



## Behaviour policy and statement of behaviour principles

St Nicolas' Church of England School Vision

***Jesus said, 'I am the vine, and you are the branches.'***

Our school is rooted in the Christian Faith. Nourished by God, we want to grow together drawing on His strength to live out our Christian values so that we can reach out to others in our community.

We are all unique and together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life.

### **Members of staff responsible:**

Headteacher

Academy Business Director

Deputy Headteacher

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Appendix 1: St Nicolas Behaviour Choices and Consequences chart

Appendix 2: Behaviour and SEND: a graduated response for children who have SEN and/or may require additional support

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## Key principles

- Every individual should be, and should feel, safe at school
- Everyone should understand our simple rules and shared expectations
- Children are praised and recognised for positive behaviours
- Bullying and violence will not be tolerated
- Children will be expected to share and show our Christian values of respect, love/friendship, honesty, and courage (resilience), thankfulness and peace.
- Children should recognise the importance of living and growing together, as part of a whole school community, in line with our vision: 'Jesus said, I am the vine, and you are the branches.'
- Adults will model the highest standards of behaviour.

The governing body accepts these principles and seeks to create an environment in school that encourages and reinforces good behaviour through positive reinforcement and praise.

## Aims

- This policy aims to:
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 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](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- › [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.

## 3. Definitions

**Level 1 - Minor behaviour** is defined as:

- Not following the school rules  
Be kind, polite and respectful to everyone.  
Listen to the adults and each other.  
Be proud of our school and take care of it.  
Move quietly and sensibly around our school.  
Wear our school uniform with pride.
- Disrupting other children's learning
- Not following the rules for safety

**Level 2 – Serious behaviour** is defined as:

- Three level 1 incidents in one day.
- Refusing to follow instructions
- Repeatedly disrupting other children's learning

- Irresponsible or dangerous behaviour
- Swearing and inappropriate language to children
- Damaging school property
- Physical aggression (e.g. deliberate hitting, kicking or shoving, including 'play' fighting)
- Not being truthful to an adult when discussing their behaviour or an incident

### Level 3 - Very Serious behaviour

- Persistent or repeated disruptive behaviour
- Refusing to cooperate with an adult.
- Swearing and inappropriate language to an adult
- Bullying others (repeated behaviour)
- Physical aggression to an adult or child
- Verbal aggression to an adult or child
- Stealing from the school or other children
- Purposely spitting, biting, coughing or invading personal space

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 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)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)

The school adopts a preventative approach to bullying. We work as a whole school community to stop bullying occurring. The school communicates a strong anti-bullying message to children and all members of the school community through the school ethos. Allegations of bullying are taken very seriously and investigated thoroughly, and appropriate action is taken to support all parties. Please see the anti-bullying policy for further information.

<https://primarysite-prod-sorted.s3.amazonaws.com/stnicolascombinedmaidenhead/UploadedDocument/9a2d7595-14e9-43d4-8a61-83819c86164a/anti-bullying-policy-2025.pdf>

Staff and governors are trained regularly on safeguarding, child-on-child, prevent and radicalisation as well as online safety. Training is recorded on the school system.

## 5. Roles and responsibilities

### 5.1 The governing body

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

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour 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 children 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

### 5.3 Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour 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 (within CPOMS -**C**hild **P**rotection **O**nline **M**anagement **S**ystem)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 5.4 Parents and carers

Parents and carers have a vital role in fostering good behaviour. An active partnership between home and school offers great benefits. Close home-school liaison is crucial. Opportunities are made by school for parents and teachers to share any concerns about children's behaviour or social issues which might occur. This takes place through informal chats after school, phone calls, notes in planners, emails etc. This contact is an integral part of school life. It is the expectation of the school that parents will also act as good role models when on the school premises and support our Christian values and strategies for behaviour management.

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour 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.

## 5.5 Children

Children 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 behaviour policy
- The school's key rules 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

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

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

Children 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 in-year arrivals.

## 6. School behaviour curriculum

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of children in their own learning and timely, structured feedback all help to avoid the alienation and dissatisfaction which can lie at the root of poor behaviour.

It follows that lessons should have clear learning challenges, understood by children, and adapted to meet the needs of children of different abilities and need. Feedback, marking, and record-keeping are used as a supportive activity, to provide children with feedback on their progress and achievements. Feedback is an important signal to the children that their work is valued, and that progress is meaningful. In line with our SEND (Special Educational Needs and Disabilities) policy, children with SEND have the curriculum adapted to their needs and this supports positive behaviour.

Children are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all children to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 6.1 Mobile phones

Children do not use mobile phones at any time during the school day.

Children in Year 6 may bring a mobile phone that cannot be connected to the internet, for use when walking to and from school on their own. These phones can be brought to school, turned off and placed in a box in the year 6 class. The phones are returned at the end of the day.

## 7. Responding to behaviour

### Responsibilities and consequences

Children will be taught that they make their own choices about behaviour. Children who have been reminded of their responsibilities and continue the disruptive behaviour will be seen as **choosing** to behave in a negative way.

Those children whose challenging behaviour arises from known medical or social circumstances may have individual behaviour plans, tailored to their individual needs and incorporating agreed targets and rewards. Please see *Behaviour and SEND* below (Appendix 2).

When children choose to ignore their responsibility to behave appropriately, sanctions are given as an opportunity for the child to reassess their behaviour and to decide how to behave appropriately in the future.

The adults encountered by children at school have an important responsibility to model high standards of behaviour both in their dealings with the children and with each other. As adults we aim to

- Create a positive climate with clear behaviour expectations
- Emphasise the importance of being valued as an individual within the group
- Promote and encourage relationships based on our Christian values of love and friendship, honesty, respect, courage, thankfulness and peace.
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, and an understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability or disability in line with the Equality Act 2010
- Show appreciation of the efforts and contribution of all.

### 7.1 Classroom management

Classroom management and teaching methods have a significant impact on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to encourage children to remain on task. materials and resources should be easy to access, reducing uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

### 7.2 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 behaviour 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

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### **7.3 Responding to good behaviour**

We aim to promote positive behaviour and achievement through building a growth mindset and use of the Zones of Regulation. We believe that rewards have a motivational role, helping children to see that good behaviour is valued and important to keeping them safe, secure, able to learn and respectful.

It is also key that our positive reward system is applied fairly and consistently; we monitor this as a senior leadership team.

#### **What happens when children make the right choices?**

- Verbal or written positive comments
- Individual, group and whole class dojo points – leading to whole class rewards such as extra play, a craft activity, DVD afternoon, non-uniform day or picnic on the field.
- House points towards the house cup, which is awarded in celebration assembly.
- Headteacher's awards in celebration assembly and the Friday newsletter
- Class singing certificate

### **7.4 Responding to minor or serious behaviour**

The overriding ethos of our behaviour policy is to encourage a growth mindset and use of the Zones of Regulation. Positive behaviours are rewarded in line with our school vision and values and the whole school reward system provides many opportunities for reward and praise as detailed above. However, we recognise that children need clear boundaries and that we need to ensure the children are taught to understand responsibility and accountability. To do this effectively, there need to be consequences for negative behaviours. Our first aim in dealing with negative behaviours is always to de-escalate and provide positive behaviour reminders.

#### **What might happen if my child makes a wrong choice?**

See Appendix 1 (Behaviour Choices Consequences Chart) for detail.

- › A verbal warning/reminder
- › Name noted by teacher
- › Time out in, or where needed, out of the classroom
- › Talk to an adult about the behaviour
- › Following investigation, the child may have a restorative 'reflect and reset' conversation with a teacher, referring to the Zones of Regulation, their behaviour choices in the context of our Christian values, and the effect on themselves and others.
- › Incidents are logged in their planner (for parents) and recorded in the school system by the teacher

- HT/DHT may meet with the child to reflect on what has happened and how to avoid this being repeated. The HT/DHT will also consider any additional support or intervention that may be needed for that child, and monitor. We ensure the child's voice is heard. Calls home may be made to enlist parental support in helping the child to make the right choices in the future. Repeated low-level disruptive behaviour could result in internal isolation for a brief period, such as missed playtime or completing work away from the classroom.
- Child may be asked to apologise or write a note of apology.
- Invoice sent to parent/carer for deliberate damage to school property,
- Personal circumstances of the child will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. 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.

Staff are trained using the Step up and Step on program for positive behaviour and handling of children safely. This is refreshed regularly.

## 7.6 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). The headteacher/DHT would be informed if a search/confiscation needs to take place.

### Banned Items

Any items that can be used to endanger or hurt others or damage school property. These include knives and other sharp implements, matches, medicines/chemicals, bricks/stones.

### Confiscation

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

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

## Searching a child

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 child, 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 child 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 child; **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 child. During this time the pupil will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child 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 child has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, 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 children or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the child why they are being searched
- › Explain to the child 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 child the opportunity to ask questions
- › Seek the child's co-operation

If the child 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 call on other members of staff to try to determine why the child is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child 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 banned items above, but not to search for items that are only identified in the school rules.

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 a child's possessions**

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

- Desks
- Lockers
- Bags

A child's possessions can be searched for any item if the child agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for banned items noted above and items identified in the school rules.

An authorised member of staff can search a child's possessions when the child 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 DSL without delay if they haven't already:

- Of any incidents where the member of staff had reasonable grounds to suspect a child was in possession of a banned item.
- If they believe that a search has revealed a safeguarding risk

All searches for banned items, including incidents where no items were found, will be recorded in CPOMS.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a banned item). 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 child 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.

## Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the child's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the children involved. Staff retain a duty of care to the child involved and should advocate for child wellbeing at all times.

## Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the child's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the child's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The child's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

## Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the child or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the child's decision and it will be signed by the appropriate adult.

No more than 2 people other than the child and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police

- › Not be the headteacher
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the child could be seen by anyone else.

### **Care after a strip search**

After any strip search, the child will be given appropriate support, irrespective of whether any suspected item is found. The child will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the child may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any children who have been strip searched more than once and/or groups of children who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-site behaviour**

Sanctions may be applied where a pupil has shown minor/serious behaviour off-site when representing the school. This is when a child 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 child of our school

Sanctions may also be applied where a pupil has shown minor/serious behaviour off-site, at any time, whether or not the conditions above apply, if the minor/serious behaviour:

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

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

## **7.8 Online behaviour**

The school can issue behaviour sanctions to children for online behaviour when:

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

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

## 7.9 Suspected criminal behaviour

If a child 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 headteacher and SLT 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.

## 7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

Children 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 follow the general safeguarding principles set out in 'Keeping Children safe in Education' (KCSIE) and 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

Each incident is considered on a case-by-case basis. Please see our child protection and safeguarding policy

<https://primarysite-prod-sorted.s3.amazonaws.com/stnicolascombinedmaidenhead/UploadedDocument/ad167789-0f74-4c99-a251-4dca7d89e1a4/cp-policy-2025.pdf>

## 7.11 Malicious allegations

### Allegations against a member of staff

Any allegation against a member of staff would be dealt with through the *Complaints and Resolutions Procedure* and guidance for dealing with allegations of abuse against teachers and other staff. If a child were found to have made a malicious accusation against a member of staff, then a meeting would be held to ensure the child understood the consequences of their action and support provided for both the child and member of staff to reconcile their differences. It is recognised that some children may require additional support to understand the severity of their actions.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child 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 child 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

<https://primarysite-prod-sorted.s3.amazonaws.com/stnicolascombinedmaidenhead/UploadedDocument/ad167789-0f74-4c99-a251-4dca7d89e1a4/cp-policy-2025.pdf>

## 8. Serious sanctions

### 8.1 Suspension and permanent exclusion

#### Suspension and exclusion

We follow national statutory guidance on exclusions provided by the DfE (Department for Education) and if a child is at risk of permanent exclusion, we consult with the local authority exclusions and reintegration team. As the national guidance states, a decision to suspend/exclude a child is based only on disciplinary grounds and we always follow advice from the exclusions and reintegration team.

Each incident will be reviewed on a case-by-case basis; depending on the incident and the behaviours, then an internal isolation may be considered in the first instance (this is where the child is not taught in class for a short period to reflect).

Should this not be deemed appropriate, then a fixed term of external suspension of up to 5 days, or an exclusion (6-15 days) would be considered, and parents informed of the reason and the length of the fixed term. If the child has SEND, they would also be made aware of the reasonable adjustments in place.

A permanent exclusion is a last resort due to a serious breach (one off) or persistent breaches of the school behaviour policy, where allowing the child to remain in school would seriously harm the education or welfare of the child themselves, or other children or adults in the school.

#### Internal isolation

The duration of this will be dependent on the original behaviour and how the child behaves during the internal isolation. Parents will be informed of an internal isolation and the child will be provided

work and be supervised during this time. Internal isolations take place in school, away from the child's usual class. They may have this time in a quiet room and be supervised or they may have this time in another classroom/year group. Internal isolations will be used in the first instance to deal with negative behaviours, unless it is felt that the behaviour demonstrated is more serious and warrants a fixed-term suspension.

An internal isolation is seen as a short, temporary sanction to nip negative behaviours in the bud and provide reflection time and a restorative conversation for the individual. If there is a repeated need for internal isolation, then a Behaviour Improvement Plan would be put in place as part of a graduated response as well as other factors being considered. The decision for an internal isolation is made by the Headteacher or a member of the senior leadership team.

### **Fixed term suspensions (FTS)**

Examples of reasons for a fixed term suspension may include the following, yet it is not an exhaustive list:

- persistent disruptive behaviour
- behaviour that seriously compromises health and safety
- behaviour that seriously compromises good order and discipline
- behaviour that seriously compromises the authority of staff
- behaviour that seriously compromises other pupils' learning
- serious or repeated cases of bullying
- repeated abuse of policies on mobile devices/use of the internet.

The length of the FTS will depend on factors such as the nature of the incident, the levels of behaviours shown and/or if time is needed to implement strategies or hold a multi-agency meeting to allow successful reintegration of that child back into school.

The school will provide work for the child for the period of their suspension.

The school will then work with parents and other agencies to support successful reintegration into school following a fixed term suspension, with a behaviour improvement plan, a risk assessment and pastoral support. Referrals to other agencies will also be considered, according to the needs of the child and their context. The Chair of Governors is informed for any fixed term suspension.

### **Permanent exclusions (PEX)**

As a school, we recognise the DfE's guidance, and we accept that a permanent exclusion is a last resort. We also accept that it is a serious decision. We must accept that due to levels of resourcing and being a mainstream school, there may be an occasion when, despite all efforts, and reasonable adjustments the decision to PEX is the last resort.

We would only make the decision to permanently exclude if the Headteacher believed that there had been a serious breach (one off) or persistent breaches of the school behaviour policy, where allowing the child to remain in school would seriously harm the education or welfare of the child themselves, or other children or adults.

Examples of this may include

- multiple FTEs for which no improvement in persistent disruptive behaviour (including bullying and racism) has been seen despite reasonable adjustments and intervention/support and/or behaviour continues or escalates
- actual or threatened assaults on pupils or staff, where serious harm includes a physical injury or seriously affects mental wellbeing of staff or pupils
- serious and significant damage to property that results in items needing to be repaired or replaced
- carrying an offensive weapon or having an illegal item in school
- criminal activity
- In the unlikely event that a child absconds from school, our policy is not to run after the child as this could increase the risk of harm to themselves. We will contact the parents and the police immediately to support the safe return of the child.

Only the Headteacher can authorise an exclusion. The Chair of Governors is informed for any exclusion.

## 9. Responding to minor/serious behaviour from children with SEND

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND).

When wrong behaviour choices arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a child's SEND had an impact will be made on a case-by-case basis.

When dealing with incidents from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school will co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of behaviour incidents, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

Please see Appendix 2 - Behaviour and SEND: our graduated response for children who have SEN and/or may require additional support

### 9.2 Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

### **9.3 Children with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

<https://familyinfo.buckinghamshire.gov.uk/send/>

## **10. Supporting children following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings
- Daily check ins
- A behaviour improvement plan
- Support from PRU (Pupil referral unit) outreach

## **11. Child transition**

### **11.1 Inducting incoming children**

The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy, within their class and the wider school culture.

### **11.2 Preparing outgoing children for transition**

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, teachers hold detailed transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to child behaviour issues are discussed with a child's next teacher and support is prepared.

## **12. Training**

All staff in their induction have training on managing behaviour, our whole school approach and recording behaviour incidents.

Ongoing regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the children at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development for staff.

A staff training log is kept on the school system

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, children, governors and other stakeholders via whole school surveys.

The data will be analysed every 1-2 years by SLT.

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 children are identified by this analysis, the school will review its policies to tackle them.

### **13.2 Monitoring this policy**

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

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Suspension, permanent exclusions
- Antibullying policy
- Prevent policy
- Equality, diversity and inclusion
- Online safety

# Appendices



## Appendix 1

### St Nicolas' Behaviour Choices and Consequences

#### Level 1 minor behaviour

- **Not following the school rules:**  
Be kind, polite and respectful to everyone.  
Listen to the adults and each other.  
Be proud of our school and take care of it  
Move quietly and sensibly around our school.  
Wear our school uniform with pride.
- **Disrupting other children's learning**
- **Not following the rules for safety**



1. Verbal warning
2. Name noted down
3. Talk to teacher about the misdemeanour (EYFS teacher contacts parent)
4. 'Reflect and reset' conversation
5. Parent informed via planner or in person
6. Behaviour logged in CPOMS as **minor** behaviour incident

#### Level 2 serious behaviour

- Three level 1 incidents in one day.
- Refusing to follow instructions
- Repeatedly disrupting other children's learning
- Irresponsible or dangerous behaviour
- Swearing and inappropriate language to children
- Damaging school property
- Physical aggression (e.g. deliberate hitting, kicking or shoving, including 'play' fighting)
- Not being truthful to an adult when discussing their behaviour or an incident



1. Verbal warning
2. Name noted down
3. Talk to teacher about the misdemeanour
4. 'Reflect and reset' conversation
5. Parent informed via planner or in person
6. Behaviour logged in CPOMS as **serious** behaviour incident
7. Child writes and gives note of apology

#### Level 3 very serious behaviour

- Persistent or repeated disruptive behaviour
- Refusing to cooperate with an adult.
- Swearing and inappropriate language to an adult
- Bullying others (repeated behaviour)
- Physical aggression to an adult or child
- Verbal aggression to an adult or child
- Stealing from the school or other children
- Purposely spitting, biting, coughing or invading personal space



- 1-7 as above
8. Internal isolation as appropriate
9. Behaviour improvement plan put in place
10. Fixed term suspension as appropriate
11. Fixed term or permanent exclusion as appropriate

## Appendix 2

### **Behaviour and SEND: a graduated response for children who have SEN (Special Educational Needs) and/or may require additional support**

For a small minority of children, the whole school behaviour system may not be working to improve their behaviours. In most cases, a graduated response will apply, although each situation will be dealt with on a case-by-case basis as some incidents may require a more escalated response.

The school recognises its legal duty under the equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SEN team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create these plans and review them on a regular basis (provision maps and/or behaviour improvement plans).

#### ***How do we identify pupils who may need additional support with improving their behaviours?***

This may be from a variety of sources:

Repeat behaviour incidents

Repeat referral to SLT for behaviour

Analysis and investigation of behaviour incidents

Teacher and TA feedback

Parental feedback

Observations

Knowing if a child has social, emotional, or mental health issues (SEMH) or ASD that can mean their needs lead to more challenging behaviours

A safeguarding concern

For children without SEND, yet whose behaviours are a concern, the following additional measures may be put in place in the first instance (please note this is not an exhaustive list):

Daily report card for rewarding agreed target behaviour

More immediate sanctions and rewards established (e.g., earning additional playtime)

Home-school communication set up

Targets set for desired behaviours

Welfare check-ins with a named adult

Looking at potential causal factors and addressing those.

These are short term measures – usually 2-3 weeks- and are then reviewed with parents. If behaviours improve, then the child reverts to being managed via the whole school behaviour system.

### **What if behaviours do not improve or are more challenging, or the child has SEMH or ASD?**

*If behaviours do not improve, we will start a more bespoke Behaviour Improvement Plan for the child, or if they have SEMH or ASD then we will start this process alongside their current support plan and use a graduated response relevant to their primary SEND need, following the assess, plan, do, review cycle as well as updating risk assessments and sharing with the whole school team.*

*We will write the Behaviour Improvement Plan (BIP) with the team working with the child and involve the child, if able, and the parent. We will also complete a risk assessment.*

*We may also work with other agencies as appropriate to the child, e.g., CAMHS (Children and Adolescent Mental Health Services), EP (educational psychologist), OT (occupational therapy), school nursing team, family support service, local authority SEND team, Bucks PRU (pupil referral unit), play therapy etc.*

*From referring to appropriate agencies, we will also look at reasonable adjustments that could be made in our setting with the resources available to us. This could include the following:*

1:1 adult support

Now and next charts

When and then charts

Time out room

Brain breaks or movement breaks

Chunked work

Calming activities

Regulation and de-escalation strategies

Behaviour tracking to spot patterns and trends

Move to a bespoke therapeutic curriculum access to pastoral support programmes in school

Use of diagnostic tools

Behaviour improvement plans will be regularly reviewed and shared with parents.

If behaviours still do not improve or escalate, then we will call a multi-agency meeting to ensure professionals working with the child can support school and parents. We would also approach the PRU for support and seek advice from Bucks LA (Local Authorities) Exclusions and Re-integration

Team, as well as SEND support if the child has an EHCP (Educational Health and Care Plan) or is part of a virtual school as a child Looked After. We will also move to a more detailed 'Foreseeable Risk assessment' approach and communicate to all persons working with the child.

It is always our intention to avoid having to apply suspensions or exclusions to a child, especially if they have SEND/EHCP or are Looked After; however there may be occasions when despite the reasonable adjustments, use of de-escalation strategies, the BIP and risk assessments in place, an incident arises that causes physical or emotional harm to other children or adults, that significantly damages property and/or puts the safety of themselves or others at risk, then the Headteacher reserves the right to suspend/exclude the child from school, either on a fixed-term basis or, for a serious incident or repeated disruptive behaviours as a permanent exclusion.

Whilst the interests and needs of the child are paramount, the school also must balance this with protecting the health and safety of its staff in accordance with the Health and Safety Act 1974.

In the event of repeated fixed term suspensions/exclusions, the school will escalate to another multi-agency meeting, liaise with parents, and seek further advice from the local authority Exclusions and SEND teams and look to see what options are available in a timely manner (e.g., managed move to another school/full time PRU place/special school application, if parents agree).

Permanent exclusions are a last resort and will only occur when the Headteacher believes that a serious breach or repeated breaches of the behaviour policy has occurred and if the safety, education and welfare of others in the school is at risk should the child remain in school.

Relevant documents include:

Behaviour incident recording on CPOMs

Behaviour tracking on CPOMs over time

Behaviour improvement plans

Risk assessments

Foreseeable risk assessments

Multi-agency meeting proforma

Headteachers' exclusion checklist

