



**St Nicholas School**

# **Behaviour Curriculum and Relationships Policy**

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**Signature: \_\_\_\_\_**  
**Chair of Governors**

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## **1. Aims, Vision and Values**

***We aim to create a happy, vibrant and inspiring learning environment where students' individual skills and talents are valued, celebrated and developed. We offer an engaging, purposeful curriculum and a wealth of stimulating experiences so that students can make positive contributions to life in our diverse modern Britain.***

We do not expect staff to remember this verbatim but we do expect staff to use this as their guiding light. This is **our** vision that underpins what **we** do. We have identified 3 words that we use more day to day to summarise this as effectively as possible:

***Enjoy. Aspire. Achieve.***

## **2. Roles and responsibilities**

### **2.1 The local governing body**

The local governing body is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.

### **2.2 The headteacher**

The headteacher is responsible for:

- Reviewing and approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

## **2.3 The staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Strong relationships between staff and students are vital. Relational Practice is our main behaviour tool. Our staff have clear and consistent boundaries and expectations. Equally, our staff are approachable and there to help; role modelling positive and appropriate ways to deal with all kinds of situations. We understand that mistakes will be made and are an opportunity to learn. At St Nicholas School we recognise that for some children and young people, specific approaches need to be used in order to meet any specific social, emotional, learning or other needs which require a personalised approach; adopting equity vs equality.

## **2.4 Parents**

Parents and carers, where possible, should:

- Get to know the school's policy and reinforce it at home where appropriate
- Support their child in adhering to the school's policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **2.5 Students**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the relationship policy
- The school's key rules (Ready, Respectful, Safe) and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

### **3. Training**

As part of their induction process, our staff are provided with an opportunity to work through St Nicholas School's relationship policy and how this supports the behaviour curriculum. Regular training/refreshers on managing behaviour are performed throughout the year for all staff from the trained/experienced in-house staff. These include:

- The needs of the pupils at the school
- Relational Practice and Positive Recognition: 'When the Adults Change'
- A therapeutic approach to managing behaviour: Therapeutic Thinking Essex Step On
- The proper use of restraint: Therapeutic Thinking Essex Step Up
- Emotional regulation and strategies for self-control: Zones of Regulation
- Restoring and repairing relationships through restorative conversations and talking circles: Restorative Now

Behaviour management will also form part of continuing professional development. Every member of staff is expected to take part and complete all aspects of training (where appropriate).

Our staff are provided with training on managing behaviour, including proper use of restraint with a Step On and Step Up training package (Therapeutic Thinking Essex) delivered by two qualified in-house trainers. All staff receive this training in order to recognise and de-escalate potential difficulties and to be able to use proportionate restraint when absolutely necessary. Training on behaviour issues is available for all staff from other staff members as well as external providers. Students and their behaviours feature regularly on the agenda for staff meetings.

All aspects of behaviour are consistently under review in an attempt to make the school a safer, happier and friendlier place where good quality teaching and learning can take place.

All adults can learn strategies to support learners to improve their behaviour. Most adults have evolved ways of responding to learners' behaviour based on a combination of personal and professional experiences and training and experiential learning.

## **4. School behaviour curriculum**

The St Nicholas School behaviour curriculum combines tried and tested strategies from a number of professional specialists:

- Paul Dix's 'When the Adults Change'
- Therapeutic Thinking Essex
- Restorative Now's Restorative Practice
- Zones of Regulation

These form part of our behaviour curriculum; teaching students how to behave appropriately in all manner of circumstances.

At St Nicholas School, we cater for a range of academic, social and emotional needs. In the same way that our curriculum policy caters for a variety of academic needs, our behaviour curriculum has to provide consistency across a range of understanding, social and emotional abilities.

We want our relationships policy to reflect our insight and understanding of the needs of our students and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We incorporate a holistic approach to ensure we are reflecting and planning for the needs of all our learners with their layered needs.

Our continued philosophy is that behaviour is a form of communication and consequently all behaviours are happening for a reason – which will all be different depending on the circumstances of the individual. Some of our students experience overwhelming and sensory or anxiety-based difficulties that affect their behaviour every day. For these students with the most complex difficulties, we need to provide understanding that their behaviour, while anti-social, is part of their needs. Where this is the case, a behaviour or risk reduction plan is written with parents or carers to ensure a consistent approach to supporting the development of their behaviour.

Learners who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and on occasion, some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm and be the least restrictive option.

Where specific needs are identified for individual students, or their behaviour sits outside of policy, their plan will be followed and staff working with those students will know the specifics of that plan to ensure the safety and well-being of both students and staff.

At St Nicholas School we endeavour to ensure that we have a whole school approach to promoting positive mental health and wellbeing, within a culture of high expectations and support in all subject areas, so that our students can build their confidence and emotional resilience and therefore their capacity to learn.

### **4.1 Mobile phones**

Use of mobile phones on the school site is prohibited for all students unless there are exceptional circumstances agreed by the headteacher. Listed below is an outline of mobile phone expectations:

- Due to the age of our students and their individual travelling arrangements, students may wish to bring their phones to use before and after school. However, the phones need to be turned off on the school site and handed to their class staff upon arrival.
- Phones are handed back to the student at the end of the day either at the back gate for student transport or at the front entrance.

- Phones may be required for educational and/or emotional regulation. This is very rare and needs to be agreed with the headteacher and parent/carers with clear expectations.
- Phones may be required to support a health need such as diabetes. This needs to be agreed with the headteacher and parent/carers with clear expectations.
- For use with traveling to and from educational visits where the journey is a long time. Again, this can only be agreed with the headteacher and parent/carers with clear expectations.

## 5. Responding to behaviour

At St Nicholas School we encourage class teams and support staff to reflect on what may be the underlying issues that drive or trigger behaviour in learners and to think about ways of responding to behaviours that challenge in a non-judgemental and supportive way. This can be very difficult especially if a learner is aggressive or targeting others in a focused way. As a school we support class teams to develop their own emotional resilience through professional support. This may be learner to learner, group or individual support, using the school counsellor and can draw on a range of expertise within school and beyond: lead professionals, Wellbeing team, Educational Psychologists, EWMHS or services accessed through social care.

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development; our commitment to reflective practice, professional competence and responsibility.

At St Nicholas School we use the 'Five Pillars of Practice' that underpins our behaviour curriculum when staff respond to student behaviour (see *appendix 4*):

1. Consistent, calm, adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

In addition to this, using specific language that best describes behaviour, supports both our students and staff with identifying the behaviour, reflecting on the situation and using restoration to repair. Below are the main examples of the language used at St Nicholas School and our response to behaviour.

### 5.1 Pro-social Behaviour

Pro-social behaviour is behaviour which is positive, helpful, and values social acceptance. It is the behaviour that we expect from all of our students, as much as possible. ALL staff (and in many cases, our students) are expected to model pro-social behaviours at all times.

All staff (and in some circumstances, other students) will recognise pro-social behaviours in others and should demonstrate this through a response. Responses to pro-social behaviours are essential to motivate students to repeat pro-social behaviours. It is recognised that these responses will vary between pupils depending on their age, social, emotional and cognitive understanding.

There are some students who do not like positive praise and this will have a de-motivating response. In these cases, staff will work on other ways to let them know they are doing well, including non-verbal communication, talking about a piece of work while within earshot. These will be individual to the pupil and rely on the relationships between staff and students.

## 5.2 Unsocial behaviours

Usually, unsocial behaviour does not negatively impact on other students' learning, but that of the individual learner. Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support. Educational or protective consequences should be used to support behaviour development.

Unsociable behaviour can be managed by staff within the classroom unless it is repeatedly happening, therefore becoming disruptive and antisocial. Where the teacher of the class is not the tutor – e.g. specialist subjects such as PE, Art, computing, incidents of unsocial behaviour and responses/consequences must be fed back to the tutor so that monitoring can take place. However, specialist teachers are responsible for managing student behaviour during their lessons, including consequences.

## 5.3 Antisocial behaviours

Anti-social behaviour can be difficult or dangerous - that causes harm to an individual, a group, the community, or the environment.

For all antisocial behaviour, logical consequences need to be given to support student development. These may be protective, educational, or both. Restore and reflect must also take place. For individuals where antisocial behaviour is predictable and dangerous, a risk reduction plan is written and should be followed at all times.

Bullying of any form is considered antisocial, including racist, sexist and homophobic bullying. Bullying happens when the behaviour towards another individual is persistent and constant. This could be verbal, physical or online. Where behaviour is considered bullying, it must be reported to the Head Teacher and recorded. The anti-bullying policy must be followed.

## 5.4 The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always has a clear link to the incident and help the student to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long term behavioural change will occur without this.

**Positive consequences:** pro-social behaviours are rewarded by 'Positive Recognition' and are identified within the three school rules – Ready, Respectful, Safe – that is being prosocial!

Positive recognition includes:

- Positive verbal praise
- Positive non-verbal praise
- Written feedback
- Class rewards
- epraise points which convert to digital currency for students to purchase their choice of reward

For 'over and above' behaviours, attitude and learning, we recognise these by the following:

- Bonus epraise points



- Public display of work
- Responsibility in the classroom and around the school
- Class rewards
- Phone call/text home/postcard home to parents and carers to share good news
- End of Quest and termly awards

(see *appendix 11*)

**Protective consequences:** these are required to protect the rights of others and keep a student safe.

At our school this may include:

- increased staff ratio
- change of school day / timetable including modified learning plans
- arrangements for access to outside space
- reflecting with staff during social times at break and/or lunch and after school
- student or young person escorted in social situations
- differentiated teaching space
- withdrawal from activities until behaviour is deemed safe to access them e.g. lessons involving certain equipment
- there may be occasions when individual student(s) may not be given permission to go back to their lessons for a fixed period of time (for example; a lesson, half a day, a whole day). This is an opportunity for the student(s) to reflect on their behaviour and consequences. SLT manage these circumstances, the student(s) will work with a member of staff.
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the student upon return).

**Educational consequences:** at our school we use these to teach, encourage, support and motivate the student or young person to behave differently next time through better understanding.

Examples include:

- ensuring the student or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the student or young person assists with repairs where they have caused damage (when possible and practical) intentionally provide educational opportunities for the student or young person to learn about the impact of certain actions and behaviours, providing the student or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships
- asking the student to leave the group for a short period in order to calm down and think about the consequences of their actions and the effect on others in their school community
- asking the student to leave the group for longer periods. Under these circumstances a member of staff team must supervise the student, when they are ready a discussion can be supported to explain reasons why and lesson time made up.

The school expects students to take responsibility for their choices and their actions. For example, where a student causes damage to property, they are asked to contribute financially to the repairs and replacements, where a student has caused upset or hurt they are expected to participate in restorative practice with adult support. (See *appendix 10* for a guide to antisocial consequences.)

## 5.5 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. All staff are expected to use a therapeutically healthy approach to managing behaviour using Relational Practice and the 'Five Pillars of Practice'. Therefore, in order to manage student behaviour consistently and fairly across the school, classroom staff should focus on developing positive relationships in all contexts within the school:

### **Classroom**

- Know the names and roles of any adults in class
- Meet and greet students when they come into the classroom
- Display rules in the class (Ready, Respectful, Safe) - and ensure that staff are referring to these with the students in all contexts of learning and relationships
- Positive recognition for pro-social learning and behaviours
- Have a visual timetable on the wall
- Have the Zones of Regulation board on display and refer to this to support emotional literacy
- Recap on individual students' emotional regulation strategies discovered from Zones of Regulation sessions
- At the end of each lesson staff are to review student behaviour and learning with the epraise reward system
- Follow the school relationships policy to support the behaviour curriculum

### **Students**

- Know the names of children
- Have a plan for children who are likely to struggle with emotional regulation
- Ensure other adults in the class/school (including subject staff) know the plan
- Understand students' additional needs
- Use positive recognition with prosocial behaviours
- Regularly remind students what Ready, Respectful, Safe looks like
- It is about what is right for the student – equality vs equity

### **Teaching**

- Ensure that all resources are prepared in advance
- Use the five pillars of practice:
  1. Consistent, calm, adult behaviour
  2. First attention for best conduct – celebrate the positives, quietly deal with the negative
  3. Relentless routines – for classroom, stopping the class, transitions etc.
  4. Scripting difficult interventions
  5. Restorative follow-up
- Differentiate
- Prosocial behaviour is managed with well-planned and high quality and meaningful teaching

### **Parents**

- Give feedback to parents about their child's behaviour and learning - let them know about the positive days. A positive rapport with parents is priceless!

### **Class Team**

- Demonstrate a unified and empowered approach to managing behaviour by collaborating on positive and negative consequences
- Refer to the relationships policy for consequences
- Give three verbal warnings: this gives students an opportunity to make the right choice
- Record incidents on MyConcern
- Role model positive relationships, behaviours and routines instilling Ready, Respectful, Safe
- Use the five pillars of practice

- Regularly read and perform the guidance on behaviour and relationship strategies
- Regularly plan and review support for students who struggle to self-regulate using the graduated response to behaviour.

(see *appendix 3*)

## 5.6 Proactive strategies

- a) The Five Pillars of Practice – all members of staff will use the five pillars of practice within their daily professional practice (*appendix 4*).
  1. Consistent, calm, adult behaviour
  2. First attention for best conduct
  3. Relentless routines
  4. Scripting difficult interventions
  5. Restorative follow-up
- b) Ready, Respectful, Safe – as a school we have agreed on three rules to support students with their behaviour. Referring to student behaviour, for example, as ‘being ready for the lesson’, ‘having respectful behaviour towards each other/property etc’ and ‘being safe physically, verbally and online’, is a consistent and simple way.
- c) Adults role modelling positive and calm behaviours throughout the day. Students at St Nicholas School struggle with relationships and emotional regulation. They need to see best practice and our staff are best placed to demonstrate this.
- d) Positive Recognition – when a student demonstrates positive/prosocial behaviour (learning and/or functional) we celebrate this verbally as well as other means stated in this document. When students demonstrate unwanted behaviour, they will be dealt with quietly and in private. The attention goes to positive/prosocial behaviour not negative/antisocial behaviour (*appendix 1*).
- e) Meeting and greeting – All staff will welcome students to their lessons/class. This will be the start of every day and transition to subject teachers. Welcoming students with smiles, ‘hello...great to see you’ etc. If ALL staff are consistently participating in this at the start of every day and lesson transition students will notice positive behaviours (*appendix 2*).
- f) Additional behaviour and relationship management strategies selected from Paul Dix’s book ‘When the adults Change Everything Changes’:
  - Dealing with negative behaviours
  - Extreme Botherdeness
  - Positive postcards
  - Picking up your own tab
  - Keystone classroom routines
  - Ignoring secondary behaviours
  - Teaching students self-talk strategies
  - Six changes to your approach to manage the most difficult behaviours
  - Killing the celebrity culture and celebrating the ‘grey’ students
  - Understand more about the amygdala response

Encouraging staff to reflect on their practice and relationships with students and introducing positive strategies to support and promote positive student behaviours (*appendix 1*).

- g) Restorative Practice – as part of our educational consequence, all antisocial issues will use some form of restorative practice. Staff support students with an appropriate way of dealing with social disputes and/or learner on learner issues. Restorative Practice is an appropriate strategy on repairing relationships and resolving issues (*see Restorative Practice Guidance document*).
- h) Zones of Regulation – a whole school approach to supporting students with their emotional regulation. Weekly timetabled lessons take place in all classes and displays are in place in all learning spaces throughout the school, so that all staff and students know and understand a common language to support their emotional regulation (*appendix 11 – 14*).
- i) Therapeutic Thinking – staff are trained in Step On and Step Up from in-school trainers that are certified tutors of Therapeutic Thinking Essex. This training supports staff with a professional approach to analysing student behaviour to pinpoint the cause. Staff then adopt a ‘plan do review’ approach with the emphasis on meaningful consequences that give our students to learn from their behaviours. In addition, language across the school has been reviewed and adapted to support not the students with recognising their behaviours and emotional literacy but also to create a professional staff culture when addressing difficult and dangerous behaviours – prevention rather than cure (*see the Therapeutic Thinking Support Plan Document and appendix 5, 8 &18*).
- j) Staff scripts – there are a number of scripts to support staff with a consistent approach to managing behaviour (*appendix 15*):
  - Restorative practice enquiry questions
  - A 30 Second Intervention – when students are heel digging
  - Six ways to reroute a power play
- k) Target setting – there are timetabled weekly slots for all students in school to set and review their targets with staff. These targets are drawn from a range of pastoral, personal and academic areas that the student wishes to focus on. Where a student is struggling with a specific difficulty linked to their behaviour, this might become their focussed target so that they can work towards making progress in this area. This gives students ownership over themselves and in making positive choices.
- l) Pastoral interventions – these are timetabled so that all of the KS3 classes and then all of the KS4 classes run their interventions together, meaning staff can support different interventions based on their skill set. Within the range of interventions on offer, there are groups that work on specific challenges linked to behaviour e.g. regulating emotions, so that students have the appropriate support.
- m) Therapeutic Support Plan – when a student is in crisis and/or a significant behaviour incident has occurred, class staff will use the Therapeutic Thinking graduated response and tool kit to identify triggers or, over time, patterns of behaviour, that might prevent a repeat. All documents relating to these analyses, including how to complete them, can be found on the school server in the Behaviour Curriculum and Relationships folder (*see the Therapeutic Thinking Support Plan Document*).
- n) epraise reward system – every student and member of staff has an online account. Students are awarded epraise points for their behaviour and attitude in class using the school’s rules – Ready Respectful Safe. At the start of the lesson every student starts at zero, staff will reward students points at the end of each lesson by talking through each

criterion. This is an incentive for positive behaviours, epraise points should NEVER be taken from a student (*appendix 6 & 7*).

## **5.7 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## **5.8 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. 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 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/carers

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. Please refer to the Positive Handling Policy.

## **5.9 Searching, screening and confiscation**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the headteacher and DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **5.10 Off-site antisocial behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip)

### **5.11 Online antisocial behaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **5.12 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.



### **5.13 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **5.14 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **6. Definitions**

**Difficult behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

- Defiance
- Incorrect uniform
- Not attending lessons
- Swearing

**Dangerous behaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic and/or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vapes
  - 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 to, or damage to the property of, any person (including the student)

## 7. Bullying

As a school we are committed to providing a safe, friendly and caring environment for all our students, so that they can learn in a relaxed and safe atmosphere, free from threats and harassment. Bullying of any kind is unacceptable and all students should feel able to report any incidence of bullying so that it can be dealt with promptly and effectively.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

**Bullying can include:**

| Type of bullying                                                                                                                                                                                                                         | Definition                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional                                                                                                                                                                                                                                | Being unfriendly, excluding, tormenting                                                                                                                                                                    |
| Physical                                                                                                                                                                                                                                 | Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                                                |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                                                         |
| Sexual                                                                                                                                                                                                                                   | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching                              |
| Direct or indirect verbal                                                                                                                                                                                                                | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                                                          |
| Cyber-bullying                                                                                                                                                                                                                           | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

Bullying is a form of learner-on-learner abuse; however, learner-on-learner abuse is not exclusively bullying. Learner-on-learner abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

This is explained in paragraph 49 of [Keeping Children Safe in Education](#) (KCSIE).

### **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose. Children sometimes fall out or say things because they are upset. When problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Further details of our school's approach to preventing and addressing bullying are set out in our [anti-bullying policy](#).

## **8. Pupil transition**

### **8.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the relationships policy and the wider school culture.

- Year 6 students have a comprehensive induction programme that starts from the last six weeks of the summer term. It builds up to the students having a choice of attending school full time for 1 week in July.
- Students that attend St Nicholas School mid-year have an agreed bespoke transition process to reflect their needs and support. It looks different for each child.

### **8.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, the last three weeks of the summer term (after the year 11's leave), the whole school switches to the September timetable with a transition Quest focus. The prospective year 6 students are a part of this too. Prior to this addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **9. Monitoring arrangements**

### **9.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by members of the Senior Leadership Team: Laura Fox – headteacher, David Foxall – deputy headteacher and Chris Wood – behaviour lead/senior teacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### **9.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and members of the school governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 10.1). At each review, the policy will be approved by the school governing body.

## **10. Links with other policies**

This relationships policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Positive handling policy
- Mobile phone policy

## **11. Legislation, statutory requirements and statutory guidance**

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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

In addition, this policy is based on:

- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### **Written statement of relationship and behaviour principles**

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the relationships policy
- The relationships policy is understood by students and staff
- Exclusions (included in the relationships policy) will only be used as a last resort. This policy outlines the processes involved in permanent exclusions and fixed-term suspensions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The local governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

To find ALL appendices follow this link on the server: Share Centre / Behaviour Curriculum and Relationships Policy/ Relationships Policy Appendices

## Appendix 1:



St Nicholas focus: positive relationships



*'I have come to a frightening conclusion. I am the decisive element in the classroom' (H. G. Ginott, 1972).*

### **Meet and Greet (chapter 1 p.6)**

*'Visible consistency with visible kindness allows exceptional behaviour to flourish' (Paul Dix 2017).*

On arrival to school class teachers and LSAs will meet and greet students in the classroom. This is a focused task, not an addition to other jobs going on.

All staff will be up on their feet, smiling, with eye-contact and saying good morning 'Dave'. It is not a concern if the student doesn't respond – continue each day with the same and wait for improvement!

The same approach will be taken in specialist lessons (could be used as way of taking the register).

A 'have a nice evening' version will be a focus of the end of day routine.

Remember, for meet and greet to work:

- The jobs that you think you can sneak in, can wait because nothing is more important than the students.
- 'Holding in mind' conversations can come after the meet and greet, during the breakfast slots at the start of the day.
- Positivity and kindness is key.
- Everyone has to do it every day – no excuses



## St Nicholas focus: positive relationships



### **Dealing with Negative Behaviours (The Counter Intuitive Classroom) (chapter 2 p.19)**

*'Great behaviour management is counter-intuitive. The key to managing your classroom is to know your counter-intuitives and refuse to be drawn by them'.*

In order to deal with negative behaviours, we will:

- Be mindful of the fact that body language, tone of voice and facial expression of the adult are key when speaking to a student.
- Use praise to reinforce the positive publicly e.g. when someone is calling out, you can praise the person next to them 'thank you for putting up your hand'
- Address negative behaviours in private by speaking to the child at their level.
- Allow take up time when students have been spoken to about their behaviour so that they have time to process it and then (hopefully) make the right choice.
- Ferocious punishment does not result in better behaviour. What works is the immediacy of response, not the weight of the sanction. Holding a student back for 2 minutes at the end of the lesson, is inconvenient enough for them to take notice.
- Praise small steps and give 'thank yous' e.g. thank you for taking on board what I have said about that.
- Name the behaviours, 'do you realise you're swinging on your chair?'
- Avoid knee jerk reactions and emotional responses AT ALL COSTS. It is okay for someone else to take over, if needed. It can be either asked for or offered. It is not a sign of weakness to step to one side and let someone else take over. In order to signal this help is required, we will use the phrases:

"I'll help with this, Miss/Sir" if seeing someone needs assistance.

"Can you help with this, Miss/Sir" if needing someone to step in.

These phrases can be repeated if the person has not picked up on the fact that it is a code word.





## St Nicholas focus: positive relationships



### **Extreme Botheredness (chapter 3 p.37)**

*'Botheredness needs to be a deliberate daily act that is built into staff's routine. Being relentlessly bothered is the key to sustaining and maintaining positive rapport with your students'.*

Botheredness is an individual member of staff's effort to take an interest in each student they encounter. It is the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest that you show in their lives that matter most.

There is no expectation of immediacy. It is a daily drip, drip, drip that will be highly effective to creating and sustaining relationships. It is the thoughtful remark at the door, the additional compliment on a piece of work or the simple act of remembering.

Examples of extreme botheredness:

'How was your visit to your cousin's this weekend?'

'I like your badge/hair/bag etc'.

'The new episode of Stranger Things was out Friday; did you see it? What did you think?'

### **Positive Notes (chapter 3 p.43)**

*'In the home the reaction to the positive note is incredibly lovely. There is pride in the child's achievement and a reflected pride in their own parenting skills.'*

We currently have school postcards that serve this purpose. The positive note is high level recognition. Maybe one child from your class will earn the note, perhaps some weeks there will be no one. The notes serve two functions:

1. Sincere recognition for those students who have gone over and above consistently over the past weeks/learning sequence.
2. Tactical – you mark a moment with the student. It is a moment you may need to return to when their behaviour may take a turn for the worst and you need to remind them of what kind of learner they are.

It is recommended that where possible the decision is made as a class team i.e. class/subject teacher and support staff.



## St Nicholas focus: positive relationships



### **Picking Up Your Own Tab (chapter 4 p.60)**

*'The route to exceptional behaviour lies in the behaviour of every adult and their ability to create a culture of certainty'.*

*'The most damaged children need the most certainty from you. To succeed with them, and for them, it is the everyday certainties that make them feel safe enough to learn'.*

Asking someone else to deal with your behaviour sends a strong message. When you get someone else to 'pick up your tab' it undermines your relationship and authority with the student.

Therefore, each member of staff will deal with each student behaviour (unless it is significant) they witness in class and around the school. Class teams are the first representatives of St Nicholas that our students meet every day. Maintaining our strong ethos, values and expectations consistently, day in, day out, is paramount for the success of our young people not only academically but also as decent citizens making a positive contribution to society.

### **Keystone Classroom Routines - The Keystone Five (chapter 5 p.76)**

*'Your keystone classroom routines are the cogs at the centre of your classroom practice. It is more efficient and altogether more pleasant for everyone to learn routines with positive reinforcement and positive correction'.*

Continuing with the important practice of consistency and certainty, all staff are to ensure that they have their own keystone routines embedded. The keystone five is a sure way of ensuring consistency across the school with all staff.

1. Getting the class silent and ready for instruction...p.76
2. Setting the class to work (TROGS)...p.78
  - Time and task
  - Resources
  - Outcomes
  - Grouping
  - Stop signal
3. Reflective questioning...p.78
4. Eliciting success criteria...p.79
5. Routines for students: three is the magic number...p.80



## St Nicholas focus: positive relationships



### **Two-minute Stay Behind (Chapter 7 p.118)**

*'There is only one thing worse than giving too many consequences, and that is not giving any at all when they are deserved. No boundaries are created with a thousand chances, warnings or reminders.'*

Paul Dix has 'stripped down' a set of steps that are focused on small but certain consequences and a restorative, not punitive, ending: reminder, caution, last chance (two minutes), time out and repair.

1. Reminder: a reminder of the three simple rules (this is not until Chapter 10) or the three step routine (Chapter 5) delivered privately and wherever possible.
2. Caution: a clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'Think carefully about your next step'.
3. Last chance: speak to the student privately and give them the opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Add 'Stay behind for two minutes after class' to this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4. Time out: this is an opportunity for the student to calm down, take a breather and look at the situation from a different perspective. It will look different for each class/subject so think carefully about where.
5. Repair: This might be a quick chat at breaktime, breakfast or a more formal meeting.



**Ignoring Secondary Behaviours (chapter 7 p.112)**

*'Adults who chase secondary behaviours find themselves in insane arguments and screaming insane demands...Try to recognise secondary behaviours for what they really are – diversions to a different argument.'*

Paul Dix suggests ten ways to manage secondary behaviours:

1. Don't bite back with your words.
2. Refuse to chase secondary behaviours or engage in a power play.
3. Use choice if you can but not if it inflames the situation.
4. Resist the urge to bring up past misdemeanours: 'This is the twenty-third time this term that you have refused to follow instructions!'
5. Don't follow learners when they walk away, unless you have to because of clear and present safety concern. Often the act of following can provoke another peak in anger.
6. Remember that you are the adult. Focus on the outcome that you want, not the argument.
7. Ask questions and try not to make accusations.
8. Focus on what is happening next. You can uncover what has just happened later.
9. Whenever possible move the student to a safe space out of public view and the pressure of an audience.
10. Shift into listening mode. This is not a time for lengthy speeches. Less will almost certainly be more.



**Teaching self-talk (Chapter 9 p. 141 – 143)**

*‘Adults who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response so it is predictable, consistent and empathetic.’*

Simplify and refine the mantras you teach children:

- I can choose to walk away.
  - I can stop myself.
  - I am OK.
  - I am in control of myself.
  - I can choose to be calm.
  - I have a bigger goal than this fight
- 
- Give children rituals to fall back on, even in the most ferocious of moments.
  - Simple physical routines of hand clapping and fist clenching/releasing to push out tension
  - Teach them how to distract themselves by finding their happy place
  - Teach them how to distract themselves with tapping their wrist to divert negative thoughts
  - Teach them how to distract themselves with 7/11 breathing

**Six changes to your approach to manage the most difficult behaviours (Chapter 9 p.143-151)**

*‘Some children follow rules and boundaries by default. Angry children follow people first, then they follow rules.’*

1. Avoid the power plays
2. Kill the celebrity culture
3. Do everything you can to stop the churn
4. Be unshockable
5. Hide your anxiety and understand fear
6. Understand more about the amygdala response





## St Nicholas focus: positive relationships



### **1. Avoid the Power Plays (Chapter 9 p.143)**

*'For some students, a full-on confrontation is an adrenaline fuelled challenge that excites, empowers and builds reputation – a power play. If you are alert to the power play it is easy to divert, avoid or redirect.'*

- Manage students who initiate a power play by letting them know –
  - you are listening to them
  - you care about what they are saying
  - you understand where they are coming from
- Use the scripted 'six ways to reroute a power play':
  - I understand...(that you are angry/upset/livid)
  - I need you to...(come with me so that we can resolve this properly)
  - Maybe you are right...(maybe I need to speak to them too)
  - Be that as it may...(I still need you to join in with the group)
  - I've often thought the same...(but we need to focus on...)
  - I hear you...(it's not easy but I know you can do it brilliantly)
- Use a little pause and silence in your delivery for trickier students
- Give the student 'take up time' (time to think)
- Patience, calm and a professional response is a powerful role modelling tool
- Small kindnesses in the most pressured situations go a long way

### **2. Kill the celebrity culture and celebrate the 'grey' students' (Chapter 9 p.145)**

*'Feeding the need for approval and attention for poor behaviour will not break the habit. What about the 'grey children?' These are the children who should be celebrated (they are polite, well-mannered and helpful).'*

- Dealing with Negative Behaviours (The Counter Intuitive Classroom) (chapter 2 p.19)
- Extreme Botheredness (chapter 3 p.37)
- Positive Notes (chapter 3 p.43)
- Picking Up Your Own Tab (chapter 4 p.60)
- Ignoring Secondary Behaviours (chapter 7 p.112)



## St Nicholas focus: positive relationships



### **4. Be unshockable (Chapter 9 p.147)**

*'Your alarm in response to their (students) behaviour tells them things that you probably do not want to communicate. Show your shock and you immediately communicate a judgement on the participants and their situation.'*

- Listen but don't react – control your face, especially your eyes
- Exaggerated emotional responses must be subdued
- Use a 'poker face' – collect your thoughts and work out your next move

### **6. Understand more about the amygdala response (Chapter 9 p.149)**

*'Once you understand how even a low level threat can trigger an emotional response, it changes everything: the way you speak to students, how you give feedback, how you speak when they are angry, how you interact with colleagues and how you greet them in the morning.'*

- The amygdala grows from experience
- When humans sense a threat (could be your body language, tone etc) the amygdala sends blood rushing to hands to fight and to the legs to run.
- The amygdala also releases hormones into the prefrontal cortex to block rational thought. The emotional mind takes over and hijacks the rational brain – fight or flight.
- What can you (staff) and you (student) do to prevent this natural response?

*'Why attempt to crush behaviours with punishment when you can grow better ones with love?'*

(Paul Dix, 2017)

## Appendix 2:

### **Guidance on Meeting and Greeting**

**(Chapter 1: Visible Consistency, Visible Kindness page 6)**

The key to successful management of behaviour is the behaviour of the adults managing it. To ensure success, there needs to be:

- Visible consistency (*chapter 1 p.3*)
- Celebration of positive behaviours vs privately dealing with negative behaviours (*chapter 2 p.19*)
- ‘Botheredness’: consistently making an effort with each and every student which shows that you care (*chapter 3 p.37*)

This is how it works:

- At the start of every day every member of staff will smile and say ‘good morning...have a great day’ or similar. Please note that fist bumps and high fives are not appropriate.
- Lesson transitions (to subject specialists) will be greeted by their staff with a smile, ‘good morning/afternoon’.
- When students return from break/subject lessons, staff will greet with a smile and ‘welcome back’ or similar.
- Finally, when students leave your lesson and/or the school for the day staff will smile and say ‘take care have a lovely evening’ or similar.

*‘Visible consistency with visible kindness allows exceptional behaviour to flourish’ (Paul Dix. 2017)*



## Appendix 3:

# Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

All staff are expected to use a therapeutically healthy approach to managing behaviour using Relational Practice and the 'Five Pillars of Practice'.

Therefore, in order to manage student behaviour consistently and fairly across the school, classroom staff should focus on developing positive relationships in all contexts within the school:



## Classroom

- Know the names and roles of any adults in class
- Meet and greet students when they come into the classroom
- Display rules in the class (Ready Respectful Safe) - and ensure that staff are referring to these with the students in all contexts of learning and relationships
- Positive recognition for pro-social learning and behaviours
- Have a visual timetable on the wall
- Have the Zones of Regulation board on display and refer to this support emotional literacy
- Recap on individual students' emotional regulation strategies discovered from Zones of Regulation
- At the end of each lesson staff are to review student behaviour and learning with the epraise reward system
- Follow the school relationships policy to support the behaviour curriculum

## Students

- Know the names of children
- Have a plan for children who are likely to struggle with emotional regulation
- Ensure other adults in the class/school (including subject staff) know the plan
- Understand students' additional needs
- Use positive recognition with prosocial behaviours
- Regularly remind students what Ready Respectful Safe looks like
- It is about what is right for the student – equality vs equity

## Teaching

- Ensure that all resources are prepared in advance
- Use the five pillars of practice:
  1. Consistent, calm, adult behaviour
  2. First attention for best conduct – celebrate the positives, quietly deal with the negative
  3. Relentless routines – for classroom, stopping the class, transitions etc.
  4. Scripting difficult interventions
  5. Restorative follow-up
- Differentiate
- Prosocial behaviour is managed with well-planned and high quality and meaningful teaching

## Parents

- Give feedback to parents about their child's behaviour and learning - let them know about the positive days. A positive rapport with parents is priceless!

## Class Team

- Demonstrate a unified and empowered approach to managing behaviour by collaborating on positive and negative consequences
- Refer to the relationships policy for consequences
- Give three verbal warnings: this gives students an opportunity to make the right choice
- Record incidents on MyConcern
- Role model positive relationships, behaviours and routines instilling Ready Respectful Safe
- Use the five pillars of practice
- Regularly read and perform the guidance on behaviour and relationship strategies
- Regularly plan and review support for students who struggle to self-regulate using the graduated response to behaviour.



# Five Pillars of Practice

1. Consistent, calm, adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up



## Appendix 5:

# Glossary of terms for St Nicholas School's Behaviour Curriculum

| Term                                                                                             | Definition                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Therapeutic Thinking</b>                                                                      | An approach to behaviour that prioritises the prosocial feelings of everyone within the dynamic                                                                                                                                                                                                                                                                                      |
| <b>Equality</b>                                                                                  | Affording people, the same equal status, rights and opportunities                                                                                                                                                                                                                                                                                                                    |
| <b>Equity</b>                                                                                    | The differentiated measures to provide equal opportunities                                                                                                                                                                                                                                                                                                                           |
| <u>Therapeutic Continuum:</u><br><b>Therapeutically Unhealthy</b><br><b>Therapeutically Lazy</b> | Warehousing - creating dependency<br>Strategies that are not meaningful or relevant to the student                                                                                                                                                                                                                                                                                   |
| <b>Therapeutically Healthy</b>                                                                   | Green housing - growing independence<br>Strategies that are meaningful and relevant to the student.                                                                                                                                                                                                                                                                                  |
| <b>Emotional Vocabulary</b>                                                                      | The language necessary to describe your own feelings, and to understand the feelings of others                                                                                                                                                                                                                                                                                       |
| <b>Emotional Literacy</b>                                                                        | The ability to read or recognise your own emotions and feelings and to read or recognise the emotions and feelings of others. The ability to understand and predict the impact of these feelings on actions and behaviours.                                                                                                                                                          |
| <b>Emotional Agency</b>                                                                          | The ability to predict how you will feel as a result of experiences in the future and plan to protect yourself from either the antisocial experience or to manage the resulting antisocial feelings.<br><br>The ability to predict how you will feel as a result of experiences in the future and plan to ensure a prosocial experience or to create the desired prosocial feelings. |
| <b>Healthy therapeutic balance</b>                                                               | Having sufficient prosocial feelings to not be overwhelmed by the antisocial feelings experienced                                                                                                                                                                                                                                                                                    |
| <b>Unhealthy therapeutic balance</b>                                                             | Having sufficient antisocial feelings to overwhelm any prosocial feelings experienced.                                                                                                                                                                                                                                                                                               |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Primary Attachment</b>     | <p>The attachment relationship that a child needs to form during the first two to three years of life and is dependent on pro-social attachment experiences from one person providing direct responsive care (typically, a parent)</p> <p>Although not typical, a child may share primary attachment with two people who both provide direct response and care, or who are both present when direct responsive care is given</p>                                                                                                                                                                                       |
| <b>Secondary Attachment</b>   | <p>Secondary attachment figures such as a key childcare provider or grandparent can help to promote self-esteem and balanced mental health</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>ACEs</b>                   | <p>Adverse Childhood Experiences – are serious childhood traumas that can develop into toxic stress</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Toxic Stress</b>           | <p>Toxic stress can damage the developing brain and body of children and effect their overall health</p> <p>Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems</p>                                                                                                                                                                                                                                                                                                                                                                |
| <b>Trauma</b>                 | <p>Psychological trauma is a type of damage to the mind that occurs as a result of a severely distressing event. (the mind is the element of a person that enables then to be aware of the world and affects the ability to think and feel)</p> <p>Trauma is the result of an overwhelming amount of stress that exceeds one's ability to cope</p> <p>A traumatic event involves one experience, or repeated experience of being overwhelmed, Trauma can be in response to a single highly traumatic experience or can build over weeks or years, as a person struggles to cope with their immediate circumstance.</p> |
| <b>Subconscious Behaviour</b> | <p>Present without any thought or planning; a behaviour a person is unable to contain - (unable to moderate or self-regulate)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Conscious Behaviour</b>    | <p>A result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need - (unwilling to moderate or self-regulate)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Prosocial definitions</b>  | <p>Behaviour which is positive, helpful, and intended to promote social acceptance</p> <p>Behaviour characterised by a concern for the rights, feelings and welfare of others</p> <p>Behaviour which benefits other people or society</p>                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Antisocial definitions</b> | <p>Behaviour that causes harm to an individual, the community or to the environment</p> <p>Behaviour that is likely to cause injury, harassment, alarm or distress</p> <p>Behaviour that violates the rights of others</p>                                                                                                                                                                                                                                                                                                                                                                                             |

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Difficult Behaviour</b>                                   | Behaviour that is antisocial, but not dangerous                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Dangerous Behaviour</b>                                   | Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse                                                                                                                                                                                                                                                                       |
| <b>Unsocial Behaviour (role for introvert personalities)</b> | Not seeking to associate with others but not to the detriment of self or others<br>Not choosing to behave sociably in the company of others, but not to the detriment of self or others<br>Not doing as instructed or dictated, but not to the detriment of self or others                                                                                                                                                                                                             |
| <b>Dynamic</b>                                               | A group brought together by choice or circumstance.<br>Everyone who is affected by an individual or institution.<br>To study dynamic:<br>we look at the behaviour of people when they are grouped with others through either choice or circumstance.<br>we consider the relationships people have with each other and consider how these relationships could change.                                                                                                                   |
| <b>External Discipline</b>                                   | Authoritarian control of behaviour using threat and bribery. Often imposed by adults with the intention of controlling behaviour, where the child has no investment.                                                                                                                                                                                                                                                                                                                   |
| <b>Internal Discipline</b>                                   | Participate, contribute and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation                                                                                                                                                                                                                                                                                                            |
| <b>Bribery</b>                                               | The threat or action of withholding of desirable object, person, experiences or activity until the child has completed an assigned expectation or task, that the child would not have engaged in without this control. (what we do to children)                                                                                                                                                                                                                                        |
| <b>Reward</b>                                                | A logical, explainable response to a pro-social behaviour. A reward is a prosocial consequence designed to help children learn and develop prosocial behaviour transferable to all contexts. (What we do for children.)                                                                                                                                                                                                                                                                |
| <b>Consequence</b>                                           | A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier.<br>Logical responses to pro-social behaviour increases the value of that behaviour leading to the likelihood of this being repeated in all contexts.<br>Logical responses to anti-social behaviour help children learn and develop prosocial behaviour enabling behaviour change.<br>(Consequence is what we do for children.) |
| <b>Protective Consequence</b>                                | Protective consequences are necessary measures to manage the risk of harm that results from dangerous behaviours. Protective consequences limit freedoms.                                                                                                                                                                                                                                                                                                                              |

|                                |                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p>When we use protective consequences, we need evidence of the educational consequences that are in place to progress the child to a point where we can return any freedoms limited by the use of protective consequences. Educational consequences return freedoms.</p> <p>Removal of a freedom to manage harm</p>                                                                    |
| <b>Educational Consequence</b> | <p>Learning the relevance of and completing tasks</p> <p>Rehearsing and practicing behaviour expectations</p> <p>Assisting with or planning for repairs.</p> <p>Educational opportunities to increase understanding</p> <p>Researching the implications of behaviour</p> <p>Conversation and exploration</p> <p>The learning, rehearsing or teaching so the freedom can be returned</p> |
| <b>Restorative approach</b>    | <p>An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment</p>                                                                                                                                                                                                          |
| <b>Sensory</b>                 | <p>Meeting a known or unknown need</p> <p>Provides input to one or more of the senses</p> <p>Behaviour likely to happen in different situations, even if there is minimal interaction and engagement</p>                                                                                                                                                                                |
| <b>Escape</b>                  | <p>When already in the situation and the behaviour is communicating the need or desire to leave. Escaping anti-social feelings.</p>                                                                                                                                                                                                                                                     |
| <b>Avoidance</b>               | <p>Behaviour happens when being asked to do something and behaviour functions as a way of avoiding the situation or demand. Avoiding predicted anti-social feelings</p>                                                                                                                                                                                                                 |
| <b>Attention</b>               | <p>Interaction with or reaction from another</p> <p>Can be verbal, physical, social or related to proximity</p> <p>Can be positive or negative attention</p>                                                                                                                                                                                                                            |
| <b>Tangible</b>                | <p>To obtain access to something or someone</p> <p>Behaviour occurs as a way of gaining access to a person, location, item or activity</p>                                                                                                                                                                                                                                              |

## Appendix 6:

### Awarding epraise points (updated April 2024)

As part of the schools behaviour curriculum, we want to develop our student's internal discipline to encourage prosocial choices where behaviour outcomes and achievement are controlled by the individual's motivation.

Rewarding students with epraise points is a prosocial consequence designed to help children learn and develop prosocial behaviour transferable to all contexts (what we do for children).

When do we award epraise points?

- at the end of a timetabled lesson/registration
- during transitions, in and around school and/or during breaks – acknowledging prosocial behaviours.

#### Timetabled lessons/registration

Points are awarded **at the end** of the timetabled lesson/registration. This is performed **on display** in front of students and **talked through** to help students understand why they received their point(s). There are three categories students are able to achieve a point for:

1. Ready
2. Respectful
3. Safe

Students have the opportunity to achieve 18 epraise points per day (from lessons and registration, this does not include bonus points). However, for **over and above** prosocial behaviours, students may also be awarded an additional bonus point. Points are awarded as follows:

- Registration = 3 epraise points per student  
(please note: 1 point is awarded per category)
- 1-2 lessons (30 or 60 minutes) = 3 epraise points per student  
(please note: 1 point may be awarded per category)
- 3-4 lessons (90 or 120 minutes) = 6 epraise points per student  
(please note: 2 points may be awarded per category)

When your class/group of students is on a day trip, work experience, fixture etc... epraise points will still need to be awarded. The responsibility lies with the staff on the trip and must be awarded on return. Please feedback to the students the amount they have achieved.



- Half day (3 hours) = 9 points
- Full day (6 hours) = 18 points

### During transitions, in and around school and/or during breaks

In the staff room will be a jar filled with golden 'Bonus epraise Point' tokens. This is for any staff member to reward students prosocial behaviours in and around the school. Staff are also responsible for replenishing the jar daily to ensure there are enough tokens available for others. Please follow this basic guide:

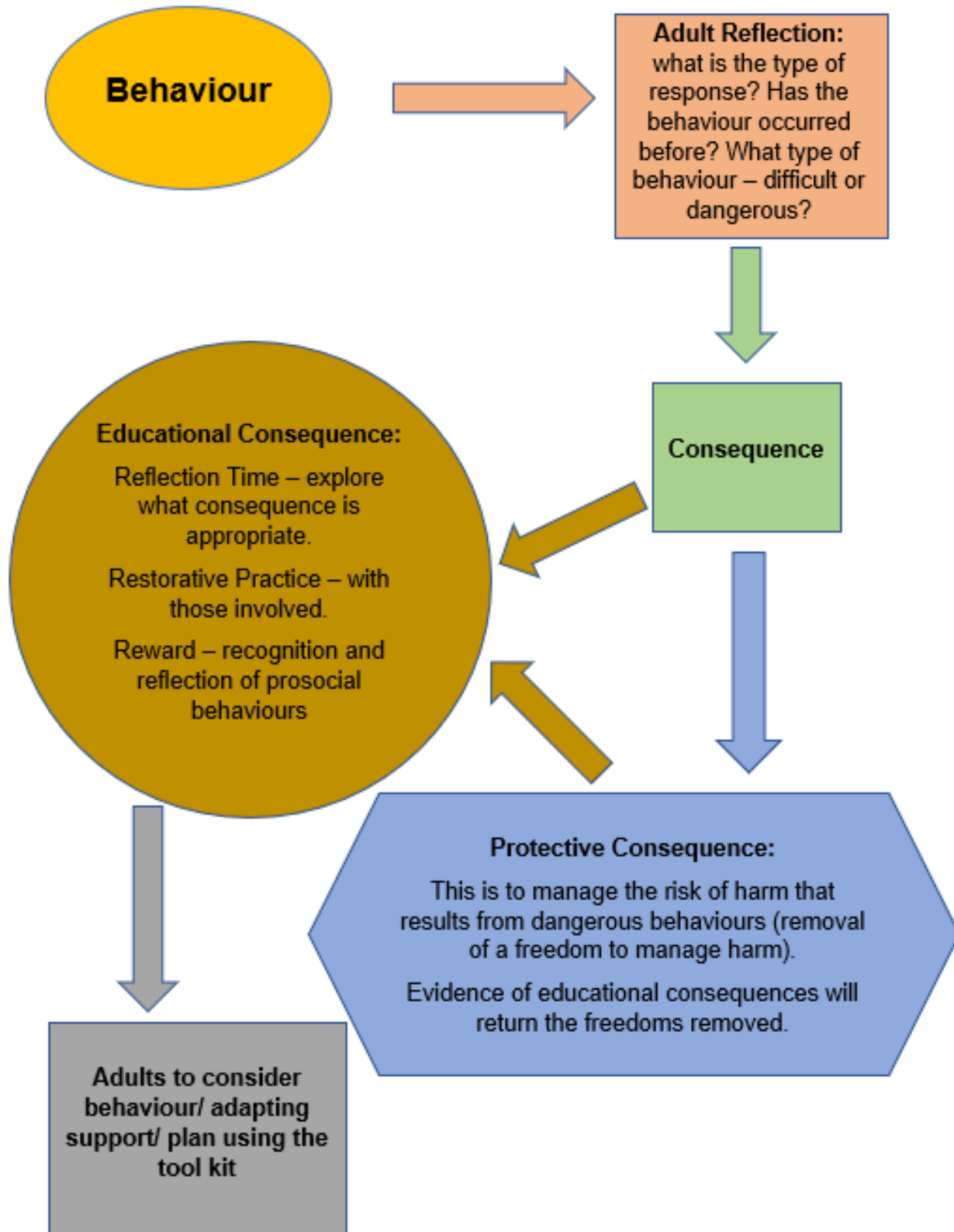
- A Bonus epraise Point token is awarded 'on the spot' for **over and above** prosocial behaviours...
- The max is one per award, please explain why the student received the Bonus epraise Point token. This will reinforce prosocial behaviours.
- Students will then take it back to class and hand it to their class staff/subject staff. The staff member will award this when completing epraise.
- If you do not have tokens to hand then do not award them. IOU's are not encouraged.
- At the end of the day staff will need to return the Bonus epraise Point tokens back to the staff room jar.
- Bonus epraise Points during lessons are awarded on epraise (not by token), again max one per person.
- There is not a maximum amount per person, you can replenish your pocket stock daily but just be mindful that there is a limit of tokens per person.
- Ensure that you are rewarding **over and above** prosocial behaviours, not every behaviour.

Appendix 7:



## Appendix 8:

### St Nicholas School Consequence Process: Providing Educational Consequences



## Appendix 9:

# St. Nicholas School **Antisocial** Consequences

| STAGE                                                   | BEHAVIOUR                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | CONSEQUENCE                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ALL STAFF</b><br><b>Difficult behaviours</b>         | Bringing in trivial contraband items (sweats, any drink other than water),<br>Incorrect/non-uniform,<br>Lateness to lesson/registration,<br>Lesson disruption: talking/silly noises/shouting,<br>Play fighting,<br>Not completing work,<br>Swearing,<br>Class disruption,<br>Leaving class,<br>Refusing to follow staff requests,                                                                                                                                               | Verbal encouragement,<br>Verbal warnings (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> = consequence),<br>Confiscation of items (a day),<br>Re-do unsatisfactory work,<br>Break time reflective conversation,<br>Student moves table to work independently,<br>Restorative conversations,<br>Phone call home,<br>Educational consequences, |
| <b>TEACHER</b><br><b>Difficult/ Dangerous behaviour</b> | Persistent antisocial behaviours (class disruption, unkind comments, lateness, leaving class, play fighting etc.)<br>Climbing,<br>Fire alarm misuse,<br>Graffiti,<br>Online issues,<br>Verbal abuse and/or threatening speech,<br>Truancy lessons,<br>Physical altercation (low level)<br>Superficial damage to school/student property,<br>Theft,                                                                                                                              | IN ADDITION TO THE ABOVE:<br>Meet with parents,<br>Removal to a different location, Withdrawal from school trips,<br>After school reflection time,<br>Confiscation of items (for a week or more or parent/carer to collect),<br>Educational and protective consequences (removal of freedoms until the educational consequence is understood),    |
| <b>SLT</b><br><b>Dangerous behaviours</b>               | Unsuccessful teacher intervention of persistent behaviour,<br>Contraband such as cigarettes, vapes, weapons etc.<br>Verbal abuse to staff,<br>Physical altercation (incurs injury),<br>Physical assault on staff/student,<br>Online issue safeguarding concern (crime),<br>Damage to school/student property,<br>Theft,<br>Truancy from school,<br>Smoking/vaping,<br>Bullying; physical and/or emotional,<br>Derogatory behaviours towards people's protected characteristics, | IN ADDITION TO THE ABOVE:<br>SLT intervention albeit appropriate to the student and behaviour,<br>Educational and protective consequences (removal of freedoms until the educational consequence is understood),<br>Use the behaviour record for guidance and monitoring,                                                                         |

This is a guide; therefore, consequences may differ from the above guidance.

**Please note:** teachers manage the class/lesson; however, it is strongly recommended that class staff collaborate as a team when issuing consequences. This is to create a consistent approach to supporting student behaviour.

## Appendix 10:

# St. Nicholas School Prosocial Consequences

| STAGE                         | BEHAVIOUR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | CONSEQUENCE                                                                                                                                                                                                                                  |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expected every day behaviours | <p><b>Ready</b> – prepared for learning with equipment and attitude. Prepared for restorative conversations. Prepared for accepting responsibility for behaviour.</p> <p><b>Respectful</b> – polite, recognising prosocial behaviours, restoring/repairing relationships, accepting differences.</p> <p><b>Safe</b> – self-regulation, tidying up after one's self, calm prosocial attitude.</p> <p>Consistent learning/ improvement/ effort/ behaviour/ manners,<br/>Achieving SMART targets,<br/>Contribution to school life,<br/>Always having correct uniform/ equipment,<br/>Calm and self-regulated,<br/>Attendance,</p> | <p>POSITIVE RECGONITION:</p> <p>Verbal praise,<br/>epraise points awarded,<br/>Displaying student work,<br/>Classroom awards,<br/>Email/phone call home,</p>                                                                                 |
| Over and Above behaviours     | <p>IN ADDITION TO THE ABOVE:</p> <p>Consistent prosocial behaviour for at least a term Taking on personal challenges/ overcoming adversity. albeit learning/ medical needs, phobia's etc.<br/>Consistently helping others above the expected day to day behaviours,<br/>Charity work,<br/>Contribution to class/ house/ school events,<br/>Extra curricular successes,<br/>Contribution to wider community,<br/>Leadership,<br/>Role modelling,</p>                                                                                                                                                                            | <p>IN ADDITION TO THE ABOVE:</p> <p>epraise milestone certificates,<br/>Postcards home,<br/>Sharing positive information in assemblies, Attendance badges/certificates,<br/>Trophy awards/certificates,<br/>Jack Petchy Awards assembly,</p> |

This is a guide; therefore, consequences may differ from the above guidance.

**Please note:** teachers manage the class/lesson; however, it is strongly recommended that class staff collaborate as a team when issuing consequences. This is to create a consistent approach to supporting student behaviour.

Appendix 11:

's **ZONES** Across the Day: \_\_\_\_\_

|        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| RED    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| YELLOW |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| GREEN  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BLUE   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Appendix 12:

# The **ZONES** of Regulation®

|                                                                                   |                                                                                                |                                                                                                               |                                                                                                         |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|  |               |                             |                      |
| <p><b>BLUE ZONE</b></p> <p>Sad<br/>Sick<br/>Tired<br/>Bored<br/>Moving Slowly</p> | <p><b>GREEN ZONE</b></p> <p>Happy<br/>Calm<br/>Feeling Okay<br/>Focused<br/>Ready to Learn</p> | <p><b>YELLOW ZONE</b></p> <p>Frustrated<br/>Worried<br/>Silly/Wiggly<br/>Excited<br/>Loss of Some Control</p> | <p><b>RED ZONE</b></p> <p>Mad/Angry<br/>Terrified<br/>Yelling/Hitting<br/>Elated<br/>Out of Control</p> |

Appendix 13:

# Size of the Problem Worksheet

## Big vs. Little Problems

|                                     |   |  |
|-------------------------------------|---|--|
| People see these as Big Problems    | 5 |  |
|                                     | 4 |  |
| People see these as Medium Problems | 3 |  |
|                                     | 2 |  |
| People see these as Little Problems | 1 |  |



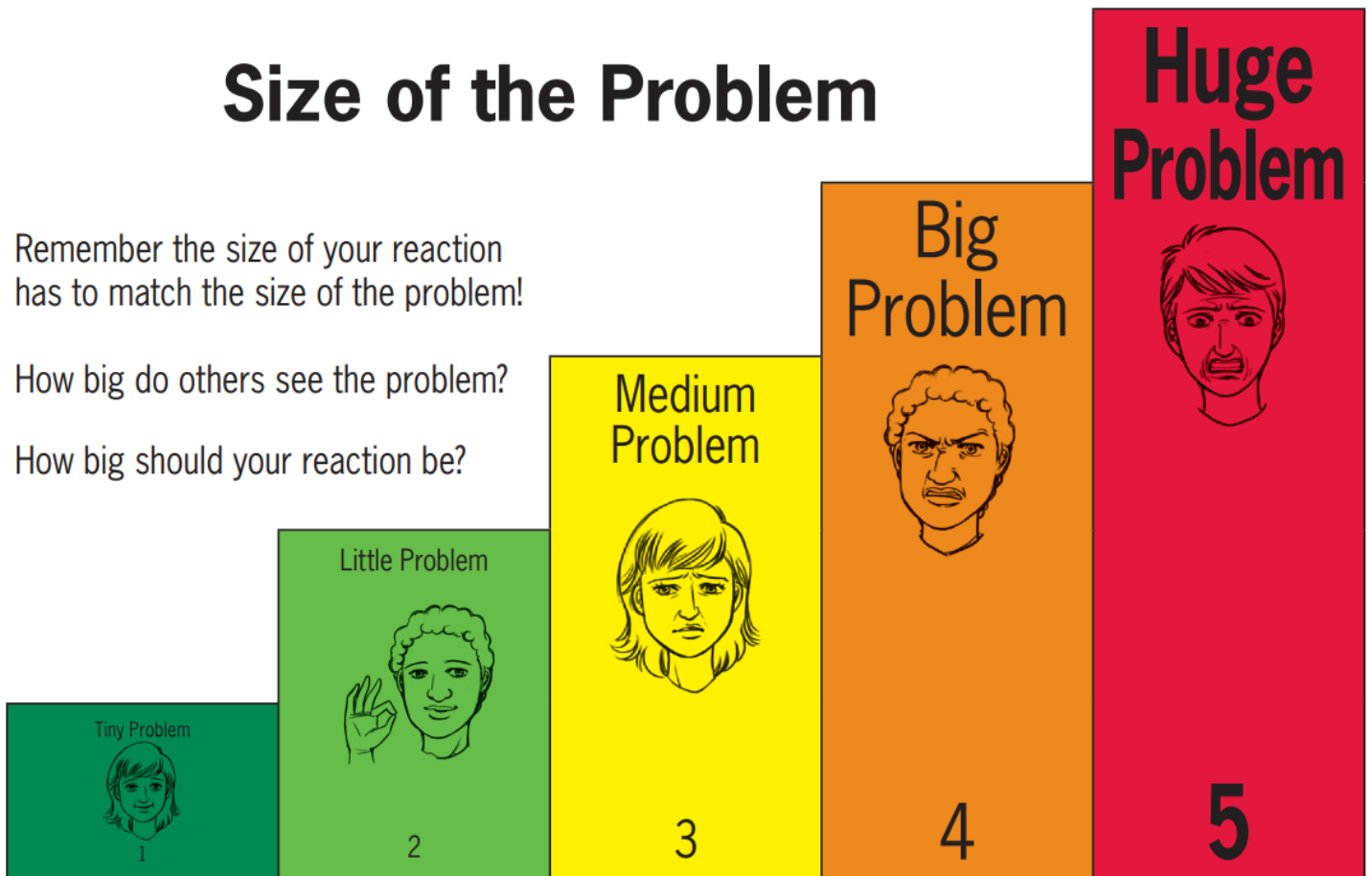
## Appendix 14:

# Size of the Problem

Remember the size of your reaction  
has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



## Appendix 15:

# Staff Scripts

Credit card size scripts can be found on the Share Centre – Behaviour Curriculum and Relationships Policy – Staff Scripts.  
Please print off, laminate and attach to your lanyard for daily use.

### **Restorative Enquiry Questions**

1. What happened?
2. What were you thinking then?
3. What were you feeling?
4. Who else has been affected?
5. How are you feeling now?
6. What do you need now?
7. How would that help?
8. Who needs to hear that?

Initial conversation must be had individually, ask all questions.

If there are two or more students involved (after the initial individual conversation) ask the questions that are highlighted.

### **30 Second Intervention – when students are heel digging**

- I noticed you are...(having trouble getting started/wandering the class)
- It was the rule/expectation about...that you broke
- You have chosen to...(move to the back/stay in at break
- Do you remember last time/day/week when you...(got the positive note/accepted responsibility)
- That is who I need to see today...
- Thank you for listening. (Then give the child some take up time)

*Read chapter 6, p.92 (WTACEC) onwards before using script – 30 Second Intervention.*

## **Six ways to reroute a power play**

1. I understand...(that you are angry/upset/livid)
2. I need you to...(come with me so that we can resolve this properly)
3. Maybe you are right...(maybe I need to speak to them too)
4. Be that as it may...(I still need you to join in with the group)
5. I've often thought the same...(but we need to focus on...)
6. I hear you...(it's not easy but I know you can do it)

*Read chapter 9, p.141 (WTACEC) onwards before using script – Angry Learners.*

## **Student self-talk statements**

- I can choose to walk away.
- I can stop myself.
- I am OK.
- I am in control of myself.
- I can choose to be calm.
- I have a bigger goal than this fight.

Encourage students to use these statements to help self-regulate

*Read chapter 9, p.141 (WTACEC) onwards before using script – Angry Learners.*

Appendix 16:

|                                                                                     |                  |                                                                                       |
|-------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------|
|    | Time Out<br>Card |    |
|    | Time Out<br>Card |    |
|    | Time Out<br>Card |    |
|  | Time Out<br>Card |  |
|  | Time Out<br>Card |  |
|  | Time Out<br>Card |  |
|  | Time Out<br>Card |  |

## Appendix 17:



### 'Time Out' guidance (x)



Students at St Nicholas School are actively encouraged to use prosocial strategies to support self-regulation. One such strategy is 'time out', there are two purposes:

1. Students to recognise they are in the **blue/yellow/red** zone to then self-regulate and control their behaviour by taking 'time out'
2. This is a calming strategy to support students back into the **green** zone.

This strategy requires boundaries in order for it to be used correctly and fairly. Below are the non-negotiable conditions:

- 'Time outs' must be agreed with SLT before implementation
- Staff need to explain the purpose (above) of the 'time out'
- Staff and the student will agree the location of 'time out':
  - Non-negotiable locations are corridors, junctions, dining hall, quad, classrooms etc. Places where there are people move around regularly.
  - Appropriate locations are outside spaces outside the class room or a quiet space in the classroom including a solitary table/desk
- Staff and the student will agree on the number of 'time outs' in a given day, the maximum is three in a day
- Staff and the student to agree how long each 'time out' is, maximum is 10 minutes a time
- Staff agree a system with the student to track the amount of 'time outs' per day. It needs to be consistent, therefore, making it easier to track and visible for staff passing the student
- How do we know if the student requires 'time out'? Staff and student will agree a 'time out' word or action, this will then be shared with other staff
- A maximum of two students out at any one time, **preferably one** at a time
- The student must sign and agree to these conditions

- Every two weeks, the 'time out' needs to be reviewed with a member of SLT

If the student does not agree to the non-negotiable conditions, then the school will relinquish the strategy and investigate others. Leaving class will then be treated as antisocial behaviour and an appropriate consequence will be put in place. The student will have three opportunities to get this right.

### **Student 'Time Out' agreement<sub>(x)</sub>**

I understand that I sometimes need time to calm to help me self-regulate and control my behaviour. This is called 'time out'. To make sure the 'time out' is fair to other students and safe for me I have agreed to the following with my class staff.

- When I need 'time out' (blue, yellow or red zone) I will say and/or do

\_\_\_\_\_

- My 'time out' location is \_\_\_\_\_
- I agree to \_\_\_\_ 'time out(s)' a day
- The maximum length of one 'time out' will be \_\_\_\_\_
- To keep track of time we will use \_\_\_\_\_
- I will take my 'time out' card with me and make sure staff can see it
- I understand what will happen if I do not commit to this agreement

Student signature: \_\_\_\_\_

Class teacher/SMT: \_\_\_\_\_

Parent (if applicable): \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 18:

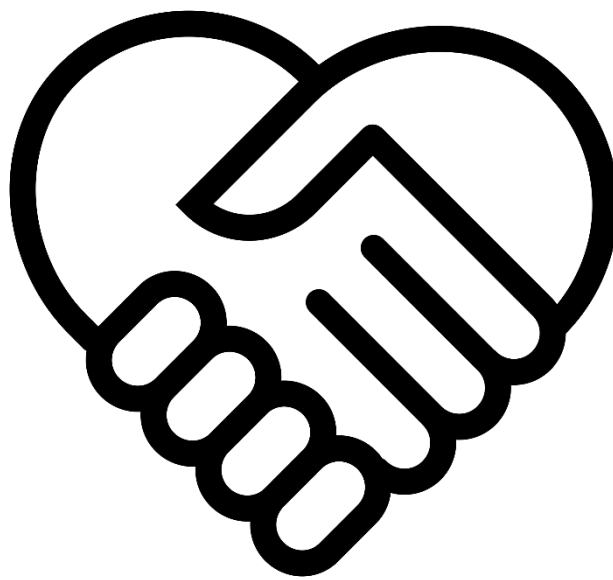
|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <br>Thinking | Therapeutic Thinking Graduated Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Universal</b><br>Behaviour Curriculum                                                      | <input type="checkbox"/> Establish routines and identify valued behaviours.<br><input type="checkbox"/> Include the above within pupil induction.<br><input type="checkbox"/> Create and monitor staff code of conduct.<br><input type="checkbox"/> Identify content of behaviour curriculum.<br><input type="checkbox"/> Identify opportunities for learning and create supporting plans.<br><input type="checkbox"/> Identify children not making expected progress and refer to Behaviour Policy.                                                                                                                                                                                                                                                                     |  |
| <b>Targeted</b><br>Behaviour Policy                                                           | <input type="checkbox"/> Policy reflects DfE guidance.<br><input type="checkbox"/> Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority.<br><input type="checkbox"/> Check if the identified behaviour is covered in policy.<br><input type="checkbox"/> Follow the policy.<br><input type="checkbox"/> Record the impact of policy on pupil's behaviour.<br><input type="checkbox"/> Where policy is not progressing the behaviour of most children, review the policy.<br><input type="checkbox"/> Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.                                                                                   |  |
| <b>Targeted Plus</b><br>Early Prognosis                                                       | <input type="checkbox"/> Describe the behaviour factually and unemotionally.<br><input type="checkbox"/> Gather appropriate and authentic pupil voice.<br><input type="checkbox"/> Gather information from all relevant parties, including multi-agency colleagues.<br><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.<br><input type="checkbox"/> Consider involvement of multi-agency colleagues.<br><input type="checkbox"/> Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.                                                                                                                                                                                           |  |
| <b>Specialist</b><br>Predict, Prevent & Progress                                              | <input type="checkbox"/> Review all information within Early Prognosis document.<br><input type="checkbox"/> Complete Risk Calculator.<br><input type="checkbox"/> Identify protective and educational consequences.<br><input type="checkbox"/> Complete Subconscious and Conscious checklists.<br><input type="checkbox"/> Complete Anxiety Analysis for relevant variables.<br><input type="checkbox"/> Use all analysis to create a Predict, Prevent & Progress plan.<br><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.<br><input type="checkbox"/> Consider involvement of multi-agency colleagues.<br><input type="checkbox"/> Where further intervention is needed move to the analysis and planning within Therapeutic Plan. |  |
| <b>Specialist Plus</b><br>Therapeutic Plan                                                    | <input type="checkbox"/> Ensure all preceding analysis documents are reviewed.<br><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis.<br><input type="checkbox"/> Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours.<br><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.<br><input type="checkbox"/> Consider involvement of multi-agency colleagues.<br><input type="checkbox"/> Consider group dynamic options.<br><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.                                                                         |  |



# The Restorative Enquiry Questions

1. What happened?
2. What were you thinking then?
3. What were you feeling?
4. Who else has been affected?
5. How are you feeling now?
6. What do you need now?
7. How would that help?
8. Who needs to hear that?

- Initial conversation must be had individually, ask all questions.
- If there are two or more students involved (after the initial individual conversation) ask the questions that are highlighted.
- You can use the storyboard too for restorative practice.





Appendix 20:



Student/Class:.....

Student Tracker



| Name/day/date | am<br>reg | Period 1 | Period 2 | Period 3 | Break | Period 4 | Period 5 | Period 6 | Period 7 | Lunch<br>1 | Lunch<br>2 | pm<br>reg | Period 8 | Period 9 |
|---------------|-----------|----------|----------|----------|-------|----------|----------|----------|----------|------------|------------|-----------|----------|----------|
|               |           |          |          |          |       |          |          |          |          |            |            |           |          |          |
|               |           |          |          |          |       |          |          |          |          |            |            |           |          |          |
|               |           |          |          |          |       |          |          |          |          |            |            |           |          |          |
|               |           |          |          |          |       |          |          |          |          |            |            |           |          |          |
|               |           |          |          |          |       |          |          |          |          |            |            |           |          |          |
|               |           |          |          |          |       |          |          |          |          |            |            |           |          |          |
|               |           |          |          |          |       |          |          |          |          |            |            |           |          |          |
|               |           |          |          |          |       |          |          |          |          |            |            |           |          |          |
|               |           |          |          |          |       |          |          |          |          |            |            |           |          |          |
|               |           |          |          |          |       |          |          |          |          |            |            |           |          |          |
|               |           |          |          |          |       |          |          |          |          |            |            |           |          |          |
|               |           |          |          |          |       |          |          |          |          |            |            |           |          |          |

Please note:

This is for class staff to track their own students lesson attendance or any other additional use to identify trends.

## Appendix 21:

### Support Plan (old version)

|                      |                    |                       |
|----------------------|--------------------|-----------------------|
| <b>Name:</b>         | <b>Year Group:</b> | <b>Academic Year:</b> |
| <b>Date Written:</b> | <b>Updated:</b>    | <b>Review Date:</b>   |

#### Triggers

- 

#### Proactive Strategies

- 

#### STAGE 1: EARLY WARNING SIGNS

When (Student name) is beginning to feel anxious he might:

|                                 |                    |
|---------------------------------|--------------------|
| Facial expressions<br>•         | Body Language<br>• |
| Language and tone of voice<br>• | Behaviours<br>•    |

#### Preventative Strategies:

- 1.

#### STAGE 2: VERBAL AGGRESSION/DAMAGE TO PROPERTY

If stage 1 strategies do not work (Student name) may display the following behaviours:

- 

#### Strategies:

- 1.

#### STAGE 3: PHYSICAL AGGRESSION

When (Student name) is extremely anxious or angry he may become physically aggressive towards others by:

- (e.g. Throwing objects – trays, chairs, books, pens. Student tends to pick up the nearest object and throw it down onto the floor rather than at anyone.)
- (e.g. Hurting others – pinching, biting, kicking, spitting at adults nearest to him. This is normally preceded by Student swearing at you. Student is not normally physically aggressive to other Students)

#### Reactive Strategies:

The focus should be to keep (Student name) and others safe.

1. (e.g. Remove yourself and others from the situation
2. Remove dangerous objects out of reach of safe to do so
3. Call for support if not done so already and allow them to try calming strategies in stage 2.
4. Restrain only if necessary to keep others or (Student name) safe.

**Medical Conditions** – anything which should be taken into account before physically intervening)

- 

**Preferred Handling Strategies** – e.g. standing, sitting, number of staff, preferred staff

-

(Student name) will indicate he is calming down by:

**Supporting (Student name) after incident:**

- (e.g. Provide reassurance and keep demands to a minimum.)
- (e.g. Discuss incident with Sam once appropriate time has passed and he is completely calm.)

|                          |  |
|--------------------------|--|
| <b>Parents/Carers:</b>   |  |
| <b>Useful Numbers:</b>   |  |
| <b>Emergency Number:</b> |  |
| <b>EP:</b>               |  |
| <b>GP:</b>               |  |

**Students Preferred Contact People in School**

|                                |                                |
|--------------------------------|--------------------------------|
| Person 1<br>Name:<br>Position: | Person 2<br>Name:<br>Position: |
| Person 3<br>Name:<br>Position: | Person 4<br>Name:<br>Position: |

**Review**

Review date:

Attending review:

**Sign-Off**

Head Teacher Name:

Signature:

Date:

Parent/Carer Name:

Signature:

Date:

Student Name:

Signature:

Date:

## Appendix 14:

### **Behaviour record** (updated 21/09/22)

School year: \_\_\_\_\_

Student Name: \_\_\_\_\_

Suggested sanctions are for guidance only.

Each incident needs to be assessed and considered before deciding on the appropriate sanction.

'Peer on peer abuse' is an umbrella term for certain behaviours, however, as a school we focus on behaviours individually. Therefore, please note that behaviours highlighted in blue come under that umbrella of 'peer on peer abuse'.

| Behaviours                                                                            | 1 <sup>st</sup> time | 2 <sup>nd</sup> time                                              | Repeated (3-4 times)                                              |  | Persistent (5 times)                          | Trigger to external agency                         |
|---------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|--|-----------------------------------------------|----------------------------------------------------|
| Unresolved dispute<br>e.g. issues of sharing, friendship tensions, falling out        | Ap & RP              | RP & students to go out at separate break times for a day or two. | CT contact parents. Separate break times for a week at least. RP. |  | Sanction 1. RP. CT to meet with parents.      | Sanction 2. RP. RPI. SMT contact parents.          |
|                                                                                       |                      |                                                                   |                                                                   |  |                                               |                                                    |
| Verbal Abuse and unkind behaviours<br>e.g. ridicule, name calling, 'jokes', ostracise | Sanction 1. Ap. RP.  | Sanction 2. Ap. RP. CT contact parents.                           | Sanction 3. Ap. RP. CT meets with parents.                        |  | Sanction 4. Ap. RP. LoP. SMT contact parents. | Sanction 5. Ap. RP. LoP. SMT to meet with parents. |
|                                                                                       |                      |                                                                   |                                                                   |  |                                               |                                                    |

|                                                                                                                                             |                                                   |                                                  |                                                                                                             |  |                                            |                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--|--------------------------------------------|--------------------------------------------------------------------|
| <b>Aggressive and intimidating behaviours e.g. squaring up to students, shouting threats, antagonising, crashing/ kicking through doors</b> | Sanction 2. Ap. RP. CT contacts parents           | Sanction 3. Ap. RP. CT contacts parents.         | Sanction 4. Ap. RP. LoP. CT meet parents.<br>Sanction 5. on 4th occasion. Ap. RP. LoP. SMT contact parents. |  | Sanction 6. Ap. RP. LoP. SMT meet parents. | Sanction 7. Consider MLP. LoP. RAA. Ap. RP. HT meets with parents. |
|                                                                                                                                             |                                                   |                                                  |                                                                                                             |  |                                            |                                                                    |
| <b>Low level goading and inciting poor behaviours from others</b>                                                                           | Sanction 1. CT contacts parents                   | Sanction 2. CT contacts parents                  | Sanction 3. Lop. CT meets with parents.                                                                     |  | Sanction 4. LoP. SMT contacts parents.     | CONTINUE ONTO PERSISTENT DISRUPTION TO WIDER SCHOOL                |
|                                                                                                                                             |                                                   |                                                  |                                                                                                             |  |                                            |                                                                    |
| <b>Swearing and/or class disruption and/or play fighting</b>                                                                                | Sanction 1. Ap.                                   | Sanction 2. CT contact parents.                  | Sanction 3. CT meets parents.                                                                               |  | Sanction 4. SMT to meet parents.           | Sanction 5. RAA. HT to meet parents.                               |
|                                                                                                                                             |                                                   |                                                  |                                                                                                             |  |                                            |                                                                    |
| <b>Not attending/following through with sanctions</b>                                                                                       | The original sanction moves to the next sanction. | CT contact parents. The sanction moves up again. | CT meets with parents. Sanction 4. LoP.                                                                     |  | Sanction 5. SMT meet with parents.         | Sanction 6. RAA. HT to meet parents.                               |
|                                                                                                                                             |                                                   |                                                  |                                                                                                             |  |                                            |                                                                    |
| <b>Dangerous/ risky behaviours e.g. climbing roof, throwing objects (equipment,furniture) crashing &amp; kicking through doors</b>          | Sanction 2. CT contact parents.                   | Sanction 3. CT contact parents.                  | Sanction 4. LoP. CT meets with parents.                                                                     |  | Sanction 5. SMT contacts parents.          | CONTINUE ONTO VERY DANGEROUS AND RISKY BEHAVIOURS BELOW...         |
|                                                                                                                                             |                                                   |                                                  |                                                                                                             |  |                                            |                                                                    |

|                                                                                                      |                                                                                         |                                                            |                                                                                                                                                                          |  |                                                                      |                                                                             |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Misuse of personal phone and/or repeated failure to hand in phone</b>                             | Sanction 1. CT contacts parents.                                                        | Sanction 2. CT contacts parents, threat of confiscation.   | Sanction 3. CT meets parents, confiscation of phone, pre-warn that the student will not be allowed on the premises without passport control, break & lunchtime detention |  | Sanction 4. LoP. SMT contacts parents, passport control @ reception. | Sanction 5. LoP. SMT meets parents, passport control. Warning of exclusion. |
|                                                                                                      |                                                                                         |                                                            |                                                                                                                                                                          |  |                                                                      |                                                                             |
| <b>Misleading situations and/or distorting the truth and/or not giving all/retaining information</b> | Sanction 1. AP.                                                                         | Sanction 1. Ap. RP.                                        | Sanction 2. Ap. RP. CT contacts parents.                                                                                                                                 |  | Sanction 3. RPI. CT meets parents.                                   | Sanction 4. LoP. SMT contacts parents.                                      |
|                                                                                                      |                                                                                         |                                                            |                                                                                                                                                                          |  |                                                                      |                                                                             |
| <b>Repeated refusal to follow uniform policy</b>                                                     | Sanction 1. CT contact home - send the school uniform guide. Meet with Student Council. | Sanction 2. CT contacts parents. LoP: 'dress down Friday'. | Sanction 3. LoP. CT meets parents.                                                                                                                                       |  | Sanction 4. LoP. SMT to contact parents.                             | Student denied access to school until uniform issue is resolved.            |
|                                                                                                      |                                                                                         |                                                            |                                                                                                                                                                          |  |                                                                      |                                                                             |
| <b>Setting off the school fire alarm deliberately</b>                                                | Sanction 1. Ap. CT contact home.                                                        | Sanction 2. Ap. CT meet parents.                           | Sanction 3. SMT to contact parents. Then Sanction 4. LoP. SMT meet with parents.                                                                                         |  | Sanction 5. LoP. SMT to meet with parents. Warn of exclusions.       | Sanction 6. LoP. RAA. HT meets with parents.                                |
|                                                                                                      |                                                                                         |                                                            |                                                                                                                                                                          |  |                                                                      |                                                                             |
| <b>Online misuse in school (e.g. looking at inappropriate content, swearing etc)</b>                 | Sanction 1. ICT teacher contacts parents.                                               | Sanction 2. ICT teacher contacts parents                   | Sanction 3. ICT teacher meets with parents                                                                                                                               |  | Sanction 4. LoP. RPI. SMT contact parents                            | Sanction 5. LoP. RAA. SMT meet with parents.                                |
|                                                                                                      |                                                                                         |                                                            |                                                                                                                                                                          |  |                                                                      |                                                                             |

|                                                                                |                                                                                                                                                            |                                                                                                                                                  |                                                                                                          |  |                                                                           |                                                              |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Absconding from lessons</b>                                                 | CT contacts parents: text sent home if 2 or more lessons partially/missed a day. Every 2 lessons missed = detention at the next break. Monitor for 1 week. | Class staff track lesson attendance. CT to send text to parents. After school detention each day for every 2 lessons missed. Monitor for 1 week. | CT meets parents. LoP. Isolation for $\frac{1}{2}$ a day for every 2 lessons missed. Monitor for 1 week. |  | Sanction 6. MLP. LoP. In isolation until resolved. SMT meet with parents. | Sanction 7. LoP. RAA. Consider MLP. HT to meet with parents. |
|                                                                                |                                                                                                                                                            |                                                                                                                                                  |                                                                                                          |  |                                                                           |                                                              |
| <b>Poor behaviour at Rallysport</b>                                            | CT contacts parents. Student warned of 3 strike system and loss of placement.                                                                              | SMT contacts parents. Student now on 3 strike system.                                                                                            | Strike 1                                                                                                 |  | Strike 2                                                                  | Strike 3 - student loses Rallysport place                    |
|                                                                                |                                                                                                                                                            |                                                                                                                                                  |                                                                                                          |  |                                                                           |                                                              |
| <b>Repeated disruptive behaviours: in class / corridors and/or break times</b> | Sanction 1. CT contacts parents.                                                                                                                           | Sanction 2. CT contacts parents.                                                                                                                 | Sanction 3. CT meets parents. Then Sanction 4. LoP.                                                      |  | Sanction 5. LoP. SMT contacts parents.                                    | Sanction 6. LoP. Consider MLP. SMT meets parents.            |
|                                                                                |                                                                                                                                                            |                                                                                                                                                  |                                                                                                          |  |                                                                           |                                                              |
| <b>Bringing contraband into school: e.g. sweats/drinks (repeatedly) etc.</b>   | Student hands in items. CT contacts parents.                                                                                                               | CT contacts parents. Student hands in and parents collect items.                                                                                 | Sanction 1. CT contacts home. Student hands in and parents collect items.                                |  | Sanction 2. CT meets parents.                                             | Sanction 3. SMT contacts parents.                            |
|                                                                                |                                                                                                                                                            |                                                                                                                                                  |                                                                                                          |  |                                                                           |                                                              |
| <b>Repeated refusal to follow instructions</b>                                 | Sanction 2. Ap. RP. CT contacts parents.                                                                                                                   | Sanction 3. Ap. RP. CT contacts parents.                                                                                                         | Sanction 4. Ap. RP. CT meets parents.                                                                    |  | Sanction 6. Ap. RP. LoP. SMT meets parents.                               | Sanction 7. Ap. RP. LoP. Consider MLP. HT meet               |

|                                                                                                                                     |                                                           |                                                                   |                                                                                                                                 |  |                                                                   |                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
|                                                                                                                                     |                                                           |                                                                   | Then Sanction 5. Ap. RP. LoP. SMT contacts parents.                                                                             |  |                                                                   | parents. If this continues, consider following 'persistent disruption to the wider community' below. |
|                                                                                                                                     |                                                           |                                                                   |                                                                                                                                 |  |                                                                   |                                                                                                      |
| <b>Verbal Aggression towards staff e.g. swearing and/or insults</b>                                                                 | Sanction 3. Ap. RP. CT contacts parents.                  | Sanction 4. Ap. RP. LoP. CT contacts parents.                     | Sanction 5. Ap. RP. LoP. CT meets with parents. Then: Sanction 6. Ap. RP. LoP. SMT contacts parents.                            |  | Sanction 7. Ap. RP. LoP. Consider MLP. SMT meets parents.         | Sanction 8. Ap. RP. LoP. MLP. RAA. HT meets with parents.                                            |
|                                                                                                                                     |                                                           |                                                                   |                                                                                                                                 |  |                                                                   |                                                                                                      |
| <b>Intimidating behaviours / deliberate physical contact with staff e.g. repeated poking, holding, pushing, barging past staff.</b> | Sanction 4. Ap. RP. LoP. CT contacts parents.             | Sanction 5. Written Ap. RP. LoP. CT meets parents.                | Sanction 6. Written Ap. RP. LoP SMT to contacts parents. Then Sanction 7. Written Ap. RP. LoP. Consider MLP. SMT meets parents. |  | Sanction 8. Written Ap. RP. LoP. Consider AIPr. HT meets parents. | Sanction 9. AIPr. EAR. RAA. HT meets parents.                                                        |
|                                                                                                                                     |                                                           |                                                                   |                                                                                                                                 |  |                                                                   |                                                                                                      |
| <b>Physical attack on staff e.g. a punch, kick, bite or several blows on arms, several kicks, several hard pushes</b>               | Sanction 6. Written Ap. RP. LoP. SMT to contacts parents. | Sanction 7. Written Ap. RP. LoP. Consider MLP. SMT meets parents. | Sanction 8. Written Ap. RP. LoP. RAA. Consider AIPr. HT meets parents.                                                          |  | Sanction 9. AIPr. EAR. RAA. HT meets parents.                     | Sanction 10. EAR. Pol.                                                                               |
|                                                                                                                                     |                                                           |                                                                   |                                                                                                                                 |  |                                                                   |                                                                                                      |



|                                                                                                             |                                                                            |                                                                                |                                                                                                                       |                   |                                                                   |                                                                        |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------|------------------------------------------------------------------------|
| Physical attack on staff causing significant injury e.g. broken skin (bleeding), bruising, broken bones,    | Sanction 8. Written Ap. RP. LoP. Consider AIPr. HT meets parents. Pol.     | Sanction 9. AIPr. EAR. RAA. HT meets parents. Pol.                             | Sanction 10. EAR. Pol.                                                                                                |                   |                                                                   |                                                                        |
|                                                                                                             |                                                                            |                                                                                |                                                                                                                       |                   |                                                                   |                                                                        |
| Minor physical attack on a student e.g. one blow, a hard push, a wrestling grab                             | Sanction 1. Ap. RP. CT contact Pol.s parents.                              | Sanction 2. Written Ap. RP. CT inform parents.                                 | Sanction 3. Written Ap. RP. CT see parents. Then Sanction 4. Written Ap. RP. LoP. SMT contacts parents. RPI.          |                   | Sanction 5. Written Ap. RP. LoP. SMT meets parents.               | Sanction 6. Written Ap. RP. LoP. HT meets parents.                     |
|                                                                                                             |                                                                            |                                                                                |                                                                                                                       |                   |                                                                   |                                                                        |
| Physical attack on a student without significant injury e.g. spitting, several blows on arms, several kicks | Sanction 3. Ap. RP. CT contacts parents.                                   | Sanction 4. Written Ap. RP. LoP. CT contacts parents.                          | Sanction 5. Written Ap. RP. LoP. CT meets parents. Then Sanction 6. Written Ap. RP. LoP. SMT contacts parents.        |                   | Sanction 7. Written Ap. RP. LoP. Consider MLP. SMT meets parents. | Sanction 8. Written Ap. RP. LoP. MLP. Consider AIPr. HT meets parents. |
|                                                                                                             |                                                                            |                                                                                |                                                                                                                       |                   |                                                                   |                                                                        |
| Major physical attack on a student e.g. actual bodily harm                                                  | Sanction 6. Written Ap. RP. LoP. SMT contacts parents.                     | Sanction 7. Written Ap. RP. LoP. Consider MLP. SMT meets with parents.         | Sanction 8. Written Ap. RP. LoP. MLP. Consider AIPr. Ban from flashpoints and any social events. HT contacts parents. |                   | Sanction 9. AIPro. EAR. RAA.                                      | Sanction 10. Pol.                                                      |
|                                                                                                             |                                                                            |                                                                                |                                                                                                                       |                   |                                                                   |                                                                        |
| Major physical attack causing significant injury e.g. broken skin                                           | Sanction 7. Written Ap. RP. LoP. Consider MLP. SMT meets parents. Ban from | Sanction 8. Written Ap. RP. LoP. MLP. Consider AIPr. HT contacts parents. Pol. | Sanction 9. AIPro. EAR. RAA. Pol.                                                                                     | Sanction 10. Pol. |                                                                   |                                                                        |

|                                                                                                                                            |                                                                                                                     |                                                                                                                     |                                                                                                                                                                      |  |                                                                                                                        |                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| (bleeding), bruising, broken bones                                                                                                         | flashpoints and any social events.                                                                                  |                                                                                                                     |                                                                                                                                                                      |  |                                                                                                                        |                                                                                                                                    |
|                                                                                                                                            |                                                                                                                     |                                                                                                                     |                                                                                                                                                                      |  |                                                                                                                        |                                                                                                                                    |
| Very dangerous/ risky behaviours e.g. repeatedly climbing on roof, 'near misses' of aggressive behaviours, violent outbursts, major damage | Sanction 6. LoP. SMT contacts parents.                                                                              | Sanction 7. LoP. Consider MLP. SMT to meet parents.                                                                 | Sanction 8. LoP. MLP. Consider AIPr. SMT to meet parents.                                                                                                            |  | Sanction 9. AIPr. EAR. RAA. HT to see parents.                                                                         | Sanction 10. Pol.                                                                                                                  |
|                                                                                                                                            |                                                                                                                     |                                                                                                                     |                                                                                                                                                                      |  |                                                                                                                        |                                                                                                                                    |
| Misuse/damaging personal equipment/property                                                                                                | Sanction 2. Ap. RP. CT contacts parents. School office to arrange parents to liaise to pay for costs.               | Sanction 3. Ap. RP. CT contacts parents. School office to arrange parents to liaise to pay for costs.               | Sanction 4. Ap. RP. CT meets parents. School office to arrange parents to liaise to pay for costs. Then Sanction 5. Ap. RP. LoP. SMT contacts parents.               |  | Sanction 6. Ap. RP. LoP. SMT meets parents. School office to arrange parents to liaise to pay for costs.               | Sanction 7. Ap. RP. LoP. Consider MLP. HT meet parents. School office to arrange parents to liaise to pay for costs.               |
|                                                                                                                                            |                                                                                                                     |                                                                                                                     |                                                                                                                                                                      |  |                                                                                                                        |                                                                                                                                    |
| Stealing from another person and/or school property                                                                                        | Sanction 2. Ap. RP. CT contacts parents. School office to arrange parents to liaise to pay for costs if applicable. | Sanction 3. Ap. RP. CT contacts parents. School office to arrange parents to liaise to pay for costs if applicable. | Sanction 4. Ap. RP. CT meets parents. School office to arrange parents to liaise to pay for costs if applicable. Then Sanction 5. Ap. RP. LoP. SMT contacts parents. |  | Sanction 6. Ap. RP. LoP. SMT meets parents. School office to arrange parents to liaise to pay for costs if applicable. | Sanction 7. Ap. RP. LoP. Consider MLP. HT meet parents. School office to arrange parents to liaise to pay for costs if applicable. |
|                                                                                                                                            |                                                                                                                     |                                                                                                                     |                                                                                                                                                                      |  |                                                                                                                        |                                                                                                                                    |

|                                                                                                         |                                                                                                          |                                                                                                                 |                                                                                                                                                                        |  |                                                                     |                                                                 |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------|-----------------------------------------------------------------|
| Damage to school property, including graffiti.                                                          | Sanction 4. CT contact parents, ask for payment to repair/replace, duties in school e.g. litter picking. | Sanction 5. LoP. SMT contacts parents. Ask for payment to repair/replace, duties in school e.g. litter picking. | Sanction 6. LoP. SMT contacts parents. Ask for payment to repair/replace, duties in school e.g. litter picking. Then Sanction 7. LoP. Consider MLP. SMT meets parents. |  | Sanction 8. LoP. MLP. RAA. RPI. Consider AIPr. HT contacts parents. | Sanction 9. AIPr. EAR.                                          |
|                                                                                                         |                                                                                                          |                                                                                                                 |                                                                                                                                                                        |  |                                                                     |                                                                 |
| Persistent disruption to the wider school community e.g. inciting extreme poor behaviour from others    | Sanction 6. LoP. SMT contacts parents.                                                                   | Sanction 7. LoP. Consider MLP. SMT to meet parents.                                                             | Sanction 8. MLP. LoP. RPI. Consider AIPr. HT to contact parents.                                                                                                       |  | Sanction 9. AIPr. EAR. RAA. HT meets parents.                       | Sanction 10. Call the Police.                                   |
|                                                                                                         |                                                                                                          |                                                                                                                 |                                                                                                                                                                        |  |                                                                     |                                                                 |
| Encouraging a peer to act against their will: e.g. committing a crime, smoking, causing harm to others. | Sanction 4. Ap. RP. LoP. SMT contacts parents.                                                           | Sanction 5. Ap. RP. LoP. Warn of Ex. SMT contacts parents.                                                      | Sanction 6. LoP. Ap. RP. SMT meets parents. Then Sanction 7. LoP. Ap. RP. Consider MLP. SMT contacts parents.                                                          |  | Sanction 8. Ap. RP. MLP. RAA. Consider AIPr. HT contacts parents.   | Sanction 9. AIPr. EAR HT meets parents.                         |
|                                                                                                         |                                                                                                          |                                                                                                                 |                                                                                                                                                                        |  |                                                                     |                                                                 |
| Bullying - a repeated act of unkind behaviour deliberately directed at an individual                    | Sanction 3. Ap. RP. CT contacts parents.                                                                 | Sanction 4. Written Ap. RP. LoP. CT meets parents.                                                              | Sanction 5. Written Ap. RP. LoP. SMT contacts parents. Then Sanction 6. Written Ap. RP. LoP. SMT meets parents.                                                        |  | Sanction 7. Ap. RP. LoP. Consider MLP. HT contacts parents.         | Sanction 8. Ap. RP. MLP. LoP. Consider AIPro. HT meets parents. |
|                                                                                                         |                                                                                                          |                                                                                                                 |                                                                                                                                                                        |  |                                                                     |                                                                 |

|                                                                                                                                                                                                 |                                                              |                                                                                   |                                                                                                                                                |  |                                                                                            |                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Online and social network abuse: insults, deception etc.                                                                                                                                        | Sanction 3. Ap. RP. CT contacts parent and e-safety officer. | Sanction 4. Written Ap. RP. LoP. CT meets parents. Contact e-safety officer. RAA. | Sanction 5. Written Ap. RP. LoP. SMT contacts parents. Then Sanction 6. Written Ap. RP. LoP. SMT meets parents. Contact e-safety officer. RAA. |  | Sanction 7. Ap. RP. LoP. Consider MLP. HT contacts parents. Contact e-safety officer. RAA. | Sanction 8. Ap. RP. MLP. LoP. Consider AIPro. HT meets parents. Contact e-safety officer. RAA. |
|                                                                                                                                                                                                 |                                                              |                                                                                   |                                                                                                                                                |  |                                                                                            |                                                                                                |
| Sexual harassment: sexualised gestures, language, conversation, jokes, physical interfering with clothes. This is applicable to online use including sharing nude and semi-nude pictures/videos | Sanction 3. Ap. RP. CT contacts parents.                     | Sanction 4. Written Ap. RP. LoP. CT meets parents.                                | Sanction 5. Written Ap. RP. LoP. RPI. SMT contacts parents. Then Sanction 6. Written Ap. RP. LoP. SMT meets parents.                           |  | Sanction 7. Ap. RP. LoP. RAA. Consider MLP. HT contacts parents.                           | Sanction 8. Ap. RP. MLP. LoP. Consider AIPro. HT meets parents.                                |
|                                                                                                                                                                                                 |                                                              |                                                                                   |                                                                                                                                                |  |                                                                                            |                                                                                                |
| Derogatory comments towards a person's personal current and/or historical circumstances                                                                                                         | Sanction 2. Ap. RP. CT contacts parents.                     | Sanction 3. Ap. RP. CT contacts parents.                                          | Sanction 4. Written Ap. RP. LoP. CT meets parents. Then Sanction 5. Written Ap. RP. LoP. SMT contacts parents.                                 |  | Sanction 6. Written Ap. RP. LoP. RPI. SMT meets parents.                                   | Sanction 7. Ap. RP. LoP. Consider MLP. HT contacts parents.                                    |
|                                                                                                                                                                                                 |                                                              |                                                                                   |                                                                                                                                                |  |                                                                                            |                                                                                                |
| Derogatory comments toward protected characteristics: age,                                                                                                                                      | Sanction 3. Ap. RP. CT contacts parents.                     | Sanction 4. Written Ap. RP. LoP. CT meets parents.                                | Sanction 5. Written Ap. RP. LoP. RPI. SMT contacts parents. Then Sanction 6. Written Ap. RP. LoP. SMT meets parents.                           |  | Sanction 7. Ap. RP. LoP. RAA. Consider MLP. HT contacts parents.                           | Sanction 8. Ap. RP. MLP. LoP. Consider AIPro. HT meets parents.                                |

|                                                                                                                                                  |                                                    |                                                                  |                                                                                                     |  |                                               |                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--|-----------------------------------------------|--------------------------------------------------|
| <b>disability, gender reassignment, race, religion/belief, sex and sexual orientation</b>                                                        |                                                    |                                                                  |                                                                                                     |  |                                               |                                                  |
| <b>Deliberate physical contact with another person</b><br>This is relevant to students who have a very limited understanding of their behaviours | Sanction 1. Ap. RP. CT contacts parents.           | Sanction 2. AP. RP. RPI. CT contacts parents.                    | Sanction 3. Ap. RP. RPI. CT meets parents. Then Sanction 4. Ap. RP. LoP. RAA. SMT contacts parents. |  | Sanction 5. Ap. RP. LoP. SMT meets parents.   | Sanction 6. Ap. RP. LoP. HT contacts parents.    |
|                                                                                                                                                  |                                                    |                                                                  |                                                                                                     |  |                                               |                                                  |
| <b>Sexual violence - rape/assault by penetration/sexual assault (intentional touching without consent)</b>                                       | Sanction 7. LoP. MLP. Pol. RAA. SMT meets parents. | Sanction 8. MLP. LoP. Consider AlPr. Pol. RAA. HT meets parents. | Sanction 9. AlPr. EAR. RAA. Pol. HT meets parents. Then Sanction 10. HT meets parents.              |  |                                               |                                                  |
|                                                                                                                                                  |                                                    |                                                                  |                                                                                                     |  |                                               |                                                  |
| <b>Smoking</b>                                                                                                                                   | Sanction 2. RPI. CT contacts parents.              | Sanction 3. RPI. CT meets parents.                               | Sanction 4. LoP. RAA. SMT contacts parents. Then Sanction 5. LoP. SMT meets parents.                |  | Sanction 6. LoP. HT contacts parents.         | Sanction 7. LoP. Consider MLP. HT meets parents. |
|                                                                                                                                                  |                                                    |                                                                  |                                                                                                     |  |                                               |                                                  |
| <b>Possession of prohibited items:</b>                                                                                                           | Sanction 4. RPI. LoP. Pol if its weapons/          | Sanction 5. RAA. LoP. Pol if its weapons/                        | Sanction 6. LoP. RAA. Pol if its weapons/ drugs/ crime related. HT                                  |  | Sanction 8. MLP. LoP. Consider MLP. LoP. RAA. | Sanction 9.                                      |

|                                                                                                                                                                                                                          |                                             |                                          |                                                                                                                   |  |                                                             |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------|--|
| Weapons, alcohol, illegal drugs, stolen items, tobacco and papers, e-cigarettes/vapes, fireworks, pornographic images, any article that a member of staff suspects has been or is likely to be used to commit an offence | drugs/ crime related. SMT contacts parents. | drugs/ crime related. SMT meets parents. | contacts parents. Then Sanction 7. LoP. Consider MLP. Pol if its weapons/ drugs/ crime related. HT meets parents. |  | Pol if its weapons/ drugs/ crime related. HT meets parents. |  |
|                                                                                                                                                                                                                          |                                             |                                          |                                                                                                                   |  |                                                             |  |

## Sanction codes and definitions:

| Code         | Sanctions                                                                                                                                                       | Abbreviation | Definition                        |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------|
| 1            | Break time detention                                                                                                                                            | MLP          | Modified Learning Plan            |
| 2            | Lunch time detention                                                                                                                                            | Ap           | Apology                           |
| 3            | Break & lunchtime detention                                                                                                                                     | RP           | Restorative Practice              |
| 4            | 2 x break & lunchtime detention or after school or $\frac{1}{2}$ day isolation                                                                                  | CT           | Class Teacher                     |
| 5            | 4 x break & lunchtime detention or 1-day isolation                                                                                                              | SMT          | Senior Management Team            |
| 6            | 1-day exclusion                                                                                                                                                 | HT           | Headteacher                       |
| 7            | 2-day exclusion                                                                                                                                                 | LoP          | Loss of Privileges                |
| 8            | 3-day exclusion                                                                                                                                                 | Iso          | Isolation                         |
| 9            | 5-day exclusion                                                                                                                                                 | AlPr         | Alternative Provision             |
| 10           | Permanent exclusion                                                                                                                                             | Ex           | Exclusion                         |
| Meet parents | Reward chart or system introduced to incentivise desired outcome. Review situation. Discuss issue. Set behaviour targets. Develop a Support Plan, etc           | EAR          | Early Annual Review               |
|              |                                                                                                                                                                 | PEX          | Permanently Excluded              |
| LoP          | Alternate break times out. Lose going off site. Lose going to common room. Can't use sports hall or ICT suit at breaks. Not allowed off site for any trips, etc | RPI          | Referral to Pastoral Intervention |
|              |                                                                                                                                                                 | RAA          | Referral to Appropriate agency    |
| RP           | Either staff or students to meet, discuss and repair relationship.                                                                                              | Pol          | Police                            |