

COGNITA



St. Nicholas Preparatory School

An outstanding education for boys and girls
from 3 to 11

Behaviour Policy

September 2018

1 Purpose

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils.
- 1.2 This policy applies to all pupils including those in the Early Years.

2 Background

- 2.1 We are required to ensure the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.
- 2.2 In keeping with The Education (Independent School Standards) (England) Regulations 2014/British School Overseas Standards (as amended), our policy outlines our code of conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.
- 2.3 The Headteacher is responsible for developing this policy within the framework set by Cognita as proprietor. Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct.
- 2.4 This policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an Anti-Bullying Policy, which is available on our website.
- 2.5 This policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our Safeguarding and Child Protection Policy, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs and/or disability.
- 2.6 If any pupil's behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding and Child Protection Policy and Procedures will be rigorously followed and action will be taken in accordance with the relevant local safeguarding children's board referral procedures. *If any child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.*
- 2.7 We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our parent contracts accordingly.
- 2.8 We support children at times when difficult events happen in their lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

3 Applicability

- 3.1 Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.
- 3.2 We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.
- 3.3 To this end, we have an ethos of setting high expectations for all pupils with consistently applied support. We expect our staff, parents and pupils to understand and respect the rules of the school and the expectations and responsibilities outlined in this policy. We expect both staff and parents to model positive behaviour at all times so that our pupils can benefit fully from their experiences in school.
- 3.4 It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.
- 3.5 We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's well-being, during any activity, whether on or off the school premises, under any circumstances.
- 3.6 Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy and to ensure that all children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.
- 3.7 Children who are mentally healthy have the ability to:
 - Develop psychologically, emotionally, intellectually and spiritually;
 - Initiate, develop and sustain mutually satisfying personal relationships;
 - Use and enjoy solitude;
 - Become aware of others and empathise with them;
 - Play and learn;
 - Develop a sense of right and wrong; and
 - Resolve (face) problems and setbacks and learn from them.
- 3.8 Where severe problems occur, we expect the child to receive external support, as well as support in school at an early stage, such as via the Common Assessment Framework and early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents and the pupil in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support pupils, using evidence-based approaches.
- 3.9 Staff work closely with the Special Educational Needs Coordinator (SENCO) and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

4 Definitions and Scope

4.1 School Provision

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Our school provides:

- A committed senior management team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- Staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges;
- An effective strategic role for the Special Educational Needs Coordinator (SENCO), ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
- Working with parents and carers as well as with the pupils themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
- Continuous professional development for staff to inform them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem;
- Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published SEND Policy;
- Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and
 - A healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

4.2 Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every pupil well and can spot changing patterns and early signs.

4.3 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

4.4 We will support pupils with medical needs and be fully aware of any medication that children are taking, including supporting any Individual Health Care Plans.

4.5 School Principles:

- School staff and pupils should all show respect for one another;

- Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs;
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;
- All pupils should be listened and responded to;
- All pupils are entitled to learn in a safe and secure environment;
- Pupils should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
- All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the school community should understand and accept the principles on which the Behaviour Policy is grounded.

5 Procedures and Responsibilities

- 5.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.
- 5.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Headteacher says otherwise.
- 5.3 To be socially acceptable, we believe that children should be able to:
- Treat other children and adults with respect;
 - Speak politely to other people; and
 - Have self-confidence and high self-esteem.
- 5.4 To encourage this, the staff will:
- Treat all children and adults with respect;
 - Speak politely to other people;
 - Praise children's efforts and achievements as often as they can;
 - Explain to children what they should have done or said when they get it wrong;
 - Tell parents about their child's efforts and achievements; and
 - Avoid using critical or sarcastic language.
- 5.5 We will not accept the following behaviour from children or adults:
- Use of unkind or rude language;
 - Hitting, kicking, biting or other such physical responses; or
 - Racist or sexist remarks, or other discriminatory comments.
- 5.6 If such behaviour occurs:
- We will tell the child that it is wrong and explain what they should have done or said, or not said;
 - If the behaviour is repeated, the child will be reprimanded once more as above;
 - If the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected; and
 - We will try to find out why the child is behaving in this way and then treat the situation accordingly.

5.7 The role of the teacher

- Teachers are responsible for ensuring that the school's Behaviour Code is enforced in their class, and that their classes behave in a responsible manner during lesson time;
- Any incidents of anti-social behaviour will be discussed by the teacher with the class, e.g. during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each pupil fairly;
- If a pupil misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the senior member of staff named at the front of this document, including, where relevant, a conversation with the parent to seek improvements and the use of appropriate strategies;
- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil;
- An incident form is used to record in detail any incident involving a child or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Headteacher and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book;
- Obey all health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter;
- Never make racist, sexist, homophobic or other abusive or humiliating remarks;
- Never resort to physical violence;
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details;
- We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Headteacher only and where there is good reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search pupils in a blanket way; and
- Comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy.

5.8 Expectations of pupils in our school

- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Never make racist, sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

6 Rewards and Sanctions

6.1

Behaviour in the Early Years:

The Montessori approach in Nursery is based on the belief that good behaviour should come from inside rather than something that is imposed by others. By being allowed freedom within limits in the environment, and learning to love and care for other people, the child develops confidence and control over his/her own behaviour. Children are involved in the process of finding solutions to problems they are facing with the aim to try and prevent them from reoccurring. Montessori teachers provide options for the child to choose from to help them to manage their own behaviour and situations for themselves. The teachers step in when necessary or when asked to by the child.

This approach is promoted in our reception classrooms, along with encouraging good behaviour through the use of rewards such as stickers, house-points, certificates and 'Golden Time'.

The children in Early Years follow a set of classroom 'ground rules'. These rules are implemented from day one and reinforced throughout the year. They are based on respecting each other and the environment using a positive discipline approach. All children are treated with respect, and inappropriate behaviour is dealt with according to the specific situation. A positive cool-off time is provided for the children to take time to calm down and feel better. Time-out may need to be used where a child and teacher can sit together and try to resolve the issue. Certain privileges may need to be taken away if a child continues to be unreceptive to the ground rules, including 'Golden Minutes'. Staff will always communicate any issues that have occurred during the school day. Staff strive to work together with parents and give feedback on all actions taken in school.

The school has a set of 'Golden Rules' (see appendix 1) which is displayed in all classrooms for all age groups across the school. Teachers regularly refer to these and use them throughout PSED lessons and other strands of learning. The children's commitment to these Rules is evidenced by them marking them with their handprint, at the start of the academic Year.

Teachers of pupils in Y1-6, promote the 'St Nicholas Code of Good Behaviour' (see appendix 2), which is displayed in classrooms throughout the school. Additionally, pupils and their Parents sign a copy of this at the start of the academic year. A copy is displayed in the pupil Planner for children in Y3-6.

Succeeding at St. Nicholas – Behaviour in KS1 & KS2:

Success at St. Nicholas is premised on proper attitudes reflected in positive behaviour. The 'Succeeding at St. Nicholas' behaviour system aims to promote positive learning behaviour. It aims to provide a clear, visual approach that incorporates both rewards and sanctions. Children start on green at the beginning of each day and move up the chart for positive behaviour and down for negative behaviour (see table below for examples). Children who move to blue show behaviour that is continually above expectation during the day and purple is awarded to those displaying consistently outstanding behaviour over a period of

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time. Alternatively, if children are moved to yellow, orange or red, sanctions are applied as outlined in the table.

Each KS1 & KS2 class has a colour behaviour chart displayed in their classroom as below.

Purple (10HP, sticker & pencil)
Blue (5HP and sticker)
Green (All children start on green)
Yellow (Verbal warning)
Orange (Time out)
Red (Time out and contact parent)

The table below outlines what behaviour each colour on the chart represents and the rewards linked to each.

	What it Looks Like	Reward
Blue Behaviour	Child can be moved up the chart in small steps towards blue for: <ul style="list-style-type: none"> Excellent effort in work Excellent contributions during class discussions Being helpful Being kind Helping to look after the classroom 	Sticker and 5 house points awarded if the child is on blue at the end of the day
Purple Behaviour	<ul style="list-style-type: none"> Child has achieved blue consistently over a period of time and shows outstanding behaviour. 	Sticker and 10 house points awarded if the child is on purple at the end of the day Small prize given by AG, e.g. pencil During Friday assembly, children on purple asked to stand up for applause

The House Point System:

From Reception, each child is allocated a house (Shackleton, Livingstone and Scott). The houses meet every 2 weeks during term time and often compete as teams, e.g. Sports Day, Interhouse Music competition.

Throughout the academic year, children are awarded house points for good work, behaviour, politeness and helpfulness beyond the norm. The house point system is linked to the 'Succeeding at St Nicholas' chart, as detailed above. These are recorded and totalled weekly.

Children receive badges for 100, 200, 300, etc. house points which are awarded in key stage assemblies on Fridays.

Work of the Week (WOW):

Work of the Week is awarded every Friday by specialists and class teachers. This is an outstanding piece of work by the individual; it may demonstrate a superb effort and real progress. These will be announced each week with the work accompanied by the teacher's comments. It will then be displayed in the entrance hall for a week so visitors can look and admire the efforts of the pupils.

Head's Break:

Every week, a child from each class is chosen to share their outstanding work with the Headteacher during his/her garden break. The children are invited to the Headteacher's office for refreshments and a chance to talk about the wonderful work they are doing in class.

Head Boy and Head Girl

These are chosen to provide leadership role models, demonstrate good behaviour and carry out duties across the school.

House Captains/ Vice Captains:

One Year 6 pupil and one Year 5 pupil are voted to be House Captain/Vice Captain. These children are role models for the younger children, promoting and encourage positive behaviour and good sportsmanship within the school.

Form Captains/Vice Form Captain

Each class from Year 3 upwards will vote for a Form captain and a Vice Form captain every half term.

6.2 Strategies and support

The following outline a range of strategies in use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc;
- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behaviour;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- referral to CAMHS and/or educational psychology services; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

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- Forghnighly Swap Shop where older children read/do activities with younger children. This promotes leadership qualities and opportunities to act as positive role models.
- House Assemblies – promote and encourage positive behaviour that will lead to house points and moving up on the behaviour chart.
- ABC (Antecedent Behaviour Consequence) Behaviour log – monitoring patterns of behaviour and effective strategies to support individuals.

6.3 Our sanctions

The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

- 6.3.1 We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding and Child Protection Policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.
- 6.3.2 Adults always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.
- 6.3.3 Parents will be involved at the earliest stage if problems are persisting or recurring.
- 6.3.4 Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. These include the following:

The table below outlines what behaviour each colour on the chart represents and the sanctions linked to each.

	What it Looks Like	Sanction
Yellow Behaviour (Verbal warning)	<ul style="list-style-type: none"> • Chatting • Calling out • Not listening • Ignoring instructions • Inappropriate movement around school (noisy, running) 	Moved to yellow on chart (may follow an initial reminder)
Orange Behaviour (Time out)	<ul style="list-style-type: none"> • Continued 'Yellow Warning Behaviour' • Unsafe movement around classroom/school (running, jumping down stairs, pushing etc) 	Moved to orange on the chart Child to miss 10 minutes (KS1) of Garden/Golden Time and 20 minutes for children in (KS2)

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	<ul style="list-style-type: none"> Moderate aggressive physical or verbal behaviour towards children or adults (pushing, shouting, rudeness) 	Ensure child knows what behaviour has warranted the sanction
Red Behaviour (Contact parent)	<ul style="list-style-type: none"> Continued 'Orange Behaviour' Aggressive physical or verbal behaviour towards children or adults (swearing, kicking, punching etc) Putting someone else at great risk of injury 	<p>Moved to red on the chart</p> <p>Child to miss entire Garden/Golden Time (KS1) or both Garden Times (KS2)</p> <p>Sent to SLT (JW, AG, or LC, JD, GA if out)</p> <p>Class Teacher to contact Parent (ask for SLT support if supply/unsure)</p> <p>Incident details to be logged in 'Behaviour Log' indicating the type of misbehaviour</p>
Extreme Behaviour	<ul style="list-style-type: none"> Extreme violence towards children or adults Extreme verbal aggression towards children or adults 	<p>Removed from class immediately and escorted to Headteacher</p> <p>Headteacher to contact parents</p>

Corridors (in passing)

- Children are expected to move around the school quietly and sensibly.
- When classes are walking around the school, the line leader is to lead and a member of staff is to follow from the end of the line.
- When using the stairs, children are to walk up by the wall and down the bannister side.
- When teaching staff need to address inappropriate behaviour in passing, the child may be moved down the chart swiftly following the warning.

	What it Looks Like	Sanction
Yellow Behaviour (Verbal warning)	<ul style="list-style-type: none"> Inappropriate movement around school (noisy, running) 	<p>Remind the child of expected behaviour when moving around the school</p> <p>Warning given</p> <p>Ask the child to go back up or down the stairs sensibly and quietly</p>
Orange Behaviour (Time out)	<ul style="list-style-type: none"> Continued 'Yellow Warning Behaviour' 	Child moved onto orange

	<ul style="list-style-type: none"> • Unsafe movement around school (running, jumping down stairs, pushing etc) 	Teaching staff emails/verbally informs class teacher about incident
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If it is felt by the class teacher that a child is consistently misbehaving and the sanction is having little or no effect, the Head of KS may observe the child and a meeting will be held with the child's parents to discuss this.

6.3.5 In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, verbal abuse and persistent disruptive behaviour in class the following will be followed:

- the sanctions outlined in the red section of the Succeeding at St Nicholas Chart;
- verbal warning by the Headteacher or Deputy Head. For most pupils this will be sufficient and the problem will be rectified;
- withdrawal from lessons for the rest of the day;
- contacting parents immediately;
- meeting with parents and a plan agreed for monitoring the behaviour whereby parents also take responsibility for helping their child to improve;
- Suspension (fixed term exclusion) and Expulsion (permanent exclusion) – See Exclusion Policy
- It is acceptable to restrain a child if they are a danger to themselves or others. (See the Safe Restraint Policy).

6.3.6 It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

7 Suspension and Expulsion

7.1 The Headteacher reserves the right to suspend and expel pupils from the school. Suspension and expulsion will be dealt with in accordance with our Exclusion Policy.

8 Allegations of Abuse against Teachers and Other Staff

8.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

9 Complaints Procedure

9.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the Headteacher. You may find it helpful to refer to our Complaint Procedure for guidance (available via the school website).

9.2 The Complaints procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school. If as a parent/carer(s) your complaint is about exclusion from school for inappropriate conduct, please refer to the Exclusion Policy.

10 Monitoring and Evaluation

10.1 Each Headteacher is responsible for maintaining a behaviour log which includes instances of bullying.

10.2 The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.

10.4 Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.

10.5 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the Cognita Assistant Director of Education (ADE).

Appendix 1: Golden Rules



GOLDEN RULES

These rules are displayed throughout the school. All boys and girls from Nursery to Year 6 are expected to know them and act accordingly.

- **Always treat everyone with politeness and respect**
- **Always listen to other people**
- **Always be kind**
- **Always look after your own and other people's property**
- **Always try to be your best self**

Appendix 2: The St Nicholas Code of Good Behaviour



THE ST NICHOLAS CODE FOR GOOD BEHAVIOUR

We have a code of behaviour at St Nicholas because we want our school to be a safe, happy place for everyone, so that we can all do our best at work and play.

We can help everyone feel safe and happy by showing respect for one another.

This means:

- ◆ being kind and considerate
- ◆ listening to each other
- ◆ helping others
- ◆ sharing with others
- ◆ be polite and show good manners

We can help other children feel happy and safe at playtime if we:

- ◆ include everyone who wishes to join in our games
- ◆ stay within sight of the teacher
- ◆ use kind words
- ◆ take turns with our games
- ◆ ask children sitting on the buddy bench to play

To keep safe indoors we should:

- ◆ always walk – especially on the stairs
- ◆ stay in our line when moving about the school
- ◆ use indoor voices
- ◆ respect other people's space

To try to sort out problems we should:

- ◆ be prepared to say "sorry"
- ◆ consider other people's feelings
- ◆ remember to be kind
- ◆ ask an adult for advice if necessary

We can all work at our best if we:

- ◆ accept responsibility
- ◆ try to always do our best
- ◆ listen to the teacher's instructions
- ◆ learn from our mistakes

If we do not keep to this code, we may have to:

- ◆ stay with a teacher during play time
- ◆ miss a fun activity
- ◆ write a letter of apology
- ◆ explain what happened to our parents

***I have read this guide to good behaviour with my parents.
I agree to follow the code at all times.***

Signed

Parent's signature

Date

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Document sponsor (role)	Director of Education
Document author (name)	Karen Nicholson, ADE. 2018 Review - John Coleman, ADE

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Audience	All school staff

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Spain	Yes

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Related documentation	
Related documentation	Anti-Bullying Policy Exclusion Policy Safeguarding and Child Protection Policy