St. Nicholas at Wade CEP School

Behaviour Policy

Approved by: FGB Nov 2026
Review: November 2027

St Nicholas at Wade Behaviour Strategy

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

- **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**

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 behaviour; 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 instructions

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 behaviour**

'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

Enabling success

Motivate	Direct	Shape the Path
Praise, positive recognition for effort and achievement	Provide clear explanations and modelling	Provide scaffold
Provide lots of practice	Give short clear instructions (consider pictorial prompts)	Prevent disruption
Purpose, explain the importance of the work	Have a clear outcome in mind that you can articulate	Break down learning into small chunks
Passion, model excitement for learning	Show an example of what excellence looks like	Make it easy to start the work
Participation, lots of opportunity for involvement	Give timely and useful feedback	
Narrate that success is due to their efforts		



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 Praise with child/class/staff
Headteacher award
Values Champion certificate Friday Worship
House points/values stickers
SEEN Child

Responding to inappropriate behaviour

Certainty matters more that severity



Beware of the sand:
- Use non verbal cues
- Private firm disapproval
- Reset expectations
- Allow take up time
- Consider time out within classroom (move seat)
- Consider an Involvement Card (is this becoming more frequent?)
- Reset expectations in front of parents (end of day)

Exit:
- Send child to SLT (TA escort)
- Red triangle if needed

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 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

Our Vision

Our behaviour policy is underpinned by our Christion Vision, the parable of the two builders (Matthew 7:24-29) We committed to ensuring our children not only thrive while they are with us but that they 'build on foundations' that will allow them to flourish beyond our care. We encourage habits and characteristics that will set them up for success in the future and help them to become responsible citizens. 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 is assigned to a house (linked to the Christian Values) children demonstrating great behaviours, excellent effort or exceptional achievements they are awarded house points which they collect. 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 house 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.



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

- Greet others politely
- Thank adults at the end of the day
- Pick up after ourselves
- Do things for others because it feels good
- Work hard in lessons
- Win gracefully
- Take accountability, 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

Our school vision speaks of "building on the rock, not the sand" a metaphor for strength, character, and long-term growth. we ensure that our behaviour culture is not an add-on but an expression of who we are as a school. It helps children understand why behaviour matters, not just whether it is good or bad in the moment. Our Visuals aligned with our vision It helps children understand that behaviour is not a moment-to-moment switch, but **part of the process of building the person they are becoming**.



Building on the Rock: Our Guiding Visual Metaphor

At our school, we use the images of building on the solid rock and building on the sand to help children understand the foundations of positive behaviour. This metaphor gives pupils a simple and memorable way to think about the choices they make and the impact those choices have on themselves and others.

Building on the Rock

When children are building on the rock, they are making choices that are:

- Kind
- Respectful
- Safe
- Honest
- Responsible

These choices create a strong foundation for learning, friendships, and wellbeing. Staff recognise and encourage "rock behaviour," helping children notice what they are doing well and how it benefits the whole school community.

Building on the Sand

When children make choices that are unkind, unsafe, or disruptive, we describe this as building on the sand. These behaviours can make their foundation shaky, leading to difficulties in learning, relationships, and personal success.

This metaphor allows us to talk about behaviour calmly and constructively without labelling the child. The focus remains on the choice, not the child's character.

Our Response

If we notice a child beginning to "build on the sand," staff take timely and supportive action to help them return to "the rock." This may include:

- Gentle reminders and redirection
- Restorative conversations
- Emotional regulation support
- Clear guidance about expected behaviour
- Opportunities to repair and reset
- Involvement of parents or carers when needed

The aim is always to support, not punish. We help the child understand what went wrong, what needs to change, and how to make positive choices moving forward.

Some behaviours will go directly to sanction (EXIT):

Serious disruption in lessons and around the school
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
Deliberate disrespect
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

Involvement cards
Check-in Cards

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) has been 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 suspend or 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