



St Nicolas CofE Academy

Behaviour and Relationships Policy

Reviewed: November 2025

Ratified by full Governors:

To be reviewed: September 2027



Policy Statement and Purpose:

At St Nicolas CE Academy, we are committed to maintaining the highest standards of behaviour as a foundation for effective learning, personal growth, and a flourishing school community. These standards are upheld through consistent expectations, a focus on praise and rewards, and clear, fair procedures and consequences when behaviour falls short.

We believe that all children have the right to learn and grow in a safe, secure, and inclusive environment, where relationships are rooted in mutual respect and guided by our Christian vision: Together We Flourish. Staff are dedicated to modelling exemplary behaviour and fostering a culture of compassion, forgiveness, and reconciliation, inspired by the life and teachings of Jesus Christ.

Good behaviour underpins successful learning and helps children participate positively in the wider community. Disruptive behaviour, which hinders learning or well-being, is not acceptable. We actively promote positive behaviour and work to meet the needs of all pupils, including those with social, emotional or behavioural difficulties, recognising our duty as an inclusive school.

For us, relationships are the most important aspect in children feeling valued, safe and secure. Developing this sense of connection between staff and children can be achieved by simple acknowledgment of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Everyone in our school community—staff, pupils, and parents—share the responsibility of creating an environment where learning can flourish. When things go wrong, we work together to restore relationships, offer and receive forgiveness, and learn from our mistakes. While we seek reconciliation wherever possible, we acknowledge that in cases such as safeguarding concerns, abuse, or repeated unwillingness to change, this may not always be achievable.

We welcome children and families of all faiths and none, while affirming our identity as a Church of England school. Our shared story is shaped by the vision of our academy trust 'life in all its fullness' (John 10:10) and by our aligned vision 'together we flourish'. The vision is brought to life through the expression of our Christian values and explored deeply during Collective Worship. Using Jesus as our guide, we encourage all members of our community to explore how faith can support them in realising their potential: spiritually, academically and emotionally.

We believe every member of our school family has the potential to thrive. Even in the face of challenges, we support one another with love, encouragement, and high expectations—knowing that success is not achieved alone but through our shared commitment to one another.

This policy should be read in conjunction with the Department for Education's *Behaviour and Discipline in Schools* guidance. The school fulfils its legal duties under the **Equality Act 2010**, including those related to safeguarding and supporting pupils with special educational



needs. Every child at St Nicolas CE Academy is valued and given equitable opportunities to grow in responsibility, confidence, and self-worth.

Aims of the Behaviour Policy

At St Nicolas C of E Academy, we believe that fostering acceptable behaviour in all aspects of school life is essential to enable effective teaching and learning. Rooted in our Christian vision, our behaviour policy aims to ensure that all stakeholders—pupils, staff, parents/carers, and the wider community—work together to create a positive, respectful, and safe environment.

We are committed to:

- Promoting desired behaviour and creating a culture of praise and encouragement where all pupils can flourish.
- Ensuring everyone has a clear understanding of what is right and wrong, and the expected standards of behaviour.
- Helping pupils understand and demonstrate the impact of Christian values in their everyday lives.
- Developing self-esteem, self-discipline, and proper regard for authority.
- Encouraging cooperation, care for others, and mutual respect in all relationships.
- Ensuring equity and fair treatment for all, and maintaining a safe environment free from disruption, violence, discrimination, bullying, and harassment.
- Praising and rewarding good behaviour while challenging and addressing misbehaviour consistently and fairly.
- Working in partnership with parents/carers and involving pupils in the development and implementation of behaviour expectations.
- Enabling early intervention through strong, supportive relationships between staff and pupils.

Legislative and Statutory Framework

This policy is written with regard to:

- *DfE Behaviour in Schools: Advice for Headteachers and School Staff (2022)*
- *Keeping Children Safe in Education (2024)*
- *The Equality Act (2010)*
- *The SEND Code of Practice (2015)*

It should be read alongside our policies on Safeguarding, SEND and Online Safety.



School Values and Ethos

At St Nicolas C of E Academy, our ethos is grounded in a strong Christian tradition and underpinned by one clear, guiding rule: Respect—respect for ourselves, respect for others, and respect for our environment and respect for faith. This core principle informs all behaviour expectations and is the lens through which our values and actions are viewed.

Our vision, ‘together we flourish’, is inspired by the Parable of the Sower (Matthew 13:1–9, 18–23), in which only the seeds that fall on rich soil can grow and flourish. We strive to be that rich soil—cultivating an environment where both children and adults can grow deep roots in the love and grace of God. Within our Christian community, we nurture personal growth and support all members to develop the courage to face challenges, the resilience to persevere through adversity, and the confidence to let their unique gifts and talents blossom.

As a Church of England academy, our mission is to nurture happy, inquisitive young people who possess a spirit of curiosity and a deep respect for the world around them. Our mission is to provide an education of depth and quality within a Christian framework that empowers every individual to reach their full potential in a nurturing, aspirational environment. We aim to equip our pupils with the skills, resilience, and adaptability to thrive in a rapidly changing world.

Christian values are interwoven throughout our vision and mission and are embedded across the curriculum. These values underpin all relationships and interactions, creating a community where everyone is valued, supported, and encouraged to grow in faith, character, and achievement.



Roles and Responsibilities

Effective behaviour management is a shared responsibility that requires commitment, consistency, and collaboration from all members of the school community. At St Nicolas C of E Academy, we believe that clearly defined roles and purposeful responsibilities are essential to creating a safe, respectful, and positive learning environment where every child can flourish.

Each stakeholder—governors, leaders, staff, pupils, and parents/carers—has an important role to play in supporting and upholding the behaviour policy. Together, we work to model and reinforce high expectations, promote positive relationships, and nurture a culture that is reflective of our Christian vision and supports the academic, social, and emotional development of all pupils.

The following outlines some of the specific responsibilities of each group in ensuring the successful implementation of our behaviour policy.

The Academy Governance Committee has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school;
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation;
- Promoting a whole-school culture where calmness, dignity and structure prevails;
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Head Teacher is responsible for:

- Reviewing this behaviour policy in conjunction with the Behaviour Lead. The Head Teacher will also approve this policy;
- The Head Teacher will ensure that the school environment encourages positive behaviour, will support staff to deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently and appropriately;
- Publishing this policy and making it available to staff, parents and children at least once a year



The SENDCO is responsible for:

- Collaborating with the Governing Body, Head Teacher, Behaviour Lead and the senior mental health lead, to determine the strategic development of behavioural and SEMH policies and provisions in the school;
- Working alongside the Behaviour Lead and Thrive Lead to undertake day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support children with SEND;
- Supporting staff in the further assessment of a pupil's strengths and identifying areas to support and the effective implementation of this support.

Teaching and Support Staff are responsible for:

- Presenting good role models of behaviour and managing behaviour in a fair and consistent manner which occurs in school and, in some circumstances, outside of school e.g. on a school trip or as part of our proactive work on online safety
- Managing behaviour in a positive way, using positive language and actions
- Ensuring an engaging, challenging and inclusive curriculum which routinely incorporates tasks designed to promote children's social skills and emotional development
- Creating a safe and stimulating environment which supports children's learning.
- Raising children's self esteem and develop their full potential by celebrating and rewarding positive behaviour.
- Acting as mediators, helping children acquire an awareness of the complexities of conflict
- Following the behaviour ladder for dealing with inappropriate behaviour and never ignore poor, disruptive or disrespectful behaviour (unless this is an intentional, short term strategy for the individual at the time)
- Being calm and use positive language when going through consequence steps - prevention before logical consequences;
- Following up with a restorative conversation and encourage children to retain ownership of their behaviour.
- Monitoring changes in behaviour and record specific incidents that give concern on CPOMS;
- Being aware of systems which give additional support when a pupil experiences difficulties in developing or sustaining appropriate behaviour e.g. individualised behaviour plans, behaviour charts, school reports, individualised targets, involvement required from parents or outside agencies.
- Having an awareness when the pupil/family may require 'Early Support' intervention and have an understanding about the process for a referral in school;
- Being mindful that behaviours may be masking an additional need and work alongside other colleagues to identify this need;



Children are responsible for:

- Knowing St Nicolas' expectations for behaviour, understanding that they are underpinned by the values that Jesus taught us and following them at all times
- Learning the values of kindness, friendship and respect;
- Working to the best of their ability, and allowing others to do the same;
- Caring about and respecting themselves, others and their school;
- Following the instructions of the school staff;
- Recognising their own success and being proud of their achievements;
- Accepting responsibility for his/her own actions particularly when unsafe choices have been made and knowing the consequences of these choices.
- Where appropriate, working with their assigned member of staff to find a way forward and identifying the safe choices that could have been made;

Parents are responsible for:

- Showing an interest in all that children do at school and celebrate achievements with them;
- Fostering good relationships with the school and be a good role model to their children when developing friendships and behaviour and showing respect;
- Making children aware of appropriate behaviour in all situations and support the school in upholding the policy and agreeing to work in partnership with the school.
- Co-operating with teachers when consequences are necessary, thereby presenting a united front to the children,
- Encouraging independence and self-discipline, whilst ensuring that children have all the necessary equipment to be prepared for the school day (including homework);
- Making sure that their children arrive on time and make sure that they are collected on time;
- Ensuring children have sufficient sleep and nutrition and are well rested.



Behaviour Expectations

Respectfulness is the key expectation of everyone within our school. All staff and pupils are aware of this Christian value and how it underpins all behaviours. These include demonstrating:

- Respect for ourselves
- Respect for others
- Respect for our property
- Respect for our world.

At St Nicolas C of E Academy, we have high expectations for the behaviour of all pupils. We believe that consistent, positive behaviour supports effective learning and helps children grow into responsible, compassionate individuals.

Where possible, all children are expected to:

- Move calmly and quietly around classrooms and corridors
- Take responsibility for their actions
- Show kindness and consideration towards others
- Use polite language and display good manners
- Wear the correct school uniform
- Listen carefully and stay on task during lessons
- Show respect for others
- Approach learning with a positive attitude
- Be willing to try their best at all times
- Ask for support when needed
- Make safe choices always, even when it's hard
- Demonstrate a good attitude to learning
- Take turns and actively participate in lessons and group activities
- Complete work to the best of their ability
- Learn from mistakes and show resilience
- Follow instructions from adults the first time
- Be organised and ready to learn each day
- Take pride in their work
- Use kind words and actions
- Keep hands, feet and objects to themselves
- Look after the school environment and resources

These expectations are consistently reinforced across school and supported by all staff to ensure every child has the opportunity to succeed and feel valued.

Staff should ensure there are good routines in place for their classroom and for when children are moving around the school. These expectations are reinforced through collective worship and through interaction with children, either on a 1:1 basis or through Personal Development sessions.



It is everyone's responsibility to challenge children where these expectations are not met, but equally to comment positively when they are.

Good routines should be in place for:

- The start and end of the day
- Transition times
- Lining up and entering and leaving collective worship
- Moving around the school
- Break and Lunchtimes

Children are responsible for following those routines, conducting themselves in a safe manner in keeping with our values and expectations.



Promoting Positive Behaviour

At St Nicolas C of E Academy, we believe that positive behaviour should be actively taught, modelled, and celebrated. Our approach to behaviour is proactive and preventative, focusing on the development of social and emotional skills, clear expectations, and consistent recognition of positive conduct. We aim to create a culture where every child feels safe, valued, and motivated to make the right choices.

To promote positive behaviour across the school, we:

- **Explicitly teach social and emotional skills** through the Personal Development curriculum and regular whole-school and class collective worship, helping children to understand empathy, self-regulation, respectful relationships and responsible decision-making.
- **Develop class charters** at the start of each school year in collaboration with pupils. These charters reflect our shared values and clearly outline behaviour expectations agreed upon by the class community.
- **Use conduct points, stickers and certificates** to recognise and reward positive behaviour, effort, and personal achievements. These are shared and celebrated to reinforce good choices.
- **Celebrate success in Celebration Worship**, where children are recognised for positive attitudes, excellent effort, acts of kindness and demonstration of our school values.
- **Offer regular verbal praise and recognition** from all staff to highlight and reinforce positive behaviour, effort, and contributions to school life.
- **Provide leadership and responsibility opportunities**, such as school Parliament, playground buddies, or monitors, which encourage pupils to model positive behaviour for others.
- **Display and refer to school values and behaviour expectations** in classrooms and shared areas to promote consistency and reinforce standards.
- **Use restorative conversations** to help pupils reflect on their behaviour, understand its impact, and make positive changes.
- **Encourage peer-to-peer recognition**, where children can acknowledge the positive behaviour of others.
- **Maintain strong home-school partnerships**, regularly sharing successes and celebrating pupil achievements with parents and carers.

By creating a positive, nurturing environment where behaviour is taught and celebrated, we support all pupils in developing self-discipline, resilience, respect, and a love of learning.



Support for Pupils

We recognise that every child is unique and some pupils may require additional support to meet behaviour expectations and develop positive relationships. Our approach is rooted in understanding individual needs and providing tailored support to help all children succeed.

Recognising Additional Needs

We understand that challenging behaviour can sometimes be a form of communication linked to underlying needs, such as difficulties with emotional regulation, learning differences, trauma, or social skills. Early identification is key, and staff are trained to observe and respond sensitively to signs that a pupil may need extra help.

Indicators that a pupil may need additional support include:

- Frequent difficulties following instructions or managing emotions
- Sudden changes in behaviour or mood
- Repeated incidents of conflict or withdrawal
- Struggles with social interaction or forming friendships

Where concerns arise, staff take a collaborative approach involving the pupil, parents/carers, and relevant professionals to understand the whole child.

Regular Check-Ins with a Key Adult

For pupils who benefit from extra emotional support, we arrange regular check-ins with a trusted adult. These sessions provide a calm opportunity to:

- Discuss how the pupil is feeling
- Set positive behaviour goals for the day
- Reflect on any challenges or successes from the previous day
- Build a secure, trusting relationship that promotes confidence and self-regulation

This regular contact helps pupils feel valued and supported, reducing anxiety and promoting consistent positive behaviour.

Behaviour Support Plans

For pupils with ongoing difficulties, we develop Individual Behaviour Plans (IBPs). These plans:

- Identify specific triggers and behaviours
- Outline agreed strategies for prevention and response
- Set achievable targets and rewards
- Include input from the pupil, parents/carers, staff, and SENDCO

IBPs are reviewed regularly to track progress and adapt support as needed.



Use of Calm Spaces and Sensory Tools

We provide access to dedicated calm spaces or “quiet zones” within the school where pupils can take a break when feeling overwhelmed. These areas:

- Offer a safe, low-stimulation environment to help pupils self-regulate
- Are equipped with sensory tools such as stress balls, weighted blankets, or calming visuals, tailored to individual needs
- Are supervised and used as part of a planned support strategy rather than a punitive measure

Calm spaces help prevent escalation and teach pupils positive coping techniques.

Pastoral Interventions

Our pastoral team deliver targeted interventions to support pupils’ social, emotional, and mental health development. Interventions may include:

- Emotional regulation skills
- Social skills groups
- Anxiety management
- Building resilience and self-esteem

These sessions are bespoke and delivered in small groups or one-to-one, depending on the pupil’s needs.

Liaison with SENDCO and Outside Agencies

The Special Educational Needs Coordinator (SENDCO) plays a central role in supporting pupils with complex needs related to behaviour. The SENDCO:

- Coordinates multi-agency involvement (e.g., educational psychologists, speech and language therapists, CAMHS)
- Supports staff in implementing strategies and adjustments
- Ensures statutory assessments and provision plans (EHCPs) are in place when necessary

Where appropriate, we work closely with external professionals and families to create a consistent support network around the pupil, ensuring that behavioural interventions are informed by expert guidance and meet statutory requirements.

While staff will support pupils in making safe choices, each pupil remains ultimately responsible for their own behaviour. All actions will be responded to in accordance with the behaviour policy, although reasonable adjustments may be made at the discretion of the senior leadership team.



Sanctions and Consequences

It is an important part of the role of the school to provide guidance and management to ensure that high standards of behaviour are maintained. The framework below indicates the usual sequence through which staff will progress in the case of continued issues. However, it is important to note that all staff can choose to skip earlier stages where they consider the conduct is sufficient to warrant a more serious consequence.

The school uses several sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
- Teachers will use their discretion when it is appropriate to speak to a parent/carer on an informal basis regarding a pupil's behaviour.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
- The safety of all children is paramount in all situations. If a child's behaviour endangers the safety of themselves, others or property, the class teacher should stop the activity and ensure the safety of everyone concerned.

The behaviour procedures below provide a consistent and non-confrontational way of dealing with inappropriate behaviour. It gives repeated opportunities to amend inappropriate behaviour and constant guidance on how to behave appropriately. The rewards element of our behaviour policy highlights the value placed on appropriate behaviour.

1. Informal Warning (Ask)

In the first instance, for low-level misbehaviour, pupils will be issued with a verbal warning.

2. Clear Warning from the adult (Tell)

3. Time Sanction

If a warning does not lead to an improvement in behaviour, then staff can issue a time sanction. This will result in a short number of minutes being used at the end of the lesson to discuss choices and restorative approach.

4. Removal from Class (Send)

In some cases, it may be necessary to remove a pupil from the classroom to ensure that a clear message is given about expectations, both to the pupil involved and to others in the class. Pupils could be sent to work in another class for a suitable period.

5. Senior Leadership Team (SLT) Involvement

Where earlier stages of the process have been ineffective in improving behaviour, pupils will be taken to a member of the SLT. At this stage, appropriate sanctions may include removal from class for an extended period, internal exclusion, or in some cases a fixed-term or permanent suspension may be required. In cases of intentional physical harm, or refusal to



follow instructions given by a member of staff, sanctions may move immediately to this stage. Any incidents at this stage will be recorded on the school's CPOMS system.

Where a pupil reaches stage 4 or 5 of this process it may be appropriate for parents/carers to be informed of the circumstances of the incident. This can be done in discussion with the class teacher at collection at the end of the day, or by telephone call or in writing if necessary.

In the case of pupils who present particularly challenging behaviour, it may be appropriate to provide additional support to manage and improve behaviour. This may include additional steps or interventions to prevent incidents of misbehaviour.

When behavioural incidents occur, adults will start each day afresh and will encourage children to do the same.

Seriously Inappropriate Behaviour:

This is where children who have displayed certain behaviours do not go through the above process but are referred straight to the Headteacher or Deputy Headteacher.

In these examples, each case is judged individually and could result in any of the following:

- Internal exclusion- this involves being removed from the class for a session, ½ a day or a full day. During this time, the child completes a range of work monitored by the Headteacher or a senior leader.
- External exclusion- Suspension or permanent exclusion.

Use of reasonable force:

Physical intervention where necessary will be in line with current advice from the Department for Education (July 2013), see Child Protection and Safeguarding Policy. Reasonable force could be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder or unsafe situations. Each case has to be judged according to evidence. However, when it is applied it must be:

- Reasonable
- Proportionate
- Necessary
- In the best interests of the child

The power to discipline beyond the academy gate:

Children are expected to continue to demonstrate the same high standards of behaviour outside the classrooms, around the school, in collective worship and at playtimes and lunchtimes. On visits outside of school the same rules and sanctions will apply. Adults will



acknowledge this safe behaviour by using the same set of rewards. School rules also apply to after school activities and organised events.

School Suspensions and Permanent Exclusions

Suspension

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using suspension as a sanction where it is warranted. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period and can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

For some children the route to suspension from school may take a period of months whereby a child accumulates a series of misbehaviours which violate the school and classroom rules or disrupt or prevent the education of most of the children in the class. Before suspension occurs, it is assumed that all other sanctions have been tried and failed, leaving no other alternative.

The other route to suspension can be due to an action in school which requires immediate response, when the child has:

- i) Deliberately physically injured another child
- ii) Verbally or physically abused an adult
- iii) Deliberately caused damage to the school property
- iv) Shown behaviour of malicious intent.

Where appropriate, any decision to suspend a pupil for a fixed period will be taken in consultation with the Headteacher. In all circumstances the school will have regard to the guidance set out in the government guidance at:

<https://www.gov.uk/government/publications/school-exclusion>

Permanent Exclusion

In exceptional circumstances, it may be appropriate to permanently suspend a child from St Nicolas CE Academy. This decision will be considered as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy; and where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in the school. As with all suspensions, decisions will be taken in consultation with the Head of Education, and in line with both the Department for Education regulations and Warwickshire guidance on permanent exclusions.

Communication with Parents/Carers



As the school wishes to have a proactive approach, parents/carers may be contacted when unsafe behaviour disturbs learning, interrupts play or upsets others emotionally on a frequent basis. This may take place in the form of an informal discussion at either the beginning or end of the day or a more formal notification with the child should we deem the situation appropriate. We also recognise that parents/carers might have concerns and they are invited to make a first contact. Parents/carers should keep us informed of any behaviour issues their child may be experiencing at home and of any traumas that may have occurred e.g. death of a family member, change in family circumstances as these may influence their child's behaviour.

We hope that by working together in this way any situation resulting from poor behaviour will be resolved. However, should matters persist or deteriorate the actions detailed below may be taken as necessary.

- Help from the Pastoral Team, SEMHL or Educational Psychologist.
- Possible escalation up the SEN scale for behaviour if it impacts on the child's social, emotional and educational needs, with appropriate actions as advised by the MAT.
- Suspension or permanent exclusion from the school in line with current legislation.

Screening and searching of pupils:

The Headteacher and authorised staff can search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco
- Fireworks
- Inappropriate images
- Mobile phones that have not been handed in
- Any article that is likely to be used to commit an offence, cause injury or damage to property.



Recording, Monitoring and Evaluating Behaviour

At St Nicolas CE Academy, we place great importance on accurately recording, reviewing and evaluating behaviour across the school to ensure a safe and supportive environment for all pupils. This process enables school leaders and staff to respond proactively, identify pupils who may require additional support, and continuously improve our behaviour practices.

Recording Behaviour

Significant incidents of inappropriate behaviour are recorded using the school's secure digital system CPOMS (Child Protection Online Management System). Staff log the following:

- Details of the behaviour incident, including date, time and location
- The pupil(s) involved
- Actions taken by staff at the time
- Any consequences or restorative actions
- Whether parents/carers were informed
- Links to safeguarding concerns, if relevant

Staff also record patterns of persistent low-level behaviour (e.g. repeated disruptions or defiance) that may not require SLT involvement immediately but are important in building a picture over time.

Less formal behaviour tracking tools (e.g. classroom behaviour charts, individual logs or home-school communication books) can also be used, where appropriate, to monitor progress or concerns.

Monitoring and Review by Leaders

Senior leaders, including the Pastoral Lead, SENDCO, and SLT, regularly review behaviour logs on CPOMS and other tracking systems. This monitoring process includes:

- Checks to ensure incidents have been appropriately followed up
- Reviews of trends across classes, key stages, and vulnerable groups (e.g. SEND, Pupil Premium, Looked After Children)
- Behaviour reports for the Headteacher and governors

This oversight ensures that responses to behaviour are consistent, fair, and in line with school policy.



Identifying Patterns and Responding

By tracking recorded data over time, leaders can identify emerging patterns such as:

- Pupils repeatedly involved in similar incidents
- Escalation in frequency or severity of behaviours
- Common triggers or settings for incidents (e.g. playground, transitions, specific lessons)
- Disproportionate representation of vulnerable pupils

When patterns are identified:

- Staff work with the SENDCO or pastoral team to consider underlying needs or barriers
- Behaviour Support Plans may be introduced or reviewed
- Referrals may be made to external agencies (e.g. Early Support Educational Psychology, Social Services)
- Classroom practices may be adjusted, including seating plans, routines or differentiation strategies
- The impact of behaviour strategies is evaluated and adapted accordingly

Regular dialogue between class teachers, teaching assistants, and senior leaders ensures that information is shared, and support strategies are consistent across the school.

Evaluation and Reporting

At a whole-school level, behaviour data is used to:

- Reflect on the effectiveness of the Behaviour and Relationships Policy
- Identify areas for staff training or CPD (e.g. de-escalation techniques, trauma-informed practice)
- Inform strategic planning and school improvement priorities
- Provide updates to the governing body

Pupil voice, staff feedback and parental input are also gathered to ensure the school's approach is inclusive, fair, and understood by all members of the community.



Restorative Approaches and Relationship Repair

At St Nicolas CE Academy, our behaviour policy is underpinned by our Christian ethos, which calls us to nurture truthfulness, compassion, reconciliation, and forgiveness. In this spirit, we adopt a Restorative Justice (RJ) approach to behaviour management and conflict resolution.

Restorative approaches provide a framework for repairing relationships, promoting accountability, and encouraging respectful dialogue following incidents of harm or conflict. Rather than focusing solely on punishment, restorative practices help children understand the impact of their actions, take responsibility, and actively contribute to resolving issues.

What is Restorative Justice?

Restorative Justice is a structured process that supports both the person who has caused harm (the "harmer") and the person who has been affected (the "harmed"). It is based on the understanding that:

- Telling the truth and acknowledging harm creates accountability.
- Taking personal responsibility promotes emotional growth and empathy.
- Everyone involved has a voice and can contribute to a solution.
- Restoration and reconciliation strengthen the school community.

By encouraging pupils to recognise and address the consequences of their behaviour, RJ builds stronger, more respectful relationships and helps prevent future incidents.

The Four R's of Restorative Justice

At St Nicolas, we embed the core values of restorative practice through the Four R's:

- Respect – Listening to others and valuing their perspective.
- Responsibility – Owning one's behaviour and its impact.
- Repair – Finding ways to make things right and restore trust.
- Reintegration – Supporting pupils to move forward and remain positively engaged in school life.

Restorative Processes in Practice



We operate restoratively by holding high expectations for behaviour while providing high levels of support and care for each individual. Staff use the following approaches depending on the situation:

1. Restorative Conversations (Informal)

These take place shortly after an incident and are led by a member of staff. Pupils involved are guided to:

- Describe what happened
- Reflect on how others were affected
- Consider how to make things right
- Agree on how to move forward

This may occur during playtime, class time, or in a quiet space, depending on the situation.

2. Restorative Conferencing (Formal)

For more significant or repeated incidents, a formal Restorative Conference is arranged. In this process:

- A member of staff facilitates the meeting.
- All participants are given equal time and opportunity to speak.
- The focus remains on the harm caused, rather than blame.
- Both parties explore how their actions contributed to the conflict.
- A shared agreement or contract is created, outlining how they will treat each other moving forward.

This process ensures fairness, promotes truth-telling, and encourages genuine remorse and reconciliation.

The Role of Staff

All staff at St Nicolas are expected to use restorative language and approaches in their day-to-day interactions with pupils. Staff:

- Model respectful behaviour and language
- Intervene in conflicts using restorative strategies
- Encourage pupils to reflect and repair relationships
- Work closely with parents, carers, and colleagues to support children through the process

Senior leaders provide support and training to ensure restorative approaches are consistently and effectively embedded across the school.



Aims of Restorative Practice at St Nicolas CE Academy

Our use of Restorative Justice is guided by the following aims:

- To educate pupils toward self-directed, positive behaviour
- To nurture and protect healthy relationships within the school community
- To hold pupils meaningfully accountable for the real consequences of their actions
- To enable resolution without exclusion wherever possible

By focusing on repairing harm and restoring relationships, we build a school culture that is safe, respectful, inclusive and rooted in Christian values.



This policy should be read in conjunction with:

- The Diocese of Coventry Multi Academy Trust Written Statement of Behaviour Principles;
- The Warwickshire Staff Behaviour Policy (Code of Conduct) for all staff and volunteers in schools;
- The Diocese of Coventry Multi Academy Trust's Whistleblowing Policy;
- The Diocese of Coventry Multi Academy Trust's Academy Complaints Policy;
- St Nicolas C of E Academy's SEND Information Report;
- St Nicolas C of E Academy's SEND and Inclusion Policy;
- St Nicolas C of E Academy's Single Equality Scheme;
- St Nicolas C of E Academy's Accessibility Plan.

This policy is reviewed and updated, at the minimum, on an annual basis. However, the Senior Leadership Team will conduct systematic reviews of the policy's effectiveness. This will incorporate:

- Analysis of incident data, and perceived impact of the consequent actions;
- Analysis of the perceived impact of the rewards system;
- Feedback from staff on the manageability and impact of the policy;
- Comments by the School Council on the fairness and motivation that the policy generates;
- Opinions of parents/carers about the accessibility and impact of the policy and its implementation.



Flourishing Behaviour	Rocky Ground (Level 1)	Thorny Path (Level 2)
Good Soil	Needs Support	Obstacles to Growth
Represents pupils who are thriving, making positive choices, and demonstrating values that align with the school's ethos. Just like seeds in good soil, these pupils grow strong and bear fruit, contributing positively to the school community.	Represents behaviour that is not yet fully rooted—pupils may not make the right choices but have the opportunity to correct their actions. Like seeds that struggle to take root in rocky ground, these pupils need guidance, encouragement, and the right conditions to improve.	Represents behaviour that hinders growth, both for the individual and those around them. Just as thorns restrict/hinder plants in the parable, these choices create barriers to flourishing. However, with intervention and support, change is still possible.
Calm moving around school	Inappropriate comments and shouting out	Verbal abuse – inc. name calling
Sensible corridor behaviour	Work avoidance inc. walking around the classroom	Swearing
Taking responsibility	Distracting Others	Spitting
Showing kindness to others	Teasing	Deliberately physically hurting others
Polite, good manners	Running inside school	Fighting- inc. play fighting
Wearing correct uniform	Deliberate rudeness	Aggressive/threatening behaviour
Good Listening/being on task	Not following instructions	Deliberately throwing objects
Respectful of property/ to people	Not sitting correctly and/or safely Not paying attention	Using any object as a weapon
Having a positive attitude	Not using equipment sensibly and correctly	Refusing to complete work
Willing to try your best		
Asking for support	Lying	Stealing
Making the right choices	Answering back	Vandalism
Good attitude for learning	Pushing and barging	Bullying- Cyber Bullying
Taking turns / actively participating	Spreading rumours/stirring	Discrimination against protective characteristics i.e. racism, sexism, homophobia
Completing work well	Deliberate inappropriate noises	
Learning from mistakes	Going somewhere in school without permission	
Following instructions	Fussing	
Showing consideration for others	Spoiling the games of others	
Being organised and ready to learn		
Having pride in work		
Verbal praise and recognition from all staff to highlight and reinforce Use conduct points, stickers and certificates to recognise and reward positive behaviour, effort, and personal achievements. These are shared and celebrated to reinforce good choices.	If behaviours are seen these steps may be followed: 1. Informal warning stating desired behaviour (Ask) 2. Clear warning from staff member (Tell) 3. Time sanction given+ restorative conversation 4. Removal from class & further conversation (Move) Add on CPOMS 5. Becomes Level 2 behaviour. Child sent to SLT. SLT may contact parents/carers. Reflection Time given. Add on CPOMS	If Level 2 behaviours occur the child/children go to SLT Parents are informed by DHT/HT or (if not possible) another member of SLT Child to miss next playtime where a further restorative conversation will take place and a behaviour reflection sheet will be completed Add on CPOMS



Unsafe Choices- Behaviour Ladder

If you make an unsafe choice in class the adult will:

Ask you to stop (Informal warning)

If you choose to continue, the adult will

Tell you to stop (Clear warning)

If you choose to continue, the adult will

Issue a time sanction at another table or at break time

If you choose to continue, the adult will

Send you to work somewhere else

If you choose to continue, the adult will

Ask Mr Meikle, Mr Yeo or Mrs Parsons to come and collect you