



*Aim high, be courageous, show love*

# St NICHOLAS

## C of E Primary School, Kenilworth

### **Behaviour and Relationships Policy**

#### **Our Vision**

At St Nicholas, we see every child as unique, loved by God, and capable of reaching their full potential. Together we live by our vision:

**Aim high. Be courageous. Show love.**

We want every child to flourish academically, socially and spiritually, within a safe and nurturing school community.

We actively promote equality of opportunity and foster an environment where pupils learn to value difference and contribute to an inclusive school culture.

#### **Our Core Rules**

Our rules are simple and easy to remember. Everyone at St Nicholas is expected to be:

- **Kind**
- **Safe**
- **Responsible**
- **Respectful**

Our behaviour expectations extend beyond the school gates. Pupils are expected to follow our rules when travelling to and from school, when wearing school uniform in the community, when online, and during school trips or events. We will respond to behaviour outside school in line with this policy when it impacts the safety, welfare or reputation of our school community.

We believe behaviour is strongest when home and school work together. We communicate regularly with parents and carers to celebrate successes and to find solutions when challenges arise.

## How We Promote Positive Behaviour at St Nicholas

We encourage our pupils to develop our core values, follow the school rules and succeed in school by:

<b>Verbal recognition and praise</b>	Issued for on-task behaviour and general good behaviour. To create a positive classroom climate, we aim to publicly acknowledge positive behaviour 5 times more often than negative behaviour.
<b>A message home</b>	To strengthen the link between home and school, staff use <b>Study Bugs</b> to send praise messages to parents and carers, recognising pupils who demonstrate our school rules and values.
<b>Class Dojo points</b>	Staff award pupils <b>Class Dojo points</b> for following our rules and values. Children collect these points towards personalised certificates, while also working together as a class towards shared rewards such as extra playtime, choosing their own seats, or a creative art activity.
<b>Celebration assemblies</b>	We hold <b>celebration assemblies</b> where children are awarded certificates in recognition of their effort, progress and behaviour. These may take place in class or with parents/carers invited in to share the achievements.

Pupils are regularly given opportunities to reflect on our rules and values through class discussions, collective worship, curriculum work and the school council. Their views help us to strengthen our behaviour culture across the school.

A **guide to routines** supports our vision and rules by making sure everyone understands what positive behaviour looks like in daily school life. All staff follow these routines so that expectations are clear and consistent for every pupil. [\(See appendix 1\)](#)

## How We Respond to Negative Behaviour at St Nicholas

At St Nicholas, we see behaviour as a learning opportunity. When a pupil shows behaviour that is not in line with our values of being **Kind, Safe, Responsible and Respectful**, staff will respond in one of two ways:

- **If the behaviour has affected a relationship:**  
We use a **restorative conversation** [\(see appendix 2\)](#) to help the child understand the impact of their actions and rebuild trust. A natural and proportional consequence may follow, agreed during this process.

- **If the behaviour has not affected a relationship:**  
We follow a clear and consistent stepped system of consequences. See scripts (appendix 3) and behaviour grid below:

Behaviour	Support Offered / Sanctions	Recording
<p><b>Low</b></p> <ul style="list-style-type: none"> <li>- Interrupting or distracting others</li> <li>- Ignoring instructions</li> <li>- Pushing</li> <li>- Not engaged with learning</li> <li>- Deliberately and consistently creating distraction/disruption</li> <li>- Damage through carelessness</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder</li> <li>• Verbal Warning</li> <li>• Second Verbal warning</li> <li>• Time out</li> <li>• Repair through a restorative conversation</li> </ul> <ul style="list-style-type: none"> <li>- Incomplete work sent home</li> <li>- Verbal reminders and modelling positive behaviour</li> <li>- Praise and reinforcement of expected conduct</li> </ul>	<p>No formal recording required</p>
<p><b>Medium</b></p> <ul style="list-style-type: none"> <li>- Persistent disruptive behaviour</li> <li>- Deliberate refusal to follow instructions</li> <li>- Deliberate damage</li> <li>- Leaving class without permission</li> <li>- Verbal confrontation</li> <li>- Swearing</li> <li>- Physical fighting</li> </ul>	<p>(As above)</p> <ul style="list-style-type: none"> <li>- Action Plan with Parent, Pupil and Teacher</li> <li>- Incomplete work sent home</li> <li>- Discussion with SENDCO</li> <li>- Phone call to parents</li> <li>- Possible use of time-out spaces</li> <li>- Sanctions: <ul style="list-style-type: none"> <li>• Time owed at break/lunch</li> <li>• Removal from extra-curricular events</li> <li>• Catch-up tasks or practical reparation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Staff record on CPOMs</li> <li>- Parents informed</li> <li>- Member of SLT informed</li> </ul>
<p><b>High</b></p> <ul style="list-style-type: none"> <li>- Persistent breaches of 'medium' level behaviours</li> <li>- Persistent bullying</li> <li>- Racist abuse</li> <li>- Leaving school grounds</li> <li>- Theft</li> <li>- Vandalism</li> <li>- Extreme violence towards staff, adults, or children</li> <li>- Acts of extreme danger</li> <li>- Very serious challenge to authority</li> </ul>	<ul style="list-style-type: none"> <li>- Involvement of Headteacher and SENDCO</li> <li>- Regular meetings with parents</li> <li>- Behaviour Action Plan (BAP) or Pastoral Support Plan (PSP)</li> <li>- External agency support</li> <li>- Sanctions: <ul style="list-style-type: none"> <li>• Suspension (fixed-term)</li> <li>• Lunchtime suspension (recorded as half-day)</li> <li>• Permanent exclusion (only in exceptional cases)</li> <li>• Removal from trips/PTA events</li> <li>• Positive Handling (if safety is at risk, by trained staff only)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Recorded on CPOMs</li> <li>- Letter home</li> <li>- Incident forms (e.g. Positive Handling)</li> <li>- Racist incident report if applicable</li> </ul>

	<ul style="list-style-type: none"> <li>• Work sent home or isolated provision as appropriate</li> </ul>	
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IMPORTANT: Where the child’s behaviour relates to an underlying SEND need, we will follow the strategies outlined on their support plan. We make reasonable adjustments to ensure that pupils are supported fairly and appropriately. For unsafe behaviour, earlier steps in the process may be skipped, depending on the adult’s professional judgement.

**On the rare occasions when physical intervention is necessary to keep children safe, this will be carried out safely and in line with our** Positive Handling Policy. Staff are trained in safe handling approaches in line with statutory guidance.

**In the event of very serious incidents, the Headteacher reserves the right to use** suspensions and permanent exclusion as a consequence. Exclusions will only ever be used as a last resort, when other strategies have been unsuccessful or when the safety and wellbeing of others is at risk. When this happens, we will follow the guidance set out by government and the local authority.

**Any behaviour that raises safeguarding concerns, including bullying, discriminatory or prejudiced behaviour, will always be taken seriously and recorded in line with our Safeguarding and Anti-Bullying Policies. We work in partnership with pupils and families to address these incidents quickly and appropriately.**

### **Supporting Pupils with Additional Needs at St Nicholas**

We recognise that some pupils may need **additional support with their emotions and behaviour** in order to succeed at school. Children are identified through teacher or parent referrals, self-referral, or through our regular review of behaviour information.

Support is then tailored to the individual child and may include assessments, behaviour plans, or specific programmes. These are created in partnership with parents and, where appropriate, with input from external professionals. For pupils with sustained and significant needs, this process may lead to an application for an Education, Health and Care Plan (EHCP) to ensure their long-term needs are met.

At St Nicholas, we are committed to equity as well as equality. This means making reasonable adjustments so that every child can flourish. Where a pupil has a support plan, the strategies in that plan will always take priority over the general rewards and consequences in this policy.

## **THE THRIVE APPROACH**

The school recognises that one single approach to behaviour will not fit everyone and adjustments need to be made to allow all children to be successful, this includes the support provided to children with inappropriate behaviours.

THRIVE is a dynamic, developmental approach to working with pupils that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions (Discharge Behaviours) can be contained, channelled and communicated safely. The THRIVE approach can support children with these behaviours.

Where children are 'heightened' and demonstrate threatening, dangerous, aggressive or out of control behaviour, staff are trained to follow a four-step approach to deescalate the situation:

- Attune – catch and match the feeling
- Validate – stop the behaviour, validate the feeling
- Contain – make the unbearable survivable
- Regulate – Meet the intensity then calm and soothe Staff will use scripted language to help explore situations for example; I'm noticing... I'm wondering...

Safe Touch - Safe touch is used to calm, soothe and regulate a child's emotions The brain does not develop neural pathways to initiate calming and self-soothing unless and until safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch, calming and support with regulation, this may be a priority to help their brains develop access to thinking, judging, evaluating and choosing mechanisms. Safe touch is one of the key ways of regulating children's emotions, but it is a strategy that staff should only use in the presence of another adult.

## **Linked Policies**

This Behaviour Policy should be read alongside the following:

- **Anti-Bullying Policy**
- Special Educational Needs (SEND) Policy
- SEMH Policy and Referral Pathway
- **Positive Handling Policy**
- PSHE Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- **Equal Opportunities Policy**

All staff receive regular training in our behaviour policy and are expected to follow the same routines and approaches. This ensures that expectations are consistent and that children feel safe and supported wherever they are in school.

### **Policy Information**

This Behaviour Policy was written by Amy Mitro and approved in September 2025.

It will be reviewed annually by staff, pupils and governors, and updated sooner if statutory guidance changes or if adjustments are needed to reflect the needs of the school.

## Appendix 1



*Aim high, be courageous, show love*  
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### School Routines

At St Nicholas C of E Primary School, our vision — **Aim High, be Courageous, show Love** — shapes everything we do. This guide ensures that every child experiences the same high expectations, calm environment, and loving care, no matter which classroom they are in. Consistency creates security, and security allows children to flourish. Every adult in school is a role model for our values. This document gives clear, step-by-step routines so our pupils can thrive and our staff can work together as one team.

### Daily Timings

#### School Day:

8:40am – Doors open, morning work on board ready for children

8:55am – Registration starts (closes at 9:00am)

10:20am – 10:35am – Morning break

12:00pm – 1:00pm – Lunch

3:20pm – End of day

#### Staff Punctuality & Supervision:

A member of staff in each classroom by 8:35am

Cloakroom supervision: At least one staff member present in each key area at the start of the day (8:40–8:55am) and end of the day (3:10–3:20pm) to:

- Monitor safe movement and prevent overcrowding
- Support pupils in organising belongings
- Ensure calm, respectful behaviour

Key areas – All cloakrooms, outside ICT room/library, outside KS2 girls' toilets, outside year 3/music room, corridors

### Arrival & Morning Routine

Doors open at 8:40am. Teacher stands at the classroom door greeting each child by name with a smile and eye contact.

Cloakroom supervision: One staff member present in each cloakroom area to oversee safe, orderly use and encourage independence.

Children enter classroom calmly and go straight to their seats.

Morning work is clearly displayed on the board and resources are ready on desks if needed.  
Quiet, focused atmosphere in class.

Two-minute signal before registration to prepare for the day.

Registration taken promptly at 8:55am and closes at 9:00am; late arrivals are welcomed and settled into the activity.

The main focus of morning work is to create a calm and smooth transition into the school day. It creates a predictable routine that reduces anxiety and supports emotional readiness. Tasks should be low-stress, purposeful and accessible independently to all children. It sets the tone for a positive and purposeful day.

### **Welcome Club:**

Some children benefit from a smaller-scale, supported start before joining their peers in class. Welcome club's purpose is to provide **nurturing bridge** between home and school for children who need extra emotional or practical support, so they can start the day feeling **settled, included, and ready to learn**.

Welcome Club runs from 8:40am – 8:55am in the Castle room.

Staff greet children individually and help them settle with a calm, structured activity (e.g. colouring, Lego, reading, sensory tools).

### **Lining Up and Walking Around School**

#### **Lining Up:**

Children line up in a single file – this needs to be decided by the teacher. Each class to refer to it as 'line order.' Each class to have a line leader (this can be on a rota)

Children are facing forward, with hands by their sides.

Voice level: silent unless responding to an adult.

Adult stands in the middle of the line, monitoring behaviour of the whole line. Adult gives line leader a point to walk to and to then stop.

Ensure the line is complete and orderly before moving off.

#### **Walking Around School:**

**Make the time to practise this over the first week.**

Always walk, never run, keeping to the left in corridors.

Eyes forward, hands by sides.

Classes move together, led by the adult.

When arriving at a destination, wait quietly for instructions before entering.

#### **Gaining attention**

Ready in 60. <https://learn.beaconschoolsupport.co.uk/courses/501/lesson/1136>

Adult to stand still at the front of the class and raise hand.

Count down from 5

All children to raise hand – without continuing to talk.

Wait until all children do this before talking/giving instructions.

- Practise in calm situations first, then in real scenarios.
- Acknowledge when the class do this quickly and reward.
- Encourage children to respectfully remind each other e.g. 'Ssh put your hand up!'
- Reinforce regularly 'When you see my hand up, stop talking, put your hand up, eyes on me.'

### **Carpet to Tables Transition**

**Signal & check** – Adult says: “When I say go, walk calmly to your tables and get ready to learn.” Wait for all eyes

**Release** – Dismiss one group at a time.

**Move** – Stand quietly, walk straight to seat, no talking/running.

**Settle** – Get equipment out and be ready to start.

**Praise** – Highlight groups who are ready quickly.

**Reminder:** *Eyes forward, voices off, straight to seat.*

### **Toilets**

Children encouraged to go to the toilets at break and lunch

Each class to have two passes – one for girls, one for boys.

Child gets pass from central spot, puts in place and goes to the toilet.

Child returns to class quietly and puts pass back in central spot.

Children go to the toilet one at a time – unless SEND or medical needs are shared.

### **Break Time**

10:20am – 10:35am:

Teachers escort their class to the playground (see above for lining up and moving around school)

On duty, staff will circulate, engage, and monitor play.

Bell signals end of break. Children to walk calmly into classrooms.

Ensure adequate supervision in communal areas and an adult in the classroom by 10.35am.

### **Lunch Time**

An adult to escort each class to the playground (see above for lining up and moving around school)

On duty, staff will remain in zone allocated, engage, and monitor play.

A member of SLT will be on duty in office.

Bell signals tidy up at 1pm. Children to tidy zone and walk calmly into class

Teachers to be in classrooms at 1pm. Calm task/reading during registration

### **End-of-Day Routine**

3:10pm – Cloakroom supervision begins; staff ensure safe, calm collection of belongings.

Children check under/around desks, tidy classroom, and prepare for home.

Coats on, belongings ready.

Adult to lead children to playgrounds

3:20pm – Children dismissed individually to recognised adults; no running out.

Teacher/TA stays until all children are collected; late pupils go to the office.

## Appendix 2



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### Restorative Conversations

Restorative conversations help children reflect on their actions, understand how others have been affected, and take responsibility for making things right. Rooted in our vision to *aim high, be courageous, show love*, this approach focuses on repairing relationships rather than punishment. It encourages empathy, resilience, and kindness, while helping children see mistakes as opportunities for learning and growth within a supportive school community.

<b>H</b>	What <b>h</b> appened?
<b>E</b>	Who <b>e</b> xperienced harm?
<b>A</b>	How were they <b>a</b> ffected?
<b>R</b>	How do we put it <b>r</b> ight?

### Notes to support the conversation:

<b>H</b>	Ask each child involved to tell their version. No interrupting, use empathy and active listening. Keep it neutral. No blaming.
<b>E</b>	Focus shifts to impact. Consider every party that was affected. It might be another child or group/staff/other people in the room etc.
<b>A</b>	Helping the child to understand the link between behaviour and emotion. Younger children may need support with this e.g. 'When you shouted at Billy in front of everyone, how do you think he felt?' This isn't about pushing guilt or shame, it is about developing their empathy.
<b>R</b>	This is the restoration. Focus on repair rather than punishment. The child (with support) will think of a logical and reasonable consequence. A minor incident may be a sincere apology and a follow up conversation. For more serious harm e.g. a fight during a football match. The child may say a proportional consequence such as sitting out of football for a week. If a child does not want to join the conversation, explain that it is fine to sit out on a chair in the room but the rest of the children/adult will decide on the consequence.

## Appendix 3

### Script for dealing with low level behaviours such as disruption to learning

Stage 1: 1<sup>st</sup> instance of low-level inappropriate behaviour: (Verbal reminder)

1. **Remove any audience** This means adults should lower themselves down to the child's level or perhaps move them to side in class in a quiet and unobtrusive way. Setting an additional talk partner activity is one example of how to facilitate this. Everyone remains in the classroom and the aim is to disrupt learning as little as possible,
2. **State the reality of what is happening.** This needs to be precise and factual, for example "You are interrupting when I am talking". This is delivered in a calm and factual manner, without any further detail, embellishment or negative body language.
3. **State what is needed, the behaviour you expect to see** This is delivered using command language, calmly and factual, using clearly understood, precise language - "I expect you to sit on your bottom and have your lips closed and think about what I am saying"
4. **Then ask the child "What did I say / what do I want?"** The child needs to orally repeat the command to check that they have understood, Clarify if necessary and repeat.
5. **Using a positive tone and positive body language, restore the relationship** "Fantastic, I can't wait to see you doing that", the language providing a reward and positive reinforcement
6. **Teacher to find the first opportunity to reward the change in behaviour.** There is no need to reference previous lapses, this is a positive reinforcement.

### Stage 2: the inappropriate behaviour has not changed

This occurs when the stage 1 intervention has not altered the child's immediate behaviour

This is now a choice situation: (2<sup>nd</sup> verbal reminder)

"You now have a choice. You can choose to continue to (negative choice) e.g. to keep talking at the same time as me, and that is stopping learning happening so you are making the choice to go to Mrs X's room and sit quietly, or you can make a positive choice and continue learning in the classroom - what is your choice going to be?"

If the child chooses to go to another room see Stage 3.

### Stage 3: the inappropriate behaviour continues

1. The child has made the choice to be removed from the classroom.
2. Quickly and quietly the child should go to a geographical adjacent classroom with a post it/ note saying how long they should stay for 10 minutes or 20 minutes.
3. Class teacher should move to doorway to supervise the child moving to the other room.
4. When the child moves to another room the receiving teacher could ask the child their name, introduce themselves and say "Sit here thank you". Factual conversation only, no negative comments, expressions, tone of voice or looks are needed.
5. They should sit away from the other children and do nothing.
6. They can watch what is going on but should not participate in any interactions.
7. When the child has completed their time out the receiving teacher will say "Your 10 minutes is now finished and it's time to go back to your classroom".

See behaviour grid in policy for support/sanctions and recording.