** are given as a visible reward for great effort, including our special 'Remarkable RE' stickers for excellent work in RE books and 'Headteacher Award' stickers from Mr. Porter and Mrs. Noble-Barton.
- **X** posts on 'X' are used to celebrate fantastic group and individual effort in schoolwork, homework, or extracurricular activities.

St. Nicholas' will be a happy, safe place for all if we live our lives as Jesus wants us to:

"Love one another as I have loved you." (John 13:34)

However, if children display negative or poor behaviour for learning, staff may need to begin the Sanction Steps. Unacceptable behaviour can take many forms, including:

- Persistent disruptions: ***Good behaviour means staying focused and allowing others to work and learn without interruptions.***
- Low-level distractions for themselves and others: ***Good behaviour means paying attention in class and helping everyone stay focused on their learning.***
- Failure to follow the class/school rules: ***Good behaviour means listening to and following the rules in the classroom and around the school to help everyone feel safe and happy.***
- Behaviour that shows disrespect to other children, staff, or school property: ***Good behaviour means being kind to your friends & teachers, treating everyone and everything with care and respect.***

In all these ways, we follow Jesus' example of loving and respecting one another.

We believe that no child has the right to interrupt or negatively affect the education of another child. We also believe in showing Jesus' forgiveness, so we apply the concept that:

"Every day is a fresh start."



Sanctions Steps

Expectations of behaviour should be communicated clearly by all staff, using positive language

Step 1: **The Look:** Sometimes, a stern look is enough to remind you to change your behaviour and show a positive behaviour attitude.

Step 2: **Verbal warning:** If your unacceptable behaviour continues, the staff member will give you a verbal warning and explain again what the correct behaviour looks like.

Step 3: **Name Recorded Privately:** If your behaviour still doesn't change, your name will be written down privately, and you'll explain your behaviour to the teacher during a conversation held at break time or lunch time, not during curriculum time.

Step 4: **Lost Break/Lunch Time:** If you continue to show unacceptable behaviour for learning, your name will be written down again. You will lose some of your next break or lunch time and will be asked to complete work during this time. Mr. Porter, Mrs. Noble-Barton, or Miss Smith will be informed. Depending on the behaviour, you may have to leave the classroom to spend time with SLT to discuss your behaviour.

For persistently poor behaviour or incidents of very serious behaviour, such as swearing, fighting, or biting, actions may include parental meetings and suspensions. Please refer to the Behaviour Policy for further guidelines and actions.

Behaviour Co-ordinator – Claire Noble-Barton