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# St. Nicholas at Wade CEP School

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## Behaviour Policy

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# St Nicholas at Wade Behaviour Strategy



Ready	Respectful	Safe
Come into school on time	Greet others politely	Move calmly around the school
Look smart in the correct uniform	Thank adults at the end of the day	Kind hands and feet
Have the right equipment	Pick up after ourselves	Tell an adult when something is wrong or worrying
Follow instructions the first time	Do things for others because it feels good	Use technology safely
Line up promptly	Work hard in lessons	Use play equipment properly
Track the speaker	Win gracefully	Trust your instincts—talk to someone
Show high levels of involvement	Show the St Nicks Way—be the best you can be.	

- Consistent, calm adult behaviour
- Attention first to the best conduct
- Analyse, don't personalise
- Positive language choice
- Relentless routines, taught and practiced
- Enable success, because success breeds motivation

Setting and maintaining social norms (This is what we do at St Nicks)	Creating Belonging (A place to belong)	Enabling success (A place to grow)	Recognising success (feeling valued)	Responding to inappropriate behaviour
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## Setting and maintaining social norms—it's what we do

### What to do:

Consistent strategies - SS, 1,2,3... TTYP

Explain clearly, give examples, model  
Tell them why good behaviour is important.

Recognise good beh; draw attention to majority doing the right thing  
Frame instructions positively

Gain attention, pause, then instruct  
Only talk when the group is silent

Explain expectations before they follow instruction

### Narrate reasons:

- If we leave this room like this, someone will have to stay later and see their family later...

- You are in control of how you behave and learn so...
- Conditional phrases—when you have started I will come and help

- It is so purposeful when we all show great learning behaviours—what a great lesson/discussion/input

- You have really shown our school values in your beh

'Predictability and routine creates a space where children feel safe and settled'

## Creating Belonging—A place to belong

### Tasks for children:

Greet teachers politely each morning/ first time they see them

Thank teachers at the end of the day

Show kindness as the default

Be included in decisions for class and school, for rewards and praise

Children complete tasks where they think/talk/write about values that are important to them

Collective activities, sports, class mantras, house points etc...

If we do not show children they belong to our community they will find somewhere else to belong.



**Community matters.** It is a force for profound good because it is a weight against the voice in all our heads that tell us that our feelings matter more. It is the foundation for feeling obligation and serving others.

## Creating belonging—a place to belong

### Teacher narratives:

'I am telling you this because I have very high **Expectations** and I know you can reach them. Highlight interests and experiences you have in common.

Narrate how lucky the children are to have Adults that care about them.

Tell children how hard you work for them.

Kindness is the default in every situation.

Show a genuine interest in children's lives.

Emphasise the similarities, shared values between children.

Narrate what makes St Nicholas special

Narrate the child's value to the class

### Teach Social Skills:

Teach children to **notice when someone has done something for them**

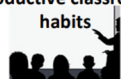
**Encourage new friendships**

**Swap partners regularly**

## Recognising success

### We want to encourage more:

**Productive classroom habits**



**High Quality Work**



**Kindness**



**Narrate the story of their success, focusing on what they could control**

Tell parents

Share with class/ staff (blue)

'Bee' certificate

In class rewards

House points

Feedback

Tell parents

Share with class/ staff (blue)

'Bee' certificate

In class rewards

House points

Feedback/ marking

Tell parents

Share with class/ staff (blue)

'Bee' certificate

In class rewards

House points

Feedback

## Enabling success

### Motivate

Praise, positive recognition for effort and achievement

Provide lots of practice

Purpose, explain the importance of the work

Passion, model excitement for learning

Participation, lots of opportunity for involvement

Narrate that success is due to their efforts

### Direct

Provide clear explanations and modelling

Give short clear instructions (consider pictorial prompts)

Have a clear outcome in mind that you can articulate

Show an example of what excellence looks like

Give timely and useful feedback

### Shape the Path

Provide scaffold

Prevent disruption

Break down learning into small chunks

Make it easy to start the work.



## Responding to inappropriate behaviour

## Certainty matters more than severity

At Risk:	Orange:	Red:
Use non verbal cues	Consider time out within classroom (move seat)	Send child to SLT (TA escort)
Private firm disapproval	Consider an involvement card (is this becoming more frequent?)	Red triangle if needed
Reset expectations	Reset expectations in front of parents (end of day)	
Allow take up time		

This is a school where little things are not ignored, where positives are praised and rewarded, and negative learning behaviour is challenged. Adults and children say no to inappropriate learning behaviour and discuss it openly as a way of ensuring a positive effective approach.

## **Purpose**

The purpose of the behaviour policy is to outline the expected standard of behaviour from all children attending St Nicholas at Wade CEP School so that every learner can succeed in a safe, calm and Purposeful environment. The policy details school ethos and how children and staff should conduct themselves and apply and respond to the behaviour strategy so that every child can meet their potential.

*“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally”*  
*Behaviour in Schools 2024 DfE*

## **Christian Statement**

Our behaviour policy is underpinned by our Christian Vision, the parable of the two builders (Matthew 7:24-29) which is communicated in every area of school life and provides a clear example of the behaviours we expect. Our Christian Values support outstanding behaviour in school and children know that they are expected to demonstrate Courage, Resilience, Honesty, Kindness and Being the best they can be in every aspect of school life.

## **Strategy Aims:**

- To provide a whole school approach that is understood by all pupils and staff
- To outline clear expectations for behaviour
- To deliberately practice behaviours we want children to develop
- To equip teachers with strategies that support them in managing children’s behaviour and supports their wellbeing
- To ensure children develop good learning behaviours
- To provide a safe, caring and happy school
- To promote citizenship

## **Rewards**

A positive approach to behaviour with attention first to the best conduct. We focus on the behaviours we want children to develop. We know that the best reward for children is success and pride and a sense of achievement accomplished on their own merit. So, enabling success informs a key part of our strategy.

## **Recognising success**

Each child has a house-coloured card (linked to the Christian Values) as children demonstrate great behaviours, excellent effort or exceptional achievements they are awarded house points which are recorded on this card. When a child reaches a milestone amount (50, 100 etc...) They are awarded a certificate in Friday’s celebration worship. Each class has a running tally of reward points for each child and house that is conveyed to the whole school house

competition board in the hall. Teachers may also employ particular strategies such as raffle tickets and pasta in the jar etc... giving them agency in their classes and creating a sense of team and belonging to that class.

### Recognising success

We want to encourage more:

Productive classroom  
habits



High Quality Work



Kindness



Narrate the story of their success, focusing on what they could control

Tell parents

Share with class/ staff (blue)

Values Champion certificate

In class rewards

House points/stickers

Headteachers Award

Feedback

Tell parents

Share with class/ staff (blue)

Values Champion certificate

In class rewards

House points/stickers

Headteachers Award

Feedback/ marking

Tell parents

Share with class/ staff (blue)

Values Champion certificate

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### Pupils' Conduct

'The St Nicholas Way' refers to the code of conduct expected of children at St Nicholas at Wade CEP School

St Nicholas at Wade School Rules are:

- Be Ready
- Be Respectful
- Be Safe

St Nicholas at Wade Christian Values are:

- Courage
- Resilience
- Honesty Kindness
- Be the best you can be

### Ready

- Be in school on time
- Look smart in the correct uniform
- Have the right equipment
- Follow instructions the first time
- Line up promptly
- Track the speaker
- Show high levels of involvement

### Respectful

**Courage, Resilience, Honesty, Kindness, Be the best you can be**

- Greet others politely
- Thank adults at the end of the day
- Pick up after ourselves
- Do things for others because it feel good
- Work hard in lessons
- Win gracefully
- Accept sanctions and consequences respectfully
- In lessons, demonstrate SLANT: sit up, listen, ask and answer questions, nod your head, track the speaker
- Allow others to learn
- Be an ambassador for the school when on outings and visits
- Treat all adults and children with respect

**Safe**

- Walk in and around school buildings
- Use toilets appropriately
- Tuck your chair in (1,2,3 strategy)
- Make sure that an adult knows where you are
- Obey fire regulations
- Wash hands
- Tell an adult if something is wrong or worrying
- Use technology safely
- Use play equipment appropriately
- Trust your instincts – talk to someone

**Playground:**

- Walk sensibly to the line when you hear the bell
- Ask if you need to leave playground
- Follow instructions
- Listen to all adults
- Play safely (remember the things that are not allowed)
- Walk to and from the playground
- Remember snacks and toilets

**On the playground**

Playtimes and lunchtimes lack the classroom formality and structure. Children have to be more reliant on their own social skills and self-discipline. They need opportunities to develop correct attitudes and qualities, and suitable strategies to cope with conflict. Adults on duty should be pro-active, praising and encouraging pupils who are engaged positively, using the values stickers and language. However, for those children whose behaviour is not acceptable the following should apply:

Verbal reprimand

Restriction to another part of the playground

Time out, pupil has to leave the playground for a set time (5 mins)

Withdrawal, up to one week off the playground under supervision

Suspension, pupil has to go home at lunchtimes

## Traffic Light System: Consistent calm adult behaviour

# Certainty matters more than severity



### Blue

If a child has shown outstanding behaviour and effort. They may be sent to the Head or Deputy to be rewarded.

### Yellow

If pupils show excellent effort and behaviour they can move to yellow which would lead to additional ticks/stickers on their reward card.

### Green

**All children begin on green and their names are placed on the green circle. This signifies our expectations and that they are meeting them**

### Orange

If a child does not follow the established class rules and cause interruption they are given a warning. If they persist with disruptive behaviour they are moved onto orange.

### Red

If a child on orange persists with negative behaviour they are moved to red and the child will be sent to a member of the leadership team

## Adaptations

In Reception and class 1 a flower, busy bee, honey pot, sad bee and stingy bee are used to promote positive behaviour and precedes the traffic light system. In term 5 Year 1 will move towards the traffic light system. A child who is put on stingy bee will be sent to discuss their behaviour with a member of the leadership team.

## Some behaviours will go directly to sanction:

Serious disruption in lessons and around the school

Non-completion of classwork

Poor attitude and lack of respect to people and property

Deliberate swearing / poor language use

Dishonesty

Teasing / unkindness

Silliness in toilets.

Damage to equipment or property through lack of care and/or attention

Walking away from a member of staff

Leaving a room without permission

Leaving the playground without permission

Hurting child or member of staff by careless action or lack of attention to safety (not deliberate)

Deliberate disrespect

**Courage, Resilience, Honesty, Kindness, Be the best you can be**



Name calling

Pushing / shoving / barging

Physical harm to others – hitting, kicking, throwing something, biting etc.

Deliberate actions that can cause harm – pulling chairs away, shutting doors on people

Playing with key-pads / codes / exit buttons around the school

**Some actions and behaviours will have automatic SLT intervention:**

Any form of bullying

Any form of child-on-child abuse

Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

Vandalism/Serious damage to property or equipment

Theft

Fighting

Physical or verbal aggression towards a child or member of staff

Physical assault of a child or member of staff

Racist, sexist, homophobic or discriminatory behaviour or language

Possession of any prohibited items (for which a search can be made). These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury or damage.

**Pastoral Support**

The school uses a range of pastoral support strategies to support behaviour including:

Peer mentoring / buddies

External counselling services

Champion Children mentoring

Friendship interventions

Cooperative games

**External Agency Support**

The school will also consult external agencies to support children's behaviour. These include:

- LIFT (Local Inclusion Forum)
- Thanet Inclusion Support Service
- THRIVE
- NELFT
- Speech and Language Support

**Behaviour Plans**

Behaviour plans will be written by the SENCo and other relevant staff (e.g. class teacher, Assistant Head, Teaching Assistants) and shared with parents. They will contain detail regarding barriers and challenges that children face with their behaviours and outline strategies to support and overcome these. They will be shared with parents and regularly reviewed to ensure that strategies are appropriate and take in to account any advice given by external agencies. Staff will be supported by the SENCo and Senior Leaders to implement strategies effectively.

**Use of Reasonable Force**

In line with [DFE Advice Use of Reasonable Force](#) Mr Neal (SENCO) and Mrs Moon (SENCO Assistant) are members of staff trained in the use of physical intervention and restraint via Team-teach. De-escalation techniques should be employed before physical restraint is considered. In some rare circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

**Incidents of physical restraint 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

**Suspension and Exclusion**

In very rare circumstances it may be necessary to exclude a child who has displayed dangerous behaviour (putting themselves or others at risk), persistent poor behaviour, or who continually challenges authority in school. In this circumstance, KCC procedures will be followed and with regard to [DfE Guidance](#).

**Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis



### **Legislation, statutory requirements and Guidance**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in Schools Guidance 2024](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education 2023](#)
- [Preventing and Tackling Bullying 2017](#)
- [Mental Health and Behaviour in Schools](#)
- [School suspension and exclusions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy