

School Rules/Charter

Our aim is to create a positive community ethos where we notice, reward and encourage children who are achieving well. We believe that all stakeholders should share responsibility for the children in our care, and we recognise that parents play the most important role in teaching children about ways of behaving. Therefore, school aims to work collaboratively with parents so the children receive consistent messages about positive attitudes, courtesies and disciplined behaviour.

We believe that positive behaviour should be rewarded to acknowledge the behaviour we expect; inappropriate behaviour should be dealt with consistently and fairly. The expectation is that all children will behave in an appropriate manner to the situation. Good behaviour in school means that everyone in school is:

- Kind
- Polite
- Friendly
- Helpful
- Respectful
- Tolerant
- Hard working
- Careful
- Responsible

We focus heavily on our four key values which are respect, resilience, community and nurture and encourage the children to demonstrate these on a daily basis.

The St Nicks Give Me Five Charter is:

- I will care for myself, my friends, my school and the environment
- I will listen carefully to others.
- I will try my best in everything I do and allow others to do the same and I will rise to challenges.
- I will be well mannered and treat others with respect at all times
- I will set a good example to others.

Class Rules/Charter

Each class will have its own class charter which the class create and agree on together and is written in age appropriate language.

These are referred to regularly by the staff in classrooms and in assemblies, at lunchtimes etc. so that children are very familiar with them and what they mean in practice. These are agreed by the whole class during the first week back at school in September and displayed prominently for regular reference.

Social, emotional and mental health (SEMH) needs

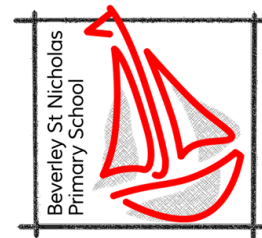
To help reduce the likelihood of behavioural issues related to SEMH needs, our schools will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

We will 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

In addition to this, our school will:

- Utilise the services of our four trained ELSA TA's
- Have the role of nurture manager in place and use this to support the needs of children
- Take up the services of TLG coaches to support pupils in Year 6
- Use the support of TLG therapeutic counsellor to help us to meet the needs of our pupils
- Have two designated areas in school where children can access support for SEMH issues - The Ark and The Den.
- Training being offered to all staff about Trauma Informed Schools
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All staff will be made aware of how potentially traumatic adverse childhood experiences, 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 SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH related difficulties that could affect their behaviour.

Managing behaviour Rewards

Our school-wide, informal rewards which are immediately given and available for all individuals are:

- Verbal and written praise
- Smiles and affirming body language
- Praise to children in front of peers, staff and the whole school family
- Displaying work
- Sending a child to another member of staff to share their success, including the Headteacher and Deputy Headteacher where appropriate
- Dojo points
- Certificates on a Friday during our Time to Shine assembly
- Note/letter home from the headteacher or other member of SLT
- Collective class based rewards such as marble jar

Behaviour curriculum

Positive behaviour will be taught to all children as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition.

The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly and moving around the school in an orderly fashion..

Routine will be used to teach and reinforce the expected behaviours of all children. Appropriate and reasonable adjustments to routines for children with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Low-level

While the emphasis of the school's policy is on rewarding children and catching them being good, inappropriate behaviour or unacceptable behaviour needs to be dealt with. Children need to learn that there are consequences for their actions. As with rewards, there needs to be a degree of flexibility to deal with the individual situation. When it is necessary to punish a child it is essential that an explanation is given as to why the behaviour is not acceptable and an alternative way of behaving suggested to the child. Note: it may not be possible to do this until the child or situation has calmed.

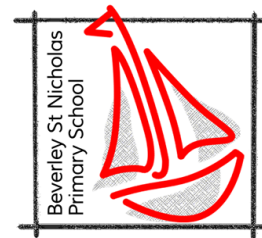
"Low-level unacceptable behaviour" may include, but is not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Use of mobile phones without permission

How we deal with low-level unacceptable behaviour

We will manage inappropriate behaviour by:

- Planned ignoring (as highlighted on a child's TSP)
- Facial expression; disapproving looks



- Expressing disappointment in the behaviour and reminding of rules/expected behaviour
- If at playtime supervising five minutes time out for the child
- Completion of work during playtime if work was not completed owing to misbehaviour
- Clear verbal reprimand
- A 'quiet' word with parents to ensure that they are kept informed and can work with us

Significant Disruption

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

If our informal system of intervention has no effect, a member of staff who observes a child whose behaviour is inhibiting teaching or learning should give the child a formal warning, telling the child calmly what the warning is for. The member of staff should then resume their work. Any such incidents should be logged on CPOMS giving brief details so that we can build a 'bigger picture' and begin to track any patterns. During this chain of actions the children should be reminded of the Give Me Five Charter and their own class charter.

The agreed format is:

Three verbal warning will be issued and if further incidents occur on the third warning a child will

- lose part or all of their next playtime

Should disruption continue after three warnings the child will:

- Leave the room for rest of session to complete work in another classroom

Refusal to go to another classroom will lead to instant referral to a member of the SLT who will decide on further consequences which may include things such as working with the SLT member for a period of time, missing part of their playtime (age appropriate amount of time/consequence). If it has reached this point parents are to be contacted and invited to come in to discuss the behaviours and help with planning ways forward.

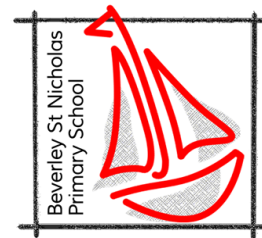
Repeated Incidents

If a child is repeatedly losing part of their playtime or receiving other informal sanctions then following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- This may mean he/she having a loss of privilege e.g. attending an after school club, representing the school in a sporting activity/attending residential
- The headteacher will consider whether the pupil should be suspended, in line with the Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

If a child's behaviour is significantly inappropriate, they may be moved straight to being seen by a member of SLT without first receiving verbal warnings e.g. deliberately physically hurting another child or an adult, using inappropriate language specifically directed at another child or adult in order to cause offence, malicious damage of property or theft of items within school or during activities connected to school

All incidents involving any form of sanction should be recorded on CPOMS and relevant ABCD forms completed if appropriate. Verbal warnings do not have to be logged on CPOMS unless they have led to the issue of a sanction.



For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Restorative Practice

We encourage children to take responsibility for their actions. We want them to understand that sometimes things go wrong and when they do go wrong it is important to put things right or to make up for what has happened. We will give those that are feeling hurt a chance to explain how others' actions have made them feel and the emphasis is very much on making sure that the children understand that the incident will be dealt with fairly. We hold regular 'check ins' and 'check outs' so that all children can have a voice and their contribution can be valued by all in the class. We encourage the use of restorative circles when there has been any kind of conflict/disagreements and all staff are trained in and expected to facilitate these. Notes from restorative circles should be recorded on CPOMS.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a child's SEND. If it is deemed that a child's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a child is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

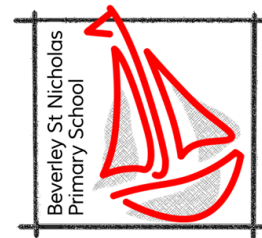
The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding autism, ADHD and trauma.
- Having risk assessments and positive handling plans in place which help to identify personalised de-escalation strategies
- High needs panel advice will be sought if appropriate

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route(unless they are at risk of causing harm to themselves or others)
- Showing open, accepting body language, e.g. not standing with their arms crossed.



- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.]

Positive Handling

Many of our staff are team teach trained. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force using Team Teach techniques must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. A risk assessment and positive handling plan will be into place for any children requiring this kind of intervention. All incidents involving the use of team teach must be recorded on the appropriate form.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

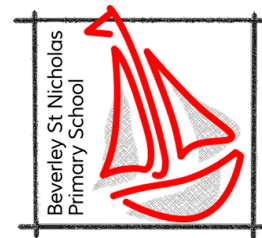
The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils’ health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil’s class teachers set them appropriate work to complete.



The head teacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Prohibited items, searching pupils and confiscation

Head teachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed, in line with the school's Physical Intervention Policy.

[The model list below was created using the DfE's ['Searching, Screening and Confiscation'](#) guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.]

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.]

Schools should identify other banned items in their rules which may be searched for under the schools' statutory power. The following list is an example only and must be amended to reflect your school's rules. The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

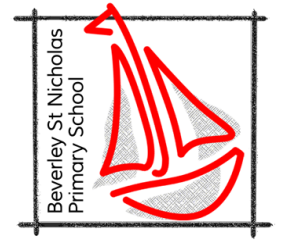
- Mobile Phones
- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Record Keeping

General Record Keeping

All Incidents where a sanction has been Issued are recorded on CPOMS. Staff are asked to record a factual record free from personal opinion as soon as is practical after the Incident.



Bullying

There are headings on CPOMS for recording allegations of bullying and It Is expected that all Investigations Into alleged bullying are recorded on CPOMS.

Racist incidences

These are also recorded on CPOMS using the relevant category and a record Is also kept by the SLT of these.