



St Nicholas Church of England Primary School

'OUR CHRISTIAN COMMUNITY GROWING AND LEARNING TOGETHER'

Policy Title:	Behaviour
LT Responsibility:	Head Teacher
Review Body:	Head Teacher and Deputy Head
Date:	January 2019
Review:	January 2021

Our core purpose is to develop and inspire our children to help them lead fulfilling lives. As such, our behaviour policy is firmly rooted in our Christian vision and values. Just as God is forgiving, reconciliation and forgiveness are at the heart of our policy.

Matthew 6:9-15 'Forgive us the wrongs we have done, as we forgive the wrongs that others have done to us.'

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents, staff and external agencies together with any statement of special educational need or Education, Health and Care Plan. We will also ensure compliance with the Trust's equality policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010.

This policy should be read and considered in conjunction with the following policies:

- Anti-bullying policy
- Child protection and safeguarding
- Trust equality policy (www.aquinastrust.org/about/policies)
- SEND policy (Special Educational Needs and Disabilities)
- Trust positive handling policy
- Trust safeguarding and child protection policy

Aims

- To promote a whole school behaviour policy supported and followed by the whole school community - children, teachers, support staff and parents, based on the school's shared ethos of Christian values.
- To promote high standards of responsible behaviour, self discipline and self esteem, and respect for self, for others and for property both in and out of school
- To encourage good behaviour and to reinforce positive attitudes, by providing a range of rewards for children of all ages and abilities.
- To ensure that all children at St Nicholas Primary know, understand and follow our School Rules (Appendix D) and demonstrate the characteristics of a 'St Nick's learner'.

- Deliver a consistent and caring approach to behaviour management, setting high expectations for all
- Encourage all children to accept responsibility for their actions
- To promote a culture where children value each other and each other's work and that allows for all children to succeed and achieve

Expectations for staff:

- Implement our behaviour policy fairly and consistently, taking into account individual children's needs
- Record and report behaviour incidents according to the policy
- Have high expectations of behaviour from all children
- Communicate openly and professionally with parents and carers

Expectations for parents:

- Support your children in their adherence to the school rules
- Encourage your children to follow the principles of the 'St Nick's learner'
- Discuss or raise any concerns about your child with the class teacher
- Ensure children are prepared for school, attend regularly and are on time

Expectations for pupils:

We have high expectations for behaviour and expect children:

- To be on time for school and ready for lessons
- To follow the School *Rules
- To show respect for each other and all adults
- To be polite and have good manners
- To listen when spoken to and not to interrupt
- To walk around the building, taking special care on stairs
- To line up quietly, quickly and sensibly
- To take pride in their appearance and wear the correct uniform
- To follow the principles of the 'St Nick's learner'
- To talk to a trusted member of staff if you are worried or concerned

[*See Appendix D for examples]

Incentives and Rewards

We expect children to behave appropriately and cooperatively, whether as an individual, a member of a group or a whole class. However, we also aim to respond to each case professionally, objectively and compassionately. We are aware that each child has individual needs, and on occasion we need to adapt our policy to cater for this, in line with the Trust's EQUALITY POLICY and the Equality Act 2010. The school and Trust also respect the Public Sector Equality Act (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. All staff, teaching and non teaching, recognise and **reward good behaviour** and achievement in a variety of ways, including:

- Verbal praise
- Award of team points **and bronze, silver and gold star badges**
- Publicly identifying children who are modelling good behaviour and/or work in celebration worship

- Stickers, stamps, stars, dojo points etc
- Verbal or written communication with parents
- The presentation of certificates and bookmarks for effort; behaviour and courtesy at 'Courtesy Assembly'
- Sharing their work or achievements with another class or teacher, the Headteacher or another member of staff

Each class teacher implements a system of incentives and rewards appropriate for the needs of the children and the class, which is linked to the House Team Point Competition. Team points can be awarded for good work in books or in lessons, but also for demonstrating positive behaviour in and out of school. Children can earn star badges by accumulating the following number of team points in one academic year:

50 team points = bronze award

100 team points = silver award

150 team points = gold award

200 team points = platinum award

There is also a whole school system of recognising and celebrating good behaviour and achievements of many different kinds. At 'Courtesy Worship', in the last week of each half term, one certificate for behaviour, effort and courtesy is awarded, as well as a bookmark for behaviour, effort and courtesy. Children are encouraged to share any achievements from outside school, eg Beaver, Cub or Brownie awards, sporting achievements, music exams, prizes, etc.

Recording incidents

Each class teacher has access to a 'Silver' Safeguarding & Behaviour Log Book, which are stored in the Head Teacher's office, in which incidents are recorded. This book is reviewed regularly and further measures are taken as appropriate. Information is shared with parents when there is a serious incident or frequent lower level incidents. Each Midday Supervisor has an Incident Book for playtimes but will also be expected to complete behaviour incident logs.

Consequences:

Be kind and compassionate with each other, just as in Christ God forgave you.

Ephesians 4: 31-32

The school supports a restorative justice approach. We will talk to your child about their intentions and the impact their behaviour had on others. Children would be expected to apologise or make amends for behaviour that falls short of expectations, verbally and/or in writing, as appropriate.

We believe that positive reinforcement is the best way to promote and encourage good behaviour, and we use this consistently. However, when children do break the rules, we expect them to take responsibility for their actions and to understand that sanctions may follow. Poor behaviour will be dealt with fairly and promptly, taking into account all the circumstances.

Classroom strategy of consequences for children demonstrating negative behaviour:

All pupils start each morning on 'green switched on'. This indicates they are ready for their learning or tasks presented. Pupils that make good decisions will remain on green or move up to 'blue role model'. If a child is consistently on blue throughout the day or the week, they may be sent to a member of SMT or the Head/Deputy for a reward sticker.

Pupils that are not engaged or break rules in class may be moved down to 'amber- time to think'. Pupils in this category should consider this a warning and make an attempt to move back up to green by making better choices.

If a pupil cannot make it back to green by the end of the morning or afternoon session, this will result in being moved to 'red consequence'. At this point, details of the behaviour must be recorded and informal parental contact must be made. The pupil must also spend a specified time **15-30 minutes in the behaviour room at lunch** and in addition must be sent to a phase leader or member of the SMT immediately.

A pupil can also be given a 'straight red' if the behaviour was violent or racist, discriminatory or violent. If this happens a pupil would be sent straight to the Head Teacher or Deputy Head.

A very serious incident may result in the normal procedures being superseded, for example a RED card incident would result in being sent to the head teacher. An exclusion could also be issued and the parents or carers being asked to collect their child immediately.

Drugs

In the event of drugs being brought into school by pupils and/or taken by pupils (except for medical purposes), the child involved would be immediately sent to the Head Teacher and interviewed with another colleague present. Such an action constitutes a serious breach of the Policy which can lead to exclusion. The matter would then be reported both to the parents or carers and to the police. Any drugs brought on site by adults will be reported to the police.

Weapons

In the event of an offensive weapon being brought into school or onto the school grounds including folding pocket knives, firearms, pneumatic weapons or replicas, or the offensive use of any other object with the intention of causing physical harm to another, the school will consider it as a serious breach of the policy.

The Head Teacher and other colleague have a statutory power to search pupils or their possessions without consent where they suspect the pupil has prohibited items. Colleagues can confiscate any banned or prohibited item or anything they consider harmful or detrimental to positive behaviour management found as a result of a search. When searching in these circumstances, colleagues are protected from liability for damage to, or loss of, any confiscated items.

For some items, the school will always seek specialist advice, e.g. suspected illegal drugs or items which might be used as weapons. We are committed to working in partnership with police, youth offending teams and other specialist agencies to cover such issues. We will not

hesitate to access specialist support and advice if an incident occurs. Any item of an unlawful, offensive or hazardous nature (e.g. illegal drugs, valuable stolen items) will be handed to the police. The school will contact parents regarding any other confiscated item. The school will arrange a suitable time for collection by the family member and a meeting with a senior leader. All confiscations are recorded in the pupil's behaviour log.

Exclusion

St Nicholas CE Primary is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Exclusions are used sparingly and only as part of the overall Behaviour Management Policy. However, exclusions may be used when other strategies and sanctions have not been effective.

The school complies with the statutory framework as set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the statutory guidance Exclusion from Maintained Schools, Academies and pupil referral units in England (September 2017) published by the Department for Education.

Fixed Term Exclusions

In all cases the *Headteacher* gathers evidence and takes advice from colleagues who are working with the pupil. Excluding a pupil from school is a serious step to take. The *Headteacher* alone has the statutory power to exclude a pupil from school. Where the *Headteacher* is temporarily off-site or absent from school they must be consulted and have access to relevant evidence and information prior to the final decision being made. In the case of the *Headteacher* being absent for an extended period of time the formally appointment Acting Headteacher will have the power to exclude in place of the *Headteacher*.

The *Headteacher* will decide on the length of exclusion in all cases. The length of the exclusion will depend on a number of different factors which may include, but are not limited to, previous exclusion record, severity of incident, risk to others and where and how the incident arose. Parents will be informed either by telephone, letter or email on the day the student is excluded. The student will be seen by the *Headteacher* and sent home with details of work to undertake in their exclusion letter.

In exceptional circumstances, where further evidence comes to light, a further fixed period exclusion can be issued or a permanent exclusion to take effect after the initial fixed term ends.

Permanent Exclusion

A decision to exclude a pupil permanently is a very serious one and therefore can only be taken by the *Headteacher*. It can be the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed to secure improvement. Where a pupil is permanently excluded for a build-up of negative events, it is an acknowledgement by the *Headteacher* that the school has exhausted all support strategies and interventions for the pupil and that to allow the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school.

The decision to exclude permanently may also be taken by the *Headteacher* when there has been a one-off serious breach of the school's published Behaviour Management policy and where the *Headteacher* believes that to allow the student to remain in school would seriously harm the educational welfare of the student or others in the school. Such a decision may be taken as a result of any serious incident of any of the offences listed below and includes assault towards a member of staff or student, fighting, bringing offensive weapons into school, and the use or distribution of controlled substances within the school and its immediate vicinity.

Incidents for which fixed term or permanent exclusion will be considered, but are not limited to, include:

- Persistent low/mid-level disruption of the learning environment;
- Verbal abuse of adults and others;
- Verbal abuse to pupils;
- Physical abuse of/attack on adults and others;
- Physical abuse of/attack on pupils;
- Indecent behaviour;
- Damage to property;
- Misuse of illegal drugs;
- Misuse of other substances;
- Theft;
- Serious actual or threatened violence against another pupil or adult;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Arson;
- Unacceptable behaviour over time for which previous sanctions and other initiatives have not been successful in modifying the behaviour.
- Any other behaviour which may bring the name of the school into disrepute

This is not an exhaustive list and there may be other situations where the *Headteacher* makes the judgement that exclusion is an appropriate sanction.

Incidents of misbehaviour occurring outside school

The school may impose an exclusion on a pupil for non-criminal misbehavior occurring outside school where it is reasonable to do so including:

- Misbehaviour which occurs when the pupil is taking part in a school organised or related activity, or travelling to or from school, or wearing the school uniform, or can be identified in some other way as a pupil of the school; or
- Misbehaviour at any time that could have repercussions for the orderly running of the school, or pose a threat to another student or member of the public, or could adversely affect the reputation of the school.

The school may also sanction pupils for criminal behaviour occurring outside school even where the police have decided to take no formal action against the pupil.

Exclusion Procedure

Most periods of exclusion are for a fixed term and short in duration. Only the *Headteacher* can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

The Trust has established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

The Trust has established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately, where possible. A letter will be sent giving details of the exclusion and the date the exclusion ends save for in the case of a permanent exclusion. Parents have a right to make representations to the review panel.

In the case of a fixed term exclusion, a reinstatement meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the leadership team and other colleagues where appropriate.

During the course of the fixed term exclusion, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility. It is the school's responsibility to provide work for the pupil for the first five days. If the fixed term exclusion is in excess of 5 days, suitable full time education must be arranged from the sixth day. In the case of the a permanent exclusion, the school is responsible for providing work for the pupil for the first five days, on the sixth day it is the responsibility of the local authority to provide suitable full time education.

General Factors the School Considers Before Making a Decision to Exclude

Before deciding whether to exclude a pupil either permanently or for a fixed period the *Headteacher* will:

- Ensure appropriate investigations have been carried out;
- Consider all the evidence available to support the allegations taking into account all relevant policies;
- Allow the pupil to give their version of events, where possible;
- Collect evidence from a range of sources and/or witnesses, where reasonable.

When establishing the facts in relation to an exclusion decision the *Headteacher* will apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt'. If the *Headteacher* is satisfied that on the balance of probabilities a pupil did what they are alleged to have done, an exclusion will be the outcome.

Exercise of Discretion

In reaching a decision to exclude, the *Head Teacher* will look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the *Headteacher* will consider:

- i. the gravity of the incident, or series of incidents as detailed in the behaviour log, and whether it constitutes a serious breach of the Behaviour Management Policy; and
- ii. the effect that the pupil remaining in the school would have on the education and welfare of other pupils and adults. Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion.

Preventing Exclusion

Alternative strategies to avoid exclusion are included in the Behaviour Management Policy. The school works closely with the local authority and other primary schools to undertake managed moves where such a course of action would be of benefit both to the pupil and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

The school endeavours to avoid both fixed term and permanent exclusions. However, if the strategies implemented by the school have failed, then there will be a final interview with parents or carers where the

possibility of exclusion will be discussed. This will be followed by a final written warning stating that the pupil is 'at risk' of exclusion/ permanent exclusion.

We are mindful of the current thinking on social inclusion, and believe that any behaviour problem is best addressed promptly within the context of the class and / or school. Every effort will be made to address potential problems as soon as they occur and to work closely with parents or carers. Where an exclusion is the only option left for the school, the school will formally write to the parents outlining the details of the investigation including reasons for the exclusion. Only the Head Teacher has the authority to exclude a child from school. Parents will also be informed about their right to appeal any fixed-term or permanent exclusion. [*offensive weapons – see appendix C]

Lunchtime and playtimes

At lunchtime, supervision is carried out by a team of lunchtime supervisors, who are responsible for the safety, well being and good behaviour of the children. The mid-day supervisors are instructed to manage behaviour in line with school policy and follow the same procedures and protocols as those followed in lessons.

The lunchtime supervisors follow the school Policy for Behaviour by reinforcing and rewarding good behaviour. Minor incidents are dealt with by the team, and more serious incidents are recorded using behaviour incident logs. Class teachers are given a copy of the Incident log as necessary and will take appropriate action. These logs can be completed with the help of the member of staff on behaviour room duty for that lunch hour. Very serious incidents are dealt with by the Headteacher or member of SMT. The Headteacher or a senior member of staff is always available at lunchtime. In addition to our school rules, there are also guidelines that apply to the supervision of children at lunchtimes.

Children must:

- be aware they must stay in front of staff monitoring perimeters, and in clear view of a mid-day supervisor at all times
- avoid coned off areas and to be at least 3 metres distance from brambles and trees on perimeter and not to play in mud or to play with sticks or stones.
- walk from cloakroom to pit, and be aware of other children and through road.
- react swiftly and appropriately to adults who blow the whistle as an alarm.
- not be involved in physical play that could cause another child to be hurt.
- play appropriately and with control and within the rules of any game or sport
- walk and line up sensibly and quietly when called in for lunch
- avoid accidents at the end of play by moving safely and sensibly in the cloakrooms.
- Only enter the school building if given permission from a mid-day supervisor
- demonstrate the characteristics of the 'St Nick's learner' [See Appendix A for the 'St Nick's Learner' guidance]

Mid-day supervisors can also use '**time outs**', from 2 to a maximum of 10 minutes. Children given these time outs may be removed from the activity, for example spending the time 'on the wall'. These incidents are not serious in nature, and have not met the threshold that would result in the child being sent to the behaviour room.

Teaching and non-teaching staff can also give 'time outs's, from 2 to 10 minutes for incidents relating to inappropriate behaviour during playtime.

Bullying (For full details see the school's 'Anti-Bullying Policy')

At St Nicholas we are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in an environment that is conducive to learning. Bullying of any kind is against the ethos of the school and therefore totally unacceptable. If bullying does occur, all pupils should feel able to "tell" and know that incidents will be dealt with promptly and effectively.

Our objectives are to ensure that:

- All staff, pupils, parents and voluntary helpers have an understanding of what constitutes bullying so that they are more able to combat it

- People in the school community will not condone bullying
- Clear procedures for reporting bullying are understood and followed
- Prevention and support measures are understood and followed
- An equal opportunities statement is endorsed by all members of the school and that racial or sexual harassment will not be tolerated.

Physical restraint (to be read in conjunction with the positive handling policy)

In some 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 (see appendix 3 for a behaviour log)

The St Nick's Learner

The student council helped create criteria for what makes an effective learner, linking this in with our core Christian Values. The St Nick's Learner document is reviewed annually.

Politeness & Courtesy

For example: saying good morning and goodbyes, pleases and thank yous and opening doors for others. To listen when spoken to and not interrupt

Friendship

For example, helping someone that falls at playtime, make others feel special or important. Demonstrating compassion to others.

Punctuality

Getting to school on time, helping get ready at home. Starting your work straight away. Bringing in notes for misses clubs and being late etc

Effort & Determination

Being enthusiastic, having the determination to endure in ALL your work, never giving up.

Presentation

Straight ties and tucked in shirts, correct coloured headbands etc. Neat and joined-up handwriting and a tidy desk

Respect

Taking care of school property, listening to others, not just teachers. Showing humility, showing integrity, doing the right thing no matter who is watching. Demonstrating humility, especially when representing the school in sport or competition

Good attitude to Learning

Contributing in class, thinking about your responses before you speak. Being enthusiastic even when it's not your favourite subject. Demonstrating engagement and be willing to come out of

Our expectations for good manners – some examples

- Please and thank you
- Excuse me
- I'm sorry
- Good morning, good afternoon
- Can I help you?
- Please could you?
- Opening doors, standing back
- Making way for adults
- Good table manners

E – Safety

St Nicholas CE Primary expects the highest standards of e-safety to be applied and staff, volunteers and pupils are required to sign an acceptable use agreement and follow the guidance at all times.

See e-safety policy and guidance for full details

Appendix B The use of force to control or restrain pupils

Section 93 of the Education and Inspections Act 2006 allows teachers and other persons authorised by the headteacher, who have control or charge of pupils, to use force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence – (including behaving in a way that would be a criminal offence were the pupil not under the age of criminal responsibility)
- injuring themselves or others
- causing damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Revised guidance on the Use of Force to Control or Restrain Pupils is now available on the Gov.uk web site:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

To be read in conjunction with the Trust Positive Handling policy

Appendix C Offensive weapons: a policy statement

It is now an offence, under section 139A of the Criminal Justice Act 1988 to carry an offensive weapon or knife on school premises. This offence is arrestable under section 24(2) of the Police and Criminal evidence Act 1984.

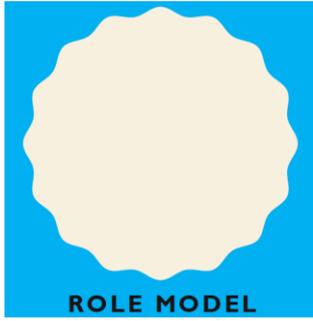
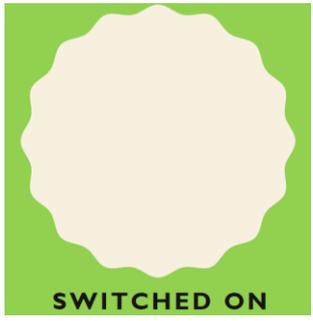
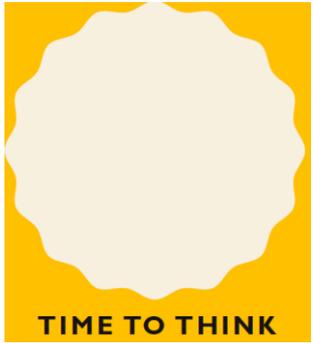
At St Nicholas Primary School, we advise parents and carers that no offensive weapons, including replica guns, will be tolerated on school premises.

LEA guidelines for school staff appertaining to offensive weapons are available to any member of the school community by referring to the Headteacher.

Appendix D – School rules

School Areas	Respect Yourself	Respect Others	Respect your Environment	Respect Teaching and Learning
Pit and outside	<ul style="list-style-type: none"> respect personal space Show good sportsmanship Use appropriate respectful language Play with equipment appropriately 	<ul style="list-style-type: none"> Be patient and wait your turn Play safely Play by the rules of the game Help other children Tell an adult if someone is hurt 	<ul style="list-style-type: none"> Put rubbish in the bin Keep school property clean and undamaged Stay in the boundaries Do not engage with adults you don't know 	<ul style="list-style-type: none"> Stay in the boundaries of the play area Stop activity when the whistle blows Listen and respond to adults politely Ask permission to enter the school building without an adult's permission
Toilets	<ul style="list-style-type: none"> Keep the bathrooms clean Wash your hands before you leave 	<ul style="list-style-type: none"> Respect others' privacy Remember to flush 	<ul style="list-style-type: none"> Keep floors clear and clean (no bags) Treat school property with care Don't block sink with tissues Keep the cloakroom tidy 	<ul style="list-style-type: none"> Use the toilet during play and lunchtimes
Lining up and doorway procedures	<ul style="list-style-type: none"> Line up without talking ready to listen to instructions Line up single file 	<ul style="list-style-type: none"> Give others personal space Look behind you before letting go of the door. Briefly hold the door for the person behind you 	<ul style="list-style-type: none"> Allow visitors and adults to go through first 	<ul style="list-style-type: none"> Respond to adults directions If learning is going on line up quietly so that the learning can continue Be quiet in quad/staircase and areas where learning takes place nearby
Walking around the school	<ul style="list-style-type: none"> Walk slowly – no running If you are spoken to, respond politely Stay on the right hand side in cloakrooms and staircase 	<ul style="list-style-type: none"> Use an appropriate tone of voice – i.e. no shouting out Respect others' space Be mindful of adults walking out of the office or staff toilets 	<ul style="list-style-type: none"> If you see any equipment lying around, pick it up and put it by the shed Come into the dinner hall only when your class is called 	<ul style="list-style-type: none"> Arrive at your class on time and go straight to your seat. Have your reading book and equipment ready for learning Only leave your seat if you have permission to
Lunch in the hall	<ul style="list-style-type: none"> Line up in single file Walk to the dinner hall Stay in your seat while you eat your lunch 	<ul style="list-style-type: none"> Eat your own food Cover your mouth and turn away from food when sneezing or coughing Be polite and thoughtful to others Say please and thank you for your dinner 	<ul style="list-style-type: none"> Be careful when you are eating Put rubbish in the bins 	<ul style="list-style-type: none"> Use an indoor voice Say 'please and 'thank you' to the adults who help you in the dinner hall
Collective Worship	<ul style="list-style-type: none"> Listen attentively Be a good participant Be polite 	<ul style="list-style-type: none"> Respect other people's beliefs and faiths Sing up Be a good listener Allow others to listen 	<ul style="list-style-type: none"> Keep the hall tidy and put rubbish in the bin 	<ul style="list-style-type: none"> Sit in your space Listen and be cooperative Follow instructions

Appendix E Consequence and Reward Charts

	<p>Pupils that continue to make positive choices throughout the day can be moved up to role model. Children on this level should be demonstrating exceptionally good behaviour and setting the example for others. These pupils will be engaged in their learning, showing courtesy at all times, and being respectful of themselves, others and school property. (See 'The St Nick's Learner')</p> <p>Pupils that remain on blue 'role model' may be sent to a member of the SLT for praise and a special sticker. Being on blue 'role model' does not prevent a pupil from being moved down, including directly onto amber or red if their behaviour meets the criteria for these levels.</p>
	<p>All pupils start each day on this level, regardless of where they ended the day previously. Children here are ready to engage in their learning or whatever tasks they are facing. Pupils that make good decisions and who demonstrate characteristics of the 'St Nick's learner' can stay on this level. Pupils may have to be given a warning if their behaviour is at risk of dropping to amber 'time to think'</p>
	<p>Pupils that are not engaged or are not following school rules after having been reminded by the adult in charge may be moved down to amber 'time to think' if their behaviour falls short of expectations. This might be for continued low level disruption, showing a lack of respect for others or not following the adult in charge's instruction. Pupils on amber will be given opportunities to improve their behaviour throughout the session, with an aim of being back on 'green' by the end of the session. A pupil may be moved within the classroom to help them to make better choices. Any pupils that are not able to move back up by the end of the morning will 'convert' to red 'consequence' and will be given a fixed time between 15-30 minutes in the behaviour room at lunch.</p>
	<p>Pupils can be given a consequence if they fail to make positive choices subsequent to being put on amber 'time to think' and cannot be moved up to green 'switched on'. Pupils can also be given a straight 'red card', which would result in a fixed time between 15-30 minutes in the behaviour room at lunch, as well as parental contact made at the end of the day. (if the incident occurred after lunch then the time-out will be applied the following lunch hour) All incidents of children being moved onto red must be recorded using a behaviour incident log, and 3 such instances in a half-term would result in parents/carers being asked to come in for a meeting. Actions that could result in a 'straight red' might include persistent defiance, inappropriate language, racist or discriminatory behaviour, physical violence of any kind. Any pupil that ends up in red 'consequence' during lesson time can be sent to a member of the SMT immediately but NOT to another classroom.</p>
<p>Exclusion</p>	<p>Incidents of behaviour that would be considered for applying a fixed-term or permanent exclusion include: Persistent low level disruption over time, verbal or physical abuse, damage to property, theft, use of drugs or other illegal substances, bringing weapons to school, racist or discriminatory behaviour, cyber-bullying, threatening behaviour</p>



Incident Log

Behaviour

Bullying

Racism

Name(s) of children involved:		Member of staff making report:	
Details of incident: Date: _____ Time: _____ Location: _____			
Action Taken: (including consequence)			
Other staff informed:			
Parental communication:			
Further Action to be taken/monitoring: (by who and by when)			
<i>A copy of this report should be kept in the class folder. For serious incidents, a copy of the report should be given to the Head Teacher and another put in the child's file.</i>			