



Behaviour Policy

"Love one Another as I Have Loved You"

Commitment to equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Behaviour Policy and Procedure has been approved and adopted by the Governing Body on September 2025 and will be reviewed on September 2027.

Signed by Chair of Governors: S Koutsoukos

Signed by Headteacher: J Burns

Inspired by our Catholic ethos, the behaviour policy at St. Nicholas Primary School is rooted in the teachings of Jesus Christ and reflects the values of love, respect, and community. We believe that every member of our school community should be treated with kindness and dignity, ensuring a positive environment where everyone can thrive.

Aims of Our Behaviour Policy

- To foster a caring, positive attitude towards everyone, where achievements at all levels are acknowledged, valued, and celebrated.
- To ensure that children understand the high expectations we have for their conduct and behaviour for learning.
- To work in partnership with parents and carers, recognising and valuing their crucial role in supporting positive behaviour.
- To be excellent role models for our pupils, showing respect, consideration, and fairness in our daily interactions.
- To challenge unacceptable behaviour promptly, consistently, and fairly, always upholding the ethos of love, forgiveness, and reconciliation.

Our School Ethos

At St. Nicholas, we follow the teaching of "Love one another as I have loved you" (John 15:12). This underpins all aspects of our behaviour policy, encouraging children to treat each other with:

- Love
- Kindness
- Respect

Through this, we aim to create a safe and inclusive environment where all children can flourish academically, socially, and spiritually.

Positive Behaviour and Expectations

We believe that positive behaviour is learned and nurtured through high expectations, clear boundaries, and consistent encouragement. To help children develop responsible and respectful behaviour, we will:

- Promote a caring and inclusive atmosphere where every child feels valued and respected.
- Set clear expectations for behaviour both in the classroom and around school, ensuring children understand the importance of treating everyone with respect.
- Encourage children to make positive choices, take responsibility for their actions, and reflect on how their behaviour affects others.

Acknowledging and Valuing Achievements

We aim to recognise and celebrate children's achievements in all areas—academic, social, emotional, and spiritual. Children will be rewarded for positive behaviour, effort, and kindness through:

- Verbal praise and encouragement.
- House points, merits, certificates, and awards.
- Celebration in our weekly Praise Assembly. (See appendix 1)

Role of Parents and Carers

We believe that a strong partnership between school and home is essential for maintaining high standards of behaviour. We value and encourage parental cooperation and will:

- Communicate regularly with parents about their child's behaviour and progress.
- Work together with parents to support any behavioural concerns, ensuring consistency between home and school.
- Provide guidance and support for parents in promoting positive behaviour at home.

Staff as Role Models

All staff at St. Nicholas are committed to being excellent role models for our pupils following the school ethos and referring to Love, Kindness and Respect.

This means:

- Demonstrating respect, fairness, and consideration in our interactions with others.
- Upholding the school's Catholic ethos in all aspects of school life.
- Supporting and encouraging children in developing positive behaviour through consistent praise and correction on a regular basis.

Challenging Unacceptable Behaviour

While we focus on fostering positive behaviour, we are also committed to addressing and challenging any unacceptable behaviour promptly and consistently. This includes:

- Addressing behaviour that disrupts learning, hurts others, or undermines our values.
- Implementing appropriate consequences, focusing on reconciliation and repairing relationships.
- Engaging in open dialogue with children, helping them reflect on their behaviour and how to make better choices in the future.

Our Rules	Love, Kindness and Respect
Routines	Smart starts, wonderful walking, lovely lines
Recognition and rewards for effort	1. Verbal praise 2. Individual merits 3. Positive conversations with parents/carer 4. Praise Assembly Certificates and Awards
Steps for modifying and managing poor behaviour <i>(see scripts in appendix All conversations should be done in private)</i>	1. Reminder 2. Caution 3. Last chance Very often a reminder and a caution can be enough for a child to make a right choice. If this is the case, then a last chance conversation would not be needed.

Playtimes/Lunchtime

If there are concerns at playtimes or lunchtime then teachers on duty/ LOs respectively will fill in a cause for concern sheet which is given to the class teacher after modifying and managing any poor behaviour. (Appendix 3)

Behaviour Tiers and Consequences

At St. Nicholas Primary School, we believe in fostering a positive environment based on respect, kindness, and our school ethos of "Love one another as I have loved you." While we focus on encouraging good behaviour, it is equally important to address inappropriate behaviour promptly and consistently. We use a tiered system to define and manage different levels of misbehaviour, ensuring that consequences are fair and appropriate.

Tier 1: Minor Misbehaviour

Minor misbehaviour includes actions that disrupt learning or show a lack of consideration for others. These behaviours are often unintentional and can be corrected with guidance.

Examples of Tier 1 Misbehaviour:

- Talking out of turn in class.
- Distracting others from their work.
- Not following instructions promptly.
- Running indoors.
- Minor disruptions during transitions (e.g., lining up, moving between activities).

Consequences for Tier 1 Misbehaviour:

- Verbal reminder: The teacher or staff member will remind the child of the school rules and expectations. The language "reminder" is used paired with use of the visual behaviour tiers (Appendix 5).
- A brief conversation happens with the teacher to reflect on their behaviour and expectations are clearly communicated.
- We remind the children that if behaviour continues, they will move to a "caution", followed by "last chance". (Appendix 5).

Tier 2: Moderate Misbehaviour

Moderate misbehaviour involves more disruptive or disrespectful actions that affect others or the learning environment. These behaviours may be deliberate or repeated after previous reminders.

Examples of Tier 2 Misbehaviour:

- Repeated Tier 1 behaviours despite warnings.
- Disrespect towards adults or peers (e.g., talking back, ignoring requests).
- Leaving the classroom or learning area without permission.
- Persistent refusal to follow instructions.
- Inappropriate language or gestures.
- Rough play or minor physical altercations (e.g., pushing, shoving).

Consequences for Tier 2 Misbehaviour:

- The above behavioural language and visuals continue to apply. (Appendix 5)
- Time out: The child may be asked to sit out of an activity to reflect on their actions.
- Loss of privileges: For example, missing part of break time or another activity.
- Behaviour reflection sheet: The child may complete a reflection sheet to think about their behaviour and how they can improve. (Appendix 2)
- Parents informed: In some cases, parents will be notified of the behaviour and the actions taken.

- Restorative conversation: The teacher will facilitate a conversation to repair relationships and encourage better choices in the future.

Tier 3: Serious Misbehaviour

Serious misbehaviour includes actions that cause harm to others, significant disruption, or serious breaches of school rules. These behaviours require immediate and more formal responses.

Examples of Tier 3 Misbehaviour:

- Physical aggression (e.g., hitting, kicking, biting).
- Bullying (verbal, physical, or online).
- Deliberate damage to school property or others' belongings.
- Defiance or refusal to comply with adults' instructions.
- Swearing or use of offensive language.
- Theft or dishonesty.
- Any behaviour that poses a danger to self or others.

Consequences for Tier 3 Misbehaviour:

- This behaviour exceeds the usual: reminder, caution & last chance process.
- Immediate removal from the situation: The child will be sent to a designated member of the Senior Leadership Team (SLT).
- Internal exclusion: The child may work away from their peers for a set period to reflect on their behaviour.
- Formal meeting with parents: Parents will be called in for a meeting with the class teacher and/or SLT to discuss the behaviour and next steps.
- Behaviour plan: A personalised behaviour plan may be put in place to support the child in making positive changes.
- Temporary exclusion: In extreme cases, where the behaviour is persistent or harmful, a temporary exclusion may be considered.

Restorative Approach

Across all tiers, our approach to behaviour management is underpinned by a restorative practice philosophy. We focus on:

- Encouraging children to take responsibility for their actions.
- Repairing relationships where harm has occurred.
- Helping children to reflect on their behaviour and learn from their mistakes.

This approach ensures that consequences are not only punitive but also help the child to understand the impact of their behaviour on others and how they can make amends.

By addressing inappropriate behaviour in this clear and structured way, we ensure that all children can learn and grow in a positive, respectful, and caring environment at St. Nicholas.

Following use of the behaviour reminders, children may complete the reflection form in Appendix 2, there is also an optional visual version of this form available for staff to use with children who benefit from this (Appendix 6). Staff are aware that it is important that regulation is always sought before attempting to correct and restore behaviour.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse please read St Nicholas Safeguarding Policy and speak with a member of the Safeguarding Team.

Inclusion/SEND

God made everyone unique. For St Nicholas as a school, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who struggle to make good choices.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. Staff are aware that some recognised behaviours can be performed as a way of a child expressing a specific need, that they are struggling to communicate (appendix 4). Staff are aware that behaviour acts as communication in certain situations and this must be at the forefront of our response. Regulation is always sought before attempting to correct and restore behaviour. Some children may be placed on a positive behaviour support plan alongside a personalised behaviour risk assessment, in these cases, staff must be aware of and follow the steps in place.

All teachers are expected to have read their children's Individual Provision Map, anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with class teacher, SENCO/ SEND team and in some cases, the Headteacher and the Deputy Headteacher. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents.

The Use of Reasonable Force (in line with DfE advice July 2013 Use of Reasonable Force)

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm. Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to

make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent.

Conclusion

Our behaviour policy is grounded in the ethos of love, respect, and community. By working together as staff, parents, and pupils, we strive to create an environment where all children feel safe, valued, and empowered to achieve their best.

Appendix 1

Rewards System

At St. Nicholas Primary School, we believe in recognising both individual and group efforts to encourage positive behaviour and learning. To achieve this, we use two distinct systems: Individual Merits and House Points. Below is an explanation of how each system works and how children can be rewarded.

Individual Merits

Merits are awarded to children for their personal achievements and positive behaviour. They can earn merits for:

- Exemplary behaviour: Showing kindness, respect, and consideration for others.
- Consistent effort in learning: Trying their best in lessons, completing work to a high standard, and showing persistence.
- Helping others: Offering support to classmates or assisting adults in the school.
- Demonstrating the school's Catholic values: Living out the ethos of "Love one another as I have loved you" in daily actions.

Each child's merit count is celebrated through certificates, which are given during assembly when key milestones are reached:

- 25 merits = Bronze Certificate
- 50 merits = Silver Certificate
- 75 merits = Gold Certificate
- 100 merits = Platinum Certificate

Children's merits are reset at the start of each term, allowing everyone an equal opportunity to achieve their certificates throughout the year. This system ensures fairness and encourages continuous effort.

Merits are awarded in singular quantities, e.g. one merit may be given for a fantastic piece of work or as a member of staff passes a child in the corridor and sees them showing respect and kindness to others.

Appendix 2

St. Nicholas Primary School Reflection Sheet

Name: _____ Date: _____

Teacher: _____ Class: _____

1. What happened?

(Describe what you did and why it might have been the wrong choice.)

2. How were others affected by your behaviour?

(Think about how your actions made other people feel or what impact it had on your classmates, teachers, or the school environment.)

3. Why is this behaviour not okay at St. Nicholas?

(Think about our school ethos of "Love one another as I have loved you" and explain why your behaviour wasn't in line with these values.)

4. What could you have done differently?

(What could you have done instead of making the choice you did? Think about a better option or reaction in that situation.)

5. What can you do to make things right?

(How can you fix the situation or show that you're sorry?)

6. How will you make sure this doesn't happen again?

(What will you do next time you're in a similar situation?)

Signed (Pupil): _____

Signed (Teacher): _____

Appendix 3

Lunchtime/Playtime Matter of Concern

Lunchtime/Playtime Matter of Concern
Name of pupil:
Date of incident:
Behaviour (Brief description):
Teachers informed:
Signed by teachers:
Consequences decided by:
Action taken:
Signed by class teacher/SLT/DHT/HT:

Appendix 4

SEN & Behaviour

Recognised behaviours to signal a difficulty in communicating need.

Stop and Flop or Refusal

This could be dropping to the floor but not always. It is a very common behaviour reported by parents and schools and is more usually seen in younger children.

Running/Bolting

Again, this behaviour tends to be more common in younger children and usually involves a child running away either from or to something.

Hitting/Kicking/Throwing

This could be directed at people or objects.

Stimming (self-stimulatory behaviour)

This includes movements or noises and not problematic in itself unless interfering with engagement in life.

The Groove

Having some sameness, repetition and order helps people to learn particularly as it may take longer for things to be retained in long term memory. At times this need for sameness and routine may tip into becoming problematic and become excessive slowing down, inflexibility or hoarding. It is important when introducing new routines to do so slowly and with sufficient preparation.

Self-Talk

This can increase with age and is more commonly seen in teenagers. In itself it is not a problem as it may be used as a way of processing the day. It may become problematic if it starts to interfere with engagement in everyday life.

Withdrawal

A behaviour that can also increase in teenagers is withdrawal.

You may be seeing one or all these behaviours used by the person you support.

This is not an exhaustive list and there will be other behaviours that may occur that are not mentioned here.

In this booklet we are exploring the importance of why the behaviour is happening rather than just trying to stop it.

→
Possible need being
communicated

Pain or expressing emotion	
Sensory	
To get or maintain social connection/interaction	
To avoid social interaction/attention	
To get something	
To reduce demands	

Staff are aware that there can be a wide range of behaviours, beyond what is listed, that can represent communication of need; knowing the child and the information in their One Page Profile ensures that this is recognised on a child by child basis.

Appendix 5

Behaviour Tiers

	Reminder
	Caution
	Last Chance

Appendix 6