BEHAVIOUR POLICY

Believe and Achieve

Believe in ourselves, those here to help us and God
Achieve our goals and celebrate success in every area of school life

With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him, all things are possible.' Matthew 19.26.

This underpins our **Christian vision** statement at St Nicholas:

Our school is a happy place where everyone is valued, every child can thrive and reach their full potential and where we live out our Christian values celebrating the uniqueness of each individual.

Our **values** are: kindness, hope, perseverance and responsibility.

At St Nicholas School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Policy adopted by GB:	October 2026
Chair of Governing Body:	Lucy Parr
Headteacher	Rizelle Crouch
Policy review due:	October 2027

1.Values and vision

Our therapeutic approach to behaviour management has been inspired by the Hertfordshire Steps (Therapeutic Thinking) approach. This policy outlines the purpose, nature and management of the behaviour policy and practice in our school. Our school relies on all its members – adults and children – behaving in certain ways to achieve its purpose. Our central purpose is concerned with children's learning and their overall wellbeing. We recognise that positive change in behaviour can be achieved, and we know that behaviour can be affected, influenced and changed by a variety of factors that may be difficult to understand. We are committed to innovative thinking, adapted working practices and a search to develop new ways of engaging all children.

'You can't teach children to behave better by making them feel worse.
When children feel better, they behave better.'
Pam Leo

Our behaviour and discipline policy aims:

- to maintain, encourage, promote and value behaviour that helps to create a respectful, calm and supportive environment for learning
- to reduce disruptive behaviour that challenges the school's learning environment through appropriate and inclusive responses
- to build our sense of community by being welcoming and inclusive
- to have agreed rewards and consequences to support our policy and practice
- to have a consistent and supportive approach across the school
- to proactively promote behaviour that enables all children to achieve their potential and develop socially, academically and personally
- to build internalised discipline in children so that the need for external discipline is reduced
- to reflect our core school rules of being kind, being responsible and staying safe
- to reflect our Christian values of forgiveness and redemption: Ephesians 4:32 'Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.'
- to promote the right of every person to work and learn in a safe environment where positive social, emotional and behavioural skills can be practised
- to involve children, parents and any other stakeholders
- to ensure that children with disabilities are not placed at a disadvantage.

At the start of each academic year, the school will publicise the behaviour policy in writing to staff and parents, and clearly outline expectations to children.

2.Types of behaviour

Respectful behaviour

In our school, respectful behaviour means helping and supporting other people because you believe that their feelings and experiences are important. It includes behaviours such as helping, sharing, comforting, being empathetic and protecting others from harm. When children improve their respectful behaviours, benefits flow through to their learning, behaviour and wellbeing outcomes. Staff respond to respectful behaviour by affirmation and measured praise. Staff model and demonstrate respectful behaviours (both to pupils and to each other) by being positive, helpful, kind and supportive of diversity.
By considering the rights and responsibilities of pupils, teachers and parents we have created our St Nicholas Code of Conduct. (See Appendix 1)

As we demonstrate respectful feelings, behaviours and actions, we also want to enable children to identify and explore these by using, displaying and modelling a wide emotional vocabulary, eg, 'I felt optimistic today because everyone put in their best effort on their writing.' This range of emotional vocabulary extends children's thoughts beyond simple descriptions such as 'happy' or 'angry' and encourages self-awareness and self-reflection.

Prosocial Feelings		
Liked	Loved	Respected
Involved	Included	Comfortable
Motivated	Safe	Encouraged
Able	Brave	Curious
Capable	Valued	Secure
Relaxed	Hopeful	Optimistic
Calm	Trusting	Determined
Tolerant	Needed	Kind
Inquisitive	Happy	Absorbed
Playful	Proud	Enthusiastic
Supported	Wanted	Understood

Responses to positive behaviour include:

- encouragement / praise / affirmation – verbal and non-verbal
- extra responsibilities given
- sharing positive action in assemblies and newsletters
- certificates for good citizenship/stars of the week/headteacher's awards
- dojo points
- other class-based rewards (always check any systems with SLT/head teacher).

High expectations of behaviour are applicable in all areas of the school community, including the playground. In class, teachers facilitate the creation of individually agreed class charters in collaboration with pupils, ensuring these are clearly displayed in classrooms to promote shared ownership and reinforce positive behaviour expectations.

All staff, including those employed at lunchtime, are routinely trained to ensure that procedures are carried out consistently. The children will be expected to keep the school rules in the playground. Praise for good behaviour in the playground is as effective as in the classroom.

We promote the teaching of co-operative, positive, respectful and considerate behaviours in a number of ways.

Relationships

We recognise the importance of creating positive relationships and knowing our pupils as individuals. Staff are encouraged to build caring and empathetic relationships to create sustained positive, collaborative, respectful and considerate feelings within our children and to prevent bullying, prejudice or discrimination. This is achieved through daily, positive interactions with all members of our school community as well as specific activities such as collective worship, reflection time, house activities etc.

Role modelling
Staff will set examples of behaviour and conduct to encourage our pupils to do the same. All children have the right to be treated with respect and dignity, and it is the responsibility of the school staff to model these expectations. All staff will use a calm and measured tone of voice and positive phrasing when interacting with pupils and each other. Raised voices will only be used when necessary, eg, to prevent a danger or harm.

Consistency
Consistency is integral to our therapeutic approach to behaviour. All staff are expected to follow the behaviour policy. Pupils benefit from a consistent approach as it means, regardless of the member of staff teaching them, the same policy will be followed. This helps to create a calm, safe and secure environment.

Positive phrasing
We disempower challenging behaviour by offering positive phrasing, limited choices and appropriate *consequences*. Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity. It is often beneficial to support a positive phrase with a 'please' or 'thank you'. Using 'please' will suggest an element of choice so should be reserved for low-level behaviours. Using 'thank you' suggests you expect the child to comply.

Protective factors
These will encourage positive behaviour, promote resilience and limit the risk of behaviour that challenges the productive learning environment. These include:

- clear policies on behaviour and bullying
- an 'open door' policy for pupils and parents to raise concerns
- a whole-school approach to promoting good mental health and positive relationships
- positive classroom management, peer influences and friendships
- effective safeguarding and child protection policies
- multi-agency working
- appropriate procedures for staff to raise concerns.

Recognition of behaviour in the context of SEND
The school will make reasonable adjustments to this policy so that children with special educational needs or disabilities are not placed at a disadvantage. It is acknowledged that behaviour may be a form of communication, for example due to sensory overload, anxiety or difficulties with emotional regulation. The school will consider whether behaviour is a direct consequence of a child's special educational needs or disability before applying sanctions. Where appropriate, advice from the INCO and external professionals will be sought to ensure that interventions are both effective and inclusive.

Support for pupils exhibiting persistent inappropriate behaviour
The school is committed to supporting pupils who exhibit persistent inappropriate behaviour through a range of targeted interventions and strategies, including any necessary safeguarding measures considered appropriate. Where concerns arise, staff will implement school-based support measures such as behaviour mentoring, structured routines and personalised interventions. For pupils with SEND, interventions and strategies will align with the pupil's individual needs reflecting the school's inclusive approach to helping all children integrate into the positive learning and development environment of the school.

For pupils deemed to be at risk of permanent exclusion, a Pastoral Support Plan (PSP) may be developed by the school. This plan will outline specific strategies and support mechanisms tailored to the pupil's needs and will, where the school considers it appropriate, be developed in consultation with relevant

professionals. PSPs are reviewed regularly to monitor progress and adjust provisions as necessary. In addition, the school may refer pupils to external agencies for further support, including outreach services from the local Education Support Centre, the Communication and Assessment Team, the Educational Psychology Service and LINKS Behaviour Support. These agencies aim to provide holistic and sustained assistance to improve behaviour and promote the pupil's overall wellbeing and educational success.

Examples of reasonable adjustments:

- visual timetable
- safe space within the classroom or elsewhere (subject to availability)
- reduced language demands
- support from a trusted adult (subject to availability)
- modified curriculum or tasks
- social stories
- role play
- regular home-school communication
- referral to specialist services.

3. Responding to inappropriate behaviour

The response to inappropriate behaviour should be restorative. As a Christian school, we believe in values of forgiveness, generosity and compassion.

'In everything, do to others what you would have them do to you…' Matthew Chapter 7, verse 12

This restorative approach is characterised as:

'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.'

Professor George Wright 1999

It is important to:

- describe the difficult behaviour in an unemotional, non-judgemental and factual way
- identify how the harm can be repaired
- look at the experiences, feelings and needs of everybody involved
- make plans to ensure the behaviour is less likely to happen in the future and regularly 'assess, plan, do, review'.

A restorative conversation involves bringing together the child who has exhibited an inappropriate or negative behaviour together with the victim(s) so that the impact of the behaviour can be explored in a non-judgemental way. Confronting the emotional impact of your behaviour can be more powerful than the imposition of a sanction.

Consequences will be used in a balanced way and will relate to the act and not the child. Wherever possible, the consequence should link to the behaviour in a natural way, e.g. 'You are not able to line up without hurting someone, so you will be with the teacher at the front/back of the line until you can show us you can do this'. Children should be helped to understand why their behaviour is not acceptable. Conversations should be had between the pupil and the adult or, mediated by an adult, between the pupil and the victim. Pupils should be encouraged to consider the impact of their actions and to fully comprehend the effect of their behaviour.

The school will apply its behaviour policy to incidents occurring outside the premises where such behaviour may adversely affect the maintenance of good order and discipline within the school, or negatively impact the education and welfare of other members of the school community. In accordance with Section 90 of the Education and Inspections Act 2006, the school may discipline pupils for misbehaviour outside the school premises 'to such an extent as is reasonable' (for example, cyberbullying).

A clear distinction is made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs relating to behaviour, may find it difficult to follow the expectations of the school. Individual strategies will, in these cases, be implemented to support them (follow the Behaviour Flow Chart in Appendix 2).

Levels of response
In our school, the staff response, policy and process involved has a number of agreed levels. See Appendix 3 and 4 for further details and descriptions of behaviour categories and possible consequences.

Level 1 – Examples of Level 1 behaviour are given in Appendices 3 and 4**.** The adult describes the inappropriate behaviour, e.g. 'You are interrupting. Our school rule is to be kind and that means listening when others speak and not interrupting.' This is a warning level, and a very brief restorative conversation may be needed (considering the impact of the behaviour on others).

Level 2 in class or anywhere other than playground – This is categorised as persistent Level 1 behaviour. Pupils may be moved to a suitable location within the classroom or elsewhere to reflect on their behaviour and/or a restorative conversation takes place with an adult. KS1 children will have a conversation with their teacher and notes may be made on a 'thinking time' green slip. KS2 children will complete a 'Thinking Time' sheet (Appendix 5). These sheets will be filed in the class behaviour file. The process of the conversation/reflection might be:

- explore what happened; allow them to tell their story; if there are more children involved, each should tell their story with no interruption
- support their story with non-judgemental accurate descriptions and explore thoughts and feelings
- identify who has been affected and how
- consider how we can repair relationships and plan different responses next time
- a restorative conversation outlining the effect of behaviour on others in a debrief session, including reference to forgiveness and a new start; this may involve an apology.

Level 2 in the playground – Examples of Level 2 behaviour are given in Appendix 4. The pupil is asked to sit on the thinking bench and told 'This behaviour……. is unacceptable'. The pupil is given time out to think about what they have done and KS2 children are asked to complete a 'Thinking About my Behaviour' sheet (see Appendix 6). This enables staff to keep a brief record of any significant incidents that happen in the classroom or the playground. This should include the date, an explanation and any action taken.

Level 3 – Examples of Level 3 behaviour are given in Appendix 3 and 4. A yellow *Thinking time* slip is filled out (Appendix 6). A restorative conversation and an appropriate consequence should be given. A Level 3 letter is completed by the teacher and parents/carers are informed by email (with letter attached, Appendix 8) but may also be spoken to by phone or in the playground. Records are kept in the class behaviour file.

Level 4 – Examples of Level 4 behaviour are given in Appendix 3 and 4. Pupils must talk to the Headteacher/member of the SLT about their behaviour and a red level 4 form (Appendix 7) completed; there should be reference to forgiveness and a new start. The Level 4 letter is completed (Appendix 9) and emailed

to parents / carers, who may also be spoken to by phone or in the playground. Records are kept in the class behaviour file.

The behaviour records are monitored by the Pastoral Lead on a half termly basis to assess trends for individuals and overall school behaviour.

Recurrent negative behaviour
If an individual's negative behaviour is recurrent and is not changing then refer to the behaviour policy flow chart for next steps.

The first step would be: early prognosis report to put behaviour strategies/plans in place then an Assess, Plan, Do, Review cycle should follow. SEND pupils' individual plans are considered where appropriate during this procedure.

If early prognosis is not working, then a behaviour plan should be created including consideration of the following:

- risk calculator – is the behaviour difficult or dangerous?
- subconscious and conscious behaviours analysis – is the behaviour predominantly conscious or subconscious?
- anxiety analysis – what variables are affecting the behaviour?
- specific needs– is the behaviour caused or affected by disability, complex or different needs?
- therapeutic tree (roots and fruits).

This Therapeutic (Risk Reduction) Plan should be put in place followed by regular cycles of Assess, Plan Do, Review.

Use of reasonable force
Members of staff may use reasonable force when necessary to prevent a pupil from committing an offence, causing injury to themselves or others, or damaging property. Reasonable force may also be used to maintain good order and discipline within the classroom or during school activities. The school follows the Hertfordshire STEPS methodology, which promotes a therapeutic approach to behaviour management, and has a separate policy on physical intervention that outlines procedures and safeguards. Any use of reasonable force will be proportionate, lawful, and in line with the Department for Education's guidance *Restrictive interventions, including the use of reasonable force, in schools: guidance for schools in England*. Staff are trained to understand when and how reasonable force may be applied and incidents are recorded and reviewed to ensure accountability and pupil welfare.

Safeguarding and behaviour concerns
Where a pupil's behaviour gives reasonable cause to suspect that they may be suffering or are likely to suffer, significant harm, the school will act in accordance with its safeguarding procedures. Staff will promptly report concerns to the Designated Safeguarding Lead (DSL), who will assess the situation and, where appropriate, make referrals to children's social care or other relevant external agencies. The welfare and safety of the child will always be the school's paramount consideration and all actions will be taken in line with statutory guidance and local safeguarding protocols.

Exclusions

Internal exclusions, often known as isolation, are where a child is removed from their normal lessons for a period of time and work in a space away from their class. Internal exclusions are not subject to the same rules as external exclusions.

External exclusions. Only the Headteacher (or acting head teacher) can decide whether to exclude a pupil, for a suspension or permanently, and the school will follow the DfE Guidance on Suspensions and Permanent Exclusions in these circumstances.

Links with home

We believe in working to build an engaged partnership with parents / carers so that they are able to support the school in promoting positive behaviour and attendance. We feel it is important that parents / carers know the measures taken to promote positive behaviour in school and are able to participate in their children's education by having two-way communication with the school. The 'Early Prognosis' document includes information about the child's experiences at home. Information is shared with parents by:

- our Agreement between School and Home
- Code of Conduct
- newsletters and through awards which are sent home
- the procedures as laid out in this policy
- the procedures as laid out in our Anti-Bullying Policy
- meeting with parents to ensure involvement in supporting the school in managing their child's behaviour
- through their involvement in meetings with external agencies where appropriate.

4. Role of the Governing Body

The Governing Body has established a clear and consistent framework with the school to promote positive behaviour and discipline, rooted in principles that foster respect, inclusivity, and safety. It sets out clear expectations of acceptable behaviour and supports reflective practices that encourage accountability and empathy through dialogue and restorative approaches. The Governing Body ensures that the school's behaviour policy upholds a safe and orderly learning environment, free from bullying and disruption, where all pupils can thrive socially and academically.

5. Procedures for review and evaluation

Our Behaviour Policy is a living policy. See Appendix 10 for a list of key definitions relating to the policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- short questionnaires and/or conversations with a diverse sample of pupils, staff and parents/ carers
- School Council feedback and pupil voice
- statistical data of pupils or groups who are regularly given consequences or rewards
- classroom/playground observation.

Due regard has been given to relevant guidance issued by the Department for Education (DfE), and the school will adhere to the most current versions of these documents to ensure ongoing compliance without necessitating policy revisions each time updates are released.

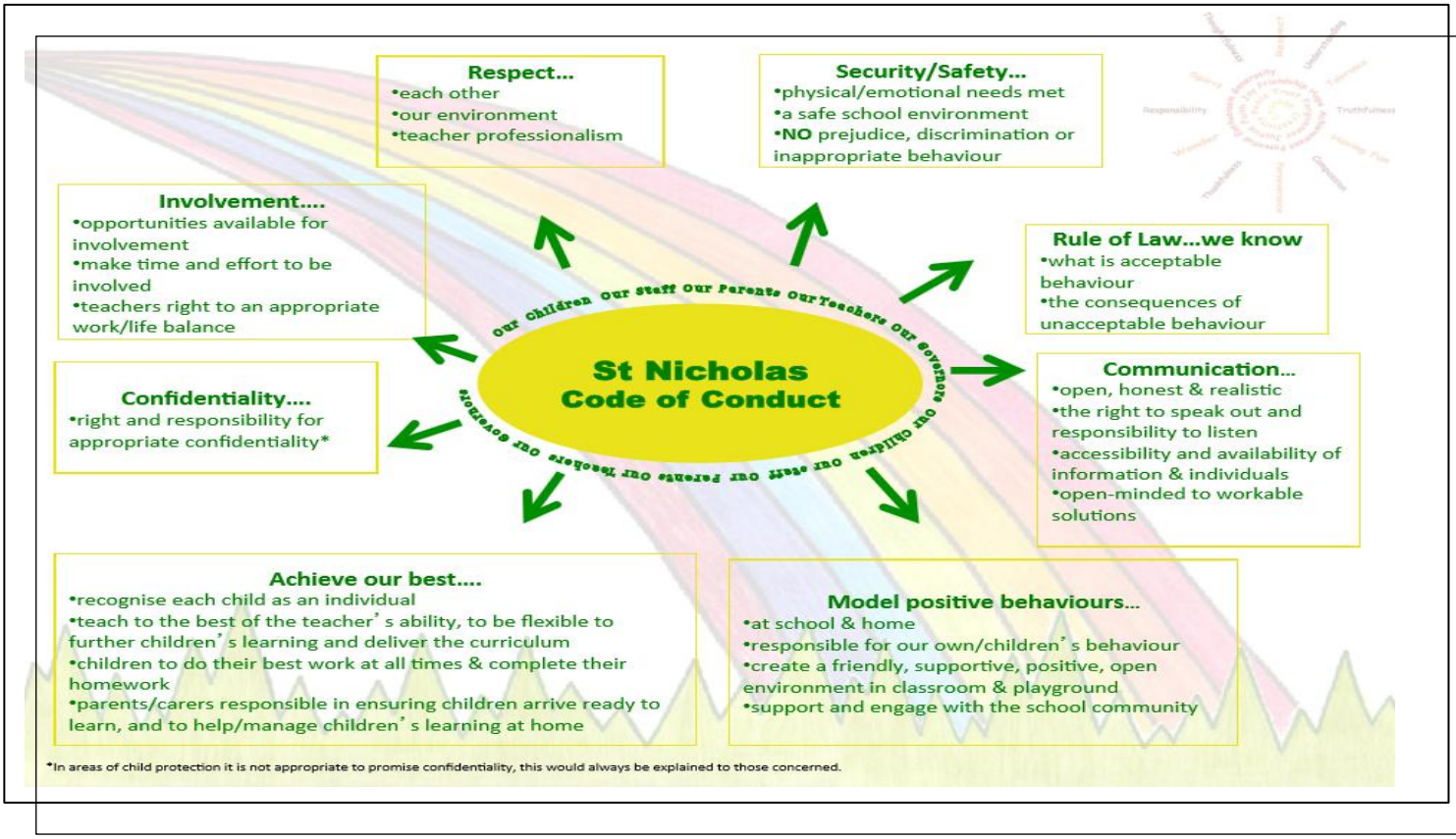
6. Complaints

The school's procedures for dealing with complaints about behaviour are a declared part of the school's procedures for handling all complaints.

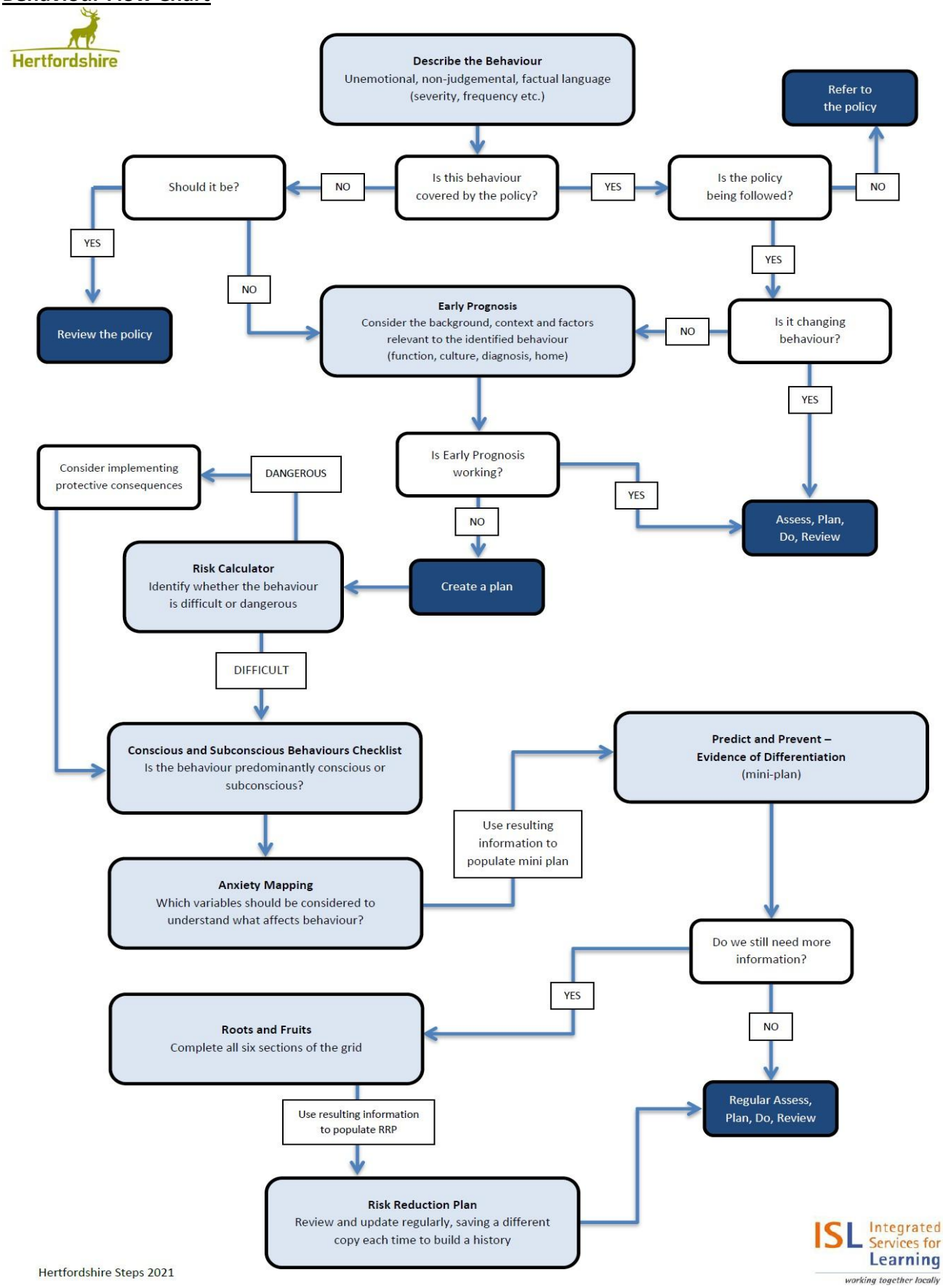
Related policies:

- Anti-Bullying Policy
- Equality Policy and Accessibility Action Plan
- Complaints Procedure
- Special Educational Needs and Disabilities Policy

Appendix 1: Code of Conduct

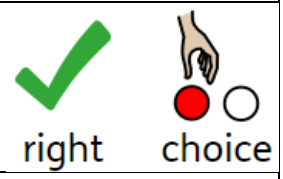


Appendix 2:
Behaviour Flow Chart



Appendix 3: Descriptions of behaviour and possible consequences

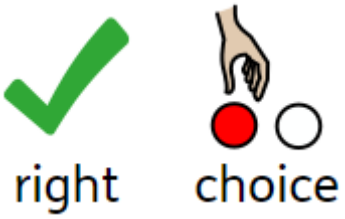
The descriptions below are **examples of behaviour** that will normally fall within each level, subject to special circumstances being identified such as the need for a Personalised Support Plan. **The examples are not a comprehensive list** and teaching staff will exercise their judgement to determine (1) whether certain behaviour falls within a particular level and (2) what consequences or sanctions are appropriate.

Levels of behaviour	**Consequences**
Rule reminder level	**Rule reminder level**
Class rules are not followed which are linked to Be Kind, Be Safe and Be Responsible.	**Positive phrasing to state expectations:** Reminder of the rule and emphasise choice: This is a reminder to be responsible, eg, 'It is working time.' 
Level 1	**Level 1**
• Teasing • Pushing in • Interrupting teacher • Spoiling other pupils' games • Telling tales • Avoiding work/wasting time • Being silly/silly noises • Name calling • Running in the classroom • Cheekiness • Hiding • Making unkind remarks • Continuous talking • Refusing to follow instructions • Distracting other pupils	• Talk to the pupil (tell the pupil quietly/politely that the procedure has begun) • Say, 'Stop, this is a warning. You are on Level 1.' • Highlight other pupils' good behaviour • Teachers give disapproving 'look' • Move the pupil to sit next to child who is behaving well or the teacher • Teacher increase proximity to child
Level 2	Level 2
• Persistent Level 1 behaviour • Hurting others verbally or physically (e.g. pushing)	• Pupil is sent to Time Out zone in class • Pupil is given a green Level 2 'Think About Behaviour' sheet to complete and the form will be filed in the class behaviour file • Refer to the Christian value during restorative conversation, including forgiveness and a new start • The pupil is told, 'This behaviour is Level 2 and is unacceptable.'
Level 3	**Level 3**
• Arguing back • Rudeness • Being disrespectful • Intentionally upsetting other pupils • Lying • Graffiti	• Pupil is sent to Time Out zone in class • The pupil is told, 'This behaviour is Level 3 and is unacceptable. Your parents will be told at the end of the day. • Restorative conversation: Outline effect of behaviour on others in a debrief session during play time or some of lunch time. This may involve an apology.

• Physically hurting others (e.g. kicking, biting) • Defacing others work • Causing harm or the risk of harm to a pupil or member of staff	• Class teacher sends the child home with a standard, yellow Level 3 letter • Access to privileges in school may be withdrawn Completed acknowledgment slip (returned by parents) to be stored in child's file in the school office
Level 4	**Level 4**
• Persistent disruptive behaviour (e.g. 3 Level 2 or Level 3 incidents) • Vandalism/deliberate damage to property • Serious fighting, punching and other ways of hurting other children physically • Threatening behaviour • Swearing • Racial abuse • Homophobic comments • Discriminatory abuse • Stealing • Bullying, including cyber bullying, prejudice-based and discriminatory bullying • Spitting and biting • Exposing themselves • Throwing furniture or equipment • Carrying an offensive weapon • Harassment • Criminal behaviour • Persistent defiance or refusal to follow instructions • Persistent verbal abuse towards staff or pupils • Persistent disruptive behaviour that affects learning • Inappropriate use of technology (e.g., cyberbullying) • Truancy or leaving school without permission	• Pupil is sent to Headteacher or member of SLT (if necessary they are accompanied by another child or an adult) • Pupil is given red Level 4 Think About Behaviour sheet to complete • Refer to the Christian value • Restorative conversation: Outline effect of behaviour on others in a debrief session during play time or some of lunch time. This may involve an apology. • Missed class work is completed at break time/lunchtime • Prolonged limited access to outside space for the specific pupil • Pupil may have an internal exclusion ('isolation') • Pupil may have an exclusion either for a fixed period ('suspension') or a permanent exclusion from the school • The pupil has a conversation with the head teacher and/or the victim so that they understand the impact of their behaviour • Class teacher gives the parent Level 4 letter and explains incident • Issue dealt with on a whole school level e.g. assembly or circle time • Completed acknowledgement slip (returned by parents) to be stored in child's file in the school office

Appendix 4: Playground descriptions of behaviour and possible consequences

The descriptions below are examples of behaviour that will normally fall within each level, subject to special circumstances being identified such as. the need for a Personalised Support Plan. The examples are not a comprehensive list and teaching staff will exercise their judgement to determine (1) whether certain behaviour falls within a particular level and (2) what consequences or sanctions are appropriate.

Levels of Behaviour	Consequences
Rule Reminder Level	Rule Reminder Level
School rules are not followed: Be Kind, Be Safe and Be Responsible.	**Positive phrasing to state expectations:** Reminder of the rule and emphasise choice: This is a reminder to be responsible, e.g. we need to use the equipment safely. 
Level 1	Level 1
• Teasing • Pushing in • Interrupting teacher • Spoiling other pupils' games • Telling tales • Avoiding work/wasting time • Being silly/silly noises • Name calling • Running in the classroom • Cheekiness • Hiding • Making unkind remarks • Continuous talking • Refusing to follow instructions • Distracting other pupils	• Talk to the pupil (tell the pupil quietly/politely that he/she has been warned • Say, 'Stop, this is a warning.' 'You are on Level 1' • Go over the rule that has been broken. • Highlight other pupils' good behaviour • Adults disapproving 'look' • Adult proximity • Encourage a meaningful apology
Level 2	Level 2
• Persistent **Level 1** behaviour • Hurting others verbally or physically (eg, pushing)	• Pupil is sent to thinking bench and told, 'This behaviour is unacceptable.' And given a green Level 2 'Thinking about behaviour' sheet to complete • Pupil stays on the bench for 10 min to reflect and review their actions Refer to the Christian value
Level 3	Level 3
• Persistent **Level 2** behaviour • Arguing back • Rudeness • Being disrespectful • Intentionally upsetting other pupils	• Pupil is sent to the thinking bench • The pupil is told, 'This behaviour is Level 3 and is unacceptable. Your parents will be told at the end of the day.' • Restorative conversation: Outline effect of behaviour on others in a debrief session during play

• Lying • Graffiti • Physically hurting others (eg, kicking, biting) • Defacing others work • Causing harm or the risk of harm to a pupil or member of staff	time or some of lunch time. This may involve an apology. • Class teacher sends the child home with a standard yellow Level 3 letter • Access to privileges in school may be withdrawn • Completed acknowledgment slip (returned by parents) to be stored in child's file in the school office. If appropriate ask the pupil to apologise to the victim
Level 4	Level 4
• Persistent disruptive behaviour (eg, 3 Level 2 or Level 3 incidents) • Vandalism/deliberate damage to property • Serious fighting, punching and other ways of hurting other children physically • Threatening behaviour • Swearing • Racial abuse • Homophobic comments • Discriminatory abuse • Stealing • Bullying, including cyber bullying, prejudice-based and discriminatory bullying • Spitting and biting • Exposing themselves • Throwing equipment • Carrying an offensive weapon • Harassment • Criminal behaviour • Persistent defiance or refusal to follow instructions • Persistent verbal abuse towards staff or pupils • Truancy or leaving school without permission	• The pupil is sent to the Headteacher or SLT (if necessary, they are accompanied by another child or an adult) • Refer to the Christian value • Restorative conversation: Outline effect of behaviour on others in a debrief session during play time or some of lunch time. This may involve an apology. • The pupil is told, 'This behaviour is Level 4 and totally unacceptable. Your parents will be told at the end of the day' • Adult (in conjunction with member of SLT) completes the red parent Level 4 letter • Pupil may have an internal exclusion ('isolation') • Pupil may have an exclusion either for a fixed period ('suspension') or a permanent exclusion from the school

Appendix 5: Thinking time slips



In class – Green Slip (Level 2) or Yellow (Level 3)

Name:	Class:	Date:



What happened?

- Be Kind
- Be Safe
- Be responsible

Which rule was broken?




How did you make the other person feel?





What can we do now?

Member of staff issued the slip _____

Member of staff who led **a restorative discussion** _____

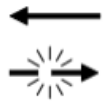
Actions taken as a result of behaviour:

Verbal warning	Time out (eg, 5 minutes)	Refer to Class Teacher or SLT
Give additional information about the incident (use the opposite side if required).		

Appendix 6: Think about my behaviour in the playground (Yellow slip - Level 3)

Name:	Class:	Date:

Write down exactly what you said and did.



What happened?

- Be Kind
- Be Safe
- Be responsible

Which rule was broken?



How did you make the other person  feel?



What can we do  now?

To be completed by member of staff:

Member of staff issued the slip _____

Member of staff who led **a restorative discussion** _____

Actions taken as a result of behaviour:

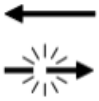
Verbal warning	Time out (eg, 5 minutes)	Refer to Class Teacher or SLT
Give additional information about the incident (use the opposite side if required).		

Appendix 7 Level 4: Thinking about my behaviour – Red Slip

Name:	Class:	Date:

Write down exactly what you said and did.





What happened?

Which rule was broken?





How did you make the other person feel?





What can we do now?

To be completed by member of staff:

Member of staff issued the slip _____

Member of staff who led **a restorative discussion** _____

Actions taken as a result of behaviour:

Verbal warning	Time out (eg, 5 minutes)	Refer to Class Teacher or SLT
Give additional information about the incident (use the opposite side if required).		

Appendix 8: Level 3 behaviour letter

St Nicholas CE VA School

Church Green
Harpenden
Herts
AL5 2TP

Date: _____

Level 3 Behaviour letter

Dear Parent/ Carer

Your child _____ had time out in class today. Your child chose to behave inappropriately. He/she

_____

_____

_____

We went through the behaviour procedure, which is part of the school's behaviour policy. Please discuss appropriate behaviour with him/her.

Our policy on behaviour ensures that the school is a safe learning environment and will only work~~s~~ successfully if the policy is fully supported by home and school.

Yours sincerely,

_____
Class teacher

Level 3

Name of Child: _____ Class _____

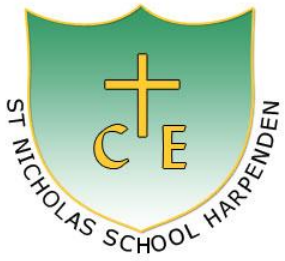
I have read this letter and spoken with my child.

Signed _____ Parent/ Carer

Please return this slip to your child's class teacher/school/the school office.

Appendix 9: Level 4 behaviour letter

St Nicholas CE VA School



Church Green
Harpenden
Herts
AL5 2TP

Date: _____

Level 4 Behaviour letter

Dear Parent/ Carer

Your child _____ has been sent to the Headteacher today. Your child has shown behaviour contrary to the school's Behaviour expectations. He/ she

_____

_____

We went through the behaviour procedure, which is part of the school's behaviour policy. Please discuss appropriate behaviour with him/her.

A meeting has been arranged for you to meet with the Headteacher on _____. If this time is not convenient, please contact the school to make an alternative appointment.

Our policy on behaviour ensures that the school is a safe learning environment and only works if the policy is fully supported at school and home.

Yours sincerely,

Mrs Crouch
Headteacher

Level 4

Name of Child: _____ Class _____

I have read this letter and spoken with my child.

Signed _____ Parent/ Carer

Please return this slip to your child's class teacher/school/the school office.

Appendix 10: Behaviour Policy – key definitions

Behaviour: *Everything a person says or does. The spectrum of behaviour goes from extreme positive, collaborative, respectful and considerate behaviour to extreme negative behaviour. A behaviour policy should increase positive behaviour and reduce negative behaviours through planned responses.*

Being therapeutic*: An approach to behaviour that prioritises the positive feelings of everyone within the dynamic. A school's policy establishes the methodology by which positive behaviour replaces negative behaviour through planned and sustained positive experiences.*

Bribery*: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.*

Conscious behaviours*: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.*

Consequence*: A logical, explainable response to a positive or negative behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop positive behaviour transferable to all contexts.*

Dangerous behaviour*: That which is negative and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm 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. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.*

Difficult behaviour*: That which is negative but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.*

Dynamic*: Any group of people brought together through choice, circumstance or obligation.*

Equality*: Affording people the same equal status, rights, and opportunities.*

Equity*: The differentiated measures to provide equal opportunities.*

External discipline*: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.*

Externalising*: When a person's natural response to negative feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.*

Extrovert*: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.*

Internal discipline*: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.*

***Internalising**: When a person's natural response to negative feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.*

***Introvert**: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.*

***Positive behaviour**: Relating to behaviour which is positive, helpful, considerate, collaborative and respectful.*

***Punishment**: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.*

***Reward**: A desirable object or experience given to celebrate outcomes already achieved.*

***SEND:** References in this policy to children with SEND includes children with special educational needs, whether as a result of medical, physical or mental health needs or disabilities.*

***Subconscious behaviour**: That which is present without any thought or planning; a behaviour a person is unable to contain.*