St Nicholas C of E (VA) Primary and Nursery School

Behaviour Policy

Approved: February 2023
Reviewed: February 2025

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8

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PURPOSE AND INTENT

Context

This is a statutory policy.

This policy applies to all St Nicholas pupils whenever they are at school. This policy also applies to any pupil in school uniform even outside of school, and also where behaviour could reasonably reflect upon the school whether in uniform or not (e.g. on school trips or when representing St Nicholas outside of school premises or hours).

School is not responsible for the behaviour of pupils when they are under the care of their parents/carers. However, the Head Teacher can use their discretion (and in accordance with Safeguarding and Child Protection requirements) to apply the behaviour policy in respect of non-criminal behaviour and bullying in any circumstances where they consider it is justified in the best interests of the child or another pupil, of a member of staff or of the school community.

The Head Teacher may use their discretion (again in accordance with Safeguarding and Child Protection requirements) to inform the police, as appropriate, if there is evidence of a criminal act or if they fear that one may take place (e.g. if illegal drugs or a weapon are discovered, cyber bullying, criminal damage or harassment)

Links

This policy should be read in accordance with these key documents:

Keeping Children Safe in Education
SEN Code of Practice
Hertfordshire Therapeutic Thinking (Formally Hertfordshire Steps information)

And these school policies:

Safeguarding Policy
Equality Policy
SEND Policy
Access Statement
Anti-bullying Policy
Wellbeing Policy
Reducing Physical intervention Policy
Relationships and Sex Education Policy

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At St Nicholas Church of England (VA) Primary and Nursery School our behaviour policy is centered around developing pro-social behaviour and underpinned by our Christian values. We seek to nurture children who appreciate the richness, diversity, and potential of the world beyond their own, including their responsibilities within it. We place a great importance on supporting children to develop positive learning behaviors; resilience, independence, curiosity, challenge, pride and collaboration, in order to help them flourish becoming healthy, positive citizens now and in the future.

Why does this policy exist?

- To ensure a consistent approach.
- To encourage children to make the right choices, equipping them for the world they are living in.
- To ensure everyone can learn and is safe.
- To reduce the risk of exclusion.

At St Nicholas we have 3 School rules which were chosen by the children

- Be Kind (Children understand kindness in all its fulness and apply this in their lives).
- Be Respectful (children respect: themselves, the world around them, all people and their diverse views and beliefs).
- Be Safe (children know what is safe and what to do when they feel unsafe – including online).

All adults at St Nicholas consistently model our school rules.

Staff are trained in Hertfordshire Therapeutic Thinking approach to behaviour management, which includes practical techniques of appropriate touch (offering an arm, supportive hug, supportive arm, open mitten guide, open mitten escort.) This aims to reduce and manage conflict and support a positive school ethos.

At St Nicholas we recognise that behaviour can be:

- Pro-social
- Unsocial
- Antisocial

What is Pro-social behaviour?

At St Nicholas we know that positive experiences create positive feelings, and that in turn, positive feelings

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create positive behaviour.

Pro-social behaviours are any actions which benefit the individual and others around them. Pro-social behaviours are key to creating a safe, positive learning environment. They include:

- Acknowledgement of own feelings
- Identifying, understanding, and accepting mistakes as learning opportunities
- Identifying, reflecting on, and repairing anti-social behaviour choices
- Respect for their right and the rights of other children to learn, and recognising their responsibility to ensure their behaviour doesn't negatively impact upon these.
- Respect for teachers' right to teach and understanding their responsibility to ensure their behaviour does not negatively impact on these.
- Awareness of the feelings of others and showing respect for those feelings

Responding to and promoting pro-social behaviour

Staff will encourage pro-social behaviour and will respond positively to any on display, including (as appropriate to the pupil and situation) by:

- Giving meaningful and specific verbal praise and positive feedback
- Allocating roles and responsibilities
- Communicating a child's pro-social behaviours with parents and/carers as appropriate
- Using tangible rewards as appropriate including stickers, stamps, certificates, progress charts and home contact
- Building in 'motivators' following the engagement of 'adult directed activities'
- Awarding Teacher and Head Teacher stickers/awards

Staff will model positive relationships and interactions, use positive phrasing with the children and spend time with children to support them in making positive behaviour choices – that result in pro-social behaviour - where required.

When using these external motivators, staff remain conscious of the effect on all pupils and ensure any external rewards are in recognition of positive learning behaviour or pro-social behaviour and NOT on final outcome or attainment alone!

Unsocial behaviour

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St Nicholas recognises that there is some behaviour that is neither prosocial nor antisocial and that some children need non-social time. This behaviour does no harm to anyone in the dynamic and includes:

- Time alone on the playground
- Individual reading or solo play rather than social play
- Quiet play
- Daydreaming in own time

Staff should check that this behaviour is chosen by the child and that they and other children are happy and safe. If so, and there are no safeguarding concerns, this behaviour should not be challenged but recognised as meeting the child's needs.

Anti-Social Behaviour - Approaches and Responses

What is anti-social behaviour?

Anti-social behaviour is any behaviour that is disruptive, difficult, or dangerous (from low level to significant) for the child or anyone in the school community:

It includes:

- Behaviour that causes harm (to others, to a community and/or the environment).
- Behaviour that has negative personal impact (causing injury, harassment, alarm, or distress).
- Behaviour that infringes or violates the rights of others.
- Behaviour that has a negative impact on the dynamic of the group, class, or school community.

Preventing anti-social behaviour

In addition to promoting pro-social behaviour, staff will aim to actively prevent anti-social behaviour, including (as appropriate to the pupil and situation) by:

- Having an inclusive ethos and positive learning environment
- Being aware and applying a reflective approach to the needs and strengths of individuals
- Acknowledging when a child might need a change of environment or time away from the dynamic
- Offering verbal and non-verbal reminders of the expectations placed on them
- Giving pupils specific and limited choices
- Identifying the basis of feelings that may drive anti-social behaviour through Roots and Fruits analysis if required

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- Predicting and preventing escalation through Anxiety Mapping as needed
- Seeking guidance from specialist educational agencies to formalise strategies that require differentiation from policy.
- De-escalating incidents
- When anti-social behaviour can be reasonably anticipated or where behaviour has already become disruptive, difficult, or dangerous, staff will aim to remain calm and/or de-escalate, using any, or all of the following:
- De-escalation scripts which are used consistently by all staff.
- Using positive phrasing (e.g. "walk slowly to be safe", "when you're calm, we can talk about this", "you need to …..")
- Giving pupils specific and limited choices (e.g. "phonics inside or outside…")
- Disempowering the behaviour – usually by focusing on children demonstrating prosocial rather than on the individual demonstrating anti-social behaviour (e.g. "I can see you're listening….")
- Using STEP On moving and handling strategies to steer the child to safety (noting that all school staff who come into contact with children are trained in these techniques)
- Resources (such as Anxiety Mapping and Roots and Fruits Analysis) to inform development of a Risk Reduction Management Plan

Differentiated responses.

At St Nicholas, we recognise that there are times when a differentiated response to antisocial behavior will be necessary based on the individual circumstances of the child. We acknowledge that disruptive, difficult, or dangerous behaviour patterns may arise for a range of reasons, including poor self-image, life events, trauma, fear and fear of failure because the child is not succeeding socially or academically, or as a result of Special Educational Needs/Disabilities (SEND). Where appropriate, school will use tools (e.g. Anxiety Mapping and/or Roots and Fruits) to seek to understand this better and may adapt the prevention and de-escalation strategies as well as the consequences chosen as necessary.

Where anti-social behaviour has become very significant, an Individual Risk Reduction Plan may be required. This would be shared with parents/carers and all staff coming into contact with the child and would provide a highly personalised approach to their specific behavioural needs.

Multi-agency involvement may also be considered for guidance or support where appropriate and particularly if there is a concern that reasonable adjustments that are already in place are not having, and appear unlikely to have, a positive impact on behaviour (e.g. for a pupil who is persistently displaying

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significant anti-social behaviour). In such instances, St Nicholas staff work with agencies and take their guidance to develop the most comprehensive understanding of underlying issues possible. This includes any previously undiagnosed Special Educational Needs or Disabilities as well as any mental health problems and/or family issues. This enables staff to ensure that appropriate intervention strategies are put in place at the earliest reasonable opportunity and adapted as necessary.

Protective consequences

These are actions taken by staff to ensure that all children and adults feel safe in the school environment. These may include but are not limited to:

• Reduction in time spent with peers to reduce harm

• Increased staff-ratio and or re-deployment of staff

• Limited access to outside space

• Escorted in social situations

• Differentiated teaching space or being taught outside of the classroom

• Adaptation of access to school trips or extra-curricular activities

• Use of teachers/Hub room with or without adult support

Protective consequences are further supported through the 3R's which provides an opportunity for the children to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices (including through the use of various behaviour analysis tools such as Anxiety Mapping and Roots and Fruits).

Educational consequences:

These are consequences put in place by staff to help the child to learn, by rehearsing or teaching them about their actions, with the aim of internalizing pro-social alternatives and avoiding repetition of anti-social behaviours. These may include, but are not limited to:

- Rehearsing or teaching about pro-social responses so the freedom can be returned
- Modelling pro-social behaviour through: Third-person role play to understand other pupils'/staff feelings
- Social stories / Comic Strip Converstaions
- Behaviour related research that shows how and why actions have impacted others
- Restorative meetings with the child and/or with them and their parent/carer

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- Being supported to complete or re-do tasks to the expected standard for the child*
- Modelling pro-social behaviours to younger peers * Note that the educational aspect of this consequence is paramount; this is not a 'detention' that is issued primarily for the purposes of applying a sanction. The use of detention as a sanction is not considered compatible with the therapeutic approach taken by staff and is not used in this school.

Significant anti-social behaviour

The consequence for behaviour that is significantly disruptive, difficult or dangerous is that the child will see the Head Teacher or a member of SLT. In addition, or as an alternative to a consequence as set out above, this may also result in:

• A phone call and if a recurrence Behaviour Letter sent to parents/carers

• An Individual Risk Reduction Plan being written

• Discussion with parents/carers concerning any further steps that may support the child in avoiding an exclusion (e.g. with the express permission of the parent/carer, a reduced timetable may help where steps to prevent and address anti-social behaviour have been exhausted with limited or no success).

• A fixed-term or permanent exclusion from school (see below). Staff may seek guidance or advice from Therapeutic Thinking Central Supervision Team in determining the most appropriate response to any given instance.

3Rs - Reflect, Repair and Restore

Where protective consequences are used as well as following any incident of significant antisocial behaviour, circumstances allowing, we reflect, repair and restore by:

• Revisiting the experience with the child when they are calm, relaxed and reflective

• Spending time with an adult to purposefully repair the anti-social behaviour (e.g. tidy a space that has been disrupted or listen to the feelings of others)

• Re-telling the story with an adult what happened before, what the behaviour was, what the consequence was and the pro-social choice they could have made and would do next time At all times, discussion about the incident will focus on the anti-social behaviour (i.e. the act) and not the child.

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Guidelines for low level antisocial behaviour (difficult behaviours) (Copy to be kept in class)

Low level behaviours This is not an exhaustive list	Staff response
- Interrupting learning by calling out, not listening, talking over others - Not following instructions - Being disrespectful to children or staff including deliberate defiance, rudeness, ignoring and teasing - Refusal to engage in learning or complete learning activities to the expected standard - Lying to a member of staff - Provoking children to get a reaction - Inappropriate language, including swearing - Misuse of technology including to upset, bully or hurt other children or to access inapproiate content - Damaging property in a way that does not require major repairs	1. When the behaviour starts: a reminder is given of the expected behaviour with an explanation of the impact of their behaviour 2. If the behaviour continues: a second reminder is given including a limited choice consequence 3. The class reminder system is used by the teacher to record these warnings 4. The teacher makes sure logical consequences follow the behaviour, at a specified later time if needed 5. Praise the return of pro-social behaviours

Guidelines for responding to significant antisocial behaviour (difficult and/or dangerous)

Significant antisocial behaviours This is not an exhaustive list	Staff will respond in the following ways
- Bullying - Actual of threatened physical violence/aggression - Intent to cause physical harm (eg scratching, spitting, biting or throwing objects	If a risk reduction plan is in place for the child: follow all directions on the plan 1. De-escalation script and strategies used – either as per Steps training or risk reduction plan for child

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- Sexual violence, aggression or harassment, including online behaviours
- Actual or threatened verbal aggression
- Discriminatory behaviour against any of the protected characteristics in the Equality Act, including: race, sex, belief, sexual orientation and disability including SEN
- Using inappropriate or discriminatory language, including directed swearing, with the intent to cause hurt, offence or fear
- Indecent behaviour of sexual origin
- Absconding or truancy
- Stealing
- Persistent low level antisocial behaviour (see Table 1 for examples) including defiant response to consequences and repeated behaviours
- Making malicious accusations against pupils, staff or members of the school community
- Possession of an illegal drug or harmful drug that may impact behaviour and safety for self and others
- Misuse of technology with the intent to cause harm, damage or disruption to systems, including: uploading viruses, hacking systems in or out of school, possession and/or distribution of

2. Offer a calm space until the child is out of crisis or other children are made safe
3. Make sure any other children involved or in proximity of a dangerous are made safe
4. Protective consequences to be put into place while incident is investigated
5. Staff involved and SLT to investigate incident and all involved to be listened to
6. Adult involved or SLT (as agreed in investigation) to discuss behaviour with child, its impact on others and subsequent protective and educational consequences
7. Behaviour letter produced and parents contacted
8. 3 Rs work carried out as soon as child is out of crisis, by member of staff identified in letter
9. The following day, the child to be met on arrival by identified member of staff to ensure a positive start, and give reminders of prosocial behaviours, and consequences in place that day

Following these actions:

Any single incident of dangerous behaviour or significant antisocial behaviour can result in a fixed term or permanent exclusion without the need for the Headteacher to

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pornographic/indecent materials, accessing/distributing radicalizing materials and online bullying	employ of Steps 1-9 or other individualized measures recorded on risk reduction plans.
• Possession of an offensive weapon or item intended to be used to hurt people or damage property	Any incidence of behaviour where criminal activity is known or suspected to have taken place may result in the Headteacher contacting the police.

Bullying

Bullying has the capacity to create lasting damage to all concerned. At St Nicholas we take allegations and evidence of possible bullying very seriously and once established, it will always be considered a significant anti-social behaviour and responded to accordingly. We work with our school community so that they know:

• What the school means by bullying

• Why bullying is totally unacceptable

• How we address bullying

• What support is available to help identify bullying, to support victims of bullying and also to work with those who bully We have a separate detailed Anti-Bullying Policy which is monitored by the Governing Body, reviewed regularly by school and which is available on the website or from the school office on request.

Fixed-term and permanent exclusions

Occasionally, it may be necessary to exclude a pupil for inappropriate behaviour for a fixed term. If this occurs, in accordance with county guidelines, the local authority and Chair of Governors are informed, a letter is sent to the family and work is provided for the child to do at home. Prior to the child's return to school, a reintegration meeting with the child, family and members of school staff and other professionals, as appropriate, will take place. This is to confirm the child's appreciation of the consequences of their actions and to reassure them that this is a fresh start for them at school. In exceptional circumstances it may be appropriate, in the Headteacher's judgement, to permanently exclude a child for a first or 'one-off' offence. These might include:

a) Serious, actual or threatened violence against another student or a member of staff

b) Sexual abuse or assault

c) Supplying an illegal drug

d) Carrying an offensive weapon

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Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher, after an investigation has taken place, to follow a fixed-term exclusion with a permanent exclusion, if the circumstances warrant this. In the absence of the Head Teacher, the Deputy Head teacher.

Guidance on exclusions is provided by the Government (Sept 2022)

School suspensions and permanent exclusions - GOV.UK
https://www.gov.uk › publications › school-exclusion

Learners with Special Educational Needs

We expect all learners to follow our 3 Rules. However, this will be more difficult for some learners at certain times. We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the rewards and consequences that are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. Therefore, learners with behaviour difficulties on the Inclusion register may well have personalised support.

Behaviour whilst off school premises

There is a high expectation of behaviour when children are representing the school off the school premises. Where behaviour on school trips, or at another educational establishment where a child is receiving support or tuition, contravenes with the expectations of the school as laid out in this policy, the school will apply sanctions as if the child were still on the premises of St Nicholas Primary School.

Whole School Issues

This Policy is a working document. It is reviewed and amended where/when necessary.

Behaviour of Adults

It is expected that parents, carers and other adults on the school premises conduct themselves in a manner which models good behavior to children in the school and upholds the school ethos.

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Additional measures which support this behaviour policy in practice:

- Staff recognise the importance of respectful relationships and therapeutic work
- Staff monitor their own wellbeing and seek help when facing difficulties, in accordance with the St Nicholas Wellbeing Policy
- Staff recognise the individual wishes and needs of all pupils and the role of reasonable adjustments in supporting children with additional needs
- Staff use stickers and certificates to recognise achievements in learning and progress rather than behaviour
- In September, classes work together on a Class Charter which reinforces expectations for behaviour and learning in each class. This can be reviewed any time adjustments are needed
- Adults in school do not tolerate antisocial behaviour from any pupil
- Each term, class teachers produce a Class Provision Plan which includes reasonable adjustments designed to promote prosocial behaviour and address antisocial behaviour
- The SENCo works with class teachers to identify underlying needs which may lead to antisocial behaviours so that interventions and adjustments can be put into place
- All staff liase with professionals supporting children with social, emotional and mental health difficulties or other SEND which may lead to antisocial behaviours
- CPoms is used to create a central record of behaviour
- Teachers may use whole class systems to develop prosocial behaviours such as mindful moments or reflection time
- The PSHE curriculum follows protective behaviour principles
- Children who have underlying needs linked to behaviour may have: a care plan or a Personal Learning Plan which are updated in accordance with the SEND APDR cycle and co-ordinated by the SENCo
- Class teachers maintain responsibility for addressing the antisocial behaviour in their class, including by supporting MSAs and any visitors to school or on visits

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Appendix - Terminology and Guidance

Pro-social/positive behaviour

• Relating to or denoting behaviour which is positive, helpful and intended to promote social acceptance

• Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people

• Behaviour which benefits other people or society

• The absence of anti-social behaviour

Anti-social/difficult/unacceptable behaviour

• Behaviour that causes harm to an individual, the community or the environment

• Behaviour that is likely to cause injury, harassment, alarm or distress

• Behaviour that violates the rights of another

Unsocial behaviour

• Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. It is perfectly okay for a child to be unsociable.

Consequences

The consequence is a logical learning opportunity and aims to change a child decision making over time.

This must include clear opportunities for the child to learn from their actions.

Dangerous behaviour

Dangerous behaviour is very rare and may include:

✓ Punching windows – causing lacerations to wrists

✓ Attacking self/staff/peers – leading to hospitalisation

✓ Headbutting walls – leading to head wounds requiring hospitalisation

✓ Throwing computer screens – leading to new equipment needing to be purchased

✓ Using blades to self-harm – ambulance needed

Risk assessment calculator

The Hertfordshire tool to assess dangerous behaviour based on: scoring seriousness and probability of behaviour.

When a child score 6 or more on the risk assessment plan calculator, a risk reduction plan is created.

Risk reduction plan

The planned management of a child to reduce risk, providing detail of consistent responses to the child.

All adults know who and what is on the child's risk management plan.

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<u>**Scripts**</u>

What to do when faced with difficult behaviour?
1. Think
2. Remind
3. Respond

I noticed that you are…
Would you like to… or… (offering two choices of equal value)?
Do you remember when you… (pro-social behaviour), that is who I need to see today. Thank you for listening.

4. Logical consequence
You have decided to…. so obviously you must now… (this must be logical)

5. Reflect, Repair, Restore
What happened?
What were you thinking at the time?
Who has been affected and what were they thinking/feeling at the time?
How can we repair relationships? (How and when? Make sure this happens)
What have we learnt so we respond differently next time?

What do we do when a child is in crisis? When a child is in crisis, follow the de-escalation script: a. Learner's name b. I can see something has happened c. I am here to help d. Talk and I will listen e. Come with me and…	Positive phrasing the desired outcome ✓ Stand next to me ✓ Put the pen on the table ✓ Walk in the corridor ✓ Switch the computer screen off ✓ Walk with me to the library ✓ Stay seated in your chair
Invitations that provide limited choice ✓ Where shall we talk, here or in the library? ✓ Put the pen on the table or in the box ✓ I am making a drink, orange or lemon? ✓ Are you going to sit on your own or with the group? ✓ Are you starting your work with the words or a picture?	Phrase to disempowering behaviour ✓ You can listen from there ✓ Come and find me when you come back ✓ Come back into the room when you are ready. ✓ We will carry on when you are ready.

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