



St Nicholas

Catholic High School

Behaviour Policy

To be read in conjunction with:

Catholic Ethos Policy

Safeguarding Policy

Anti-bullying Policy

Medicines Policy

Positive Social, Emotional, Mental Health and Well-being Policy

Version Control

Current version	Previous version	Summary of changes made
January 2022	January 2021	Section 1: removal of 'in order'
		Section 1: 'each individual' changed to 'everyone'
		Section 2: DfE recommendations July 2021 changed to September 2021
		Section 2: 'In school, only integrate with other students from within their own 'bubble' and as directed by staff' changed to 'In school, integrate only with other students from within their own 'bubble' when directed by staff'
		Section 2: removal of 'Play ball games or other games that involve contact or sharing equipment or objects'
		Section 13 (Senior Leadership Detentions): addition of 'See Appendix Six for further details'
		Internal Exclusion: section removed
		Section 16: Out of Circulation moved to Section 25

Policy Impact Statement	
Policy:	
This Policy has been implemented:	
Fully	✓
Partially	
Occasionally	
Not at all (give reasons why)	
What revisions need to be made:	
To the Policy?	See Version Control Above
To its implementation?	

1. Guiding Principles

The St. Nicholas Catholic High School Behaviour Policy is rooted in the School Mission Statement which makes explicit the Christian Values on which the School is based and the sacredness and worth of each individual in the School community. It acknowledges that good behaviour is a necessary condition for effective teaching and learning, is an important outcome of Education and allows for the total development of everyone in our community.

We aspire to embrace the Gospel and its values, celebrating uniqueness and diversity. Our learning, within an enterprise culture, is based upon trust and respect which define our relationships within the world family.

The Governing Body believes that to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by:

- a. To promote a positive atmosphere based on our Christian community where discipline and good order lead to excellence.
- b. To develop a whole school approach and effective implementation of a policy of behaviour.
- c. To recognize, reward and celebrate good behaviour.
- d. To marginalise poor behaviour by promoting good behaviour.
- e. To involve students, parents, staff and governors in the creation and implementation of a consistent approach to behaviour.

This policy acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs.

2. Amendments to Behaviour Policy (following DfE recommendations, July 2020):

The amendments to the Behaviour Policy detail adaptations made for the wider re-opening of schools. The amendments are based on DfE guidance (May 2020 and July 2020) and its aim is to ensure that staff, students, parents and carers are aware of their responsibilities.

This Behaviour Policy indicates that staff are responsible for:

- Implementing the amendments to Behaviour Policy consistently
- Modelling positive behaviour as detailed in the amendments
- Providing a personalised approach to the specific behavioural needs of particular students in light of Covid-19
- Recording behaviour incidents as detailed in the September Re-opening Guidance

The amendments are specifically intended to:

- Promote the safety of every member of staff and student
- Enable students to take responsibility for their behaviour
- Respond to poor behaviour effectively and fairly
- Allow staff to feel safe and supported
- Foster an environment where all members of the school community respect and adhere to the wider re-opening guidance

The amendments will be communicated:

- To students on an on-going basis and on the School website
- To staff via the School Reopening Guidance, on-site briefings and on the School website
- To parents/carers by letter and on the School website

1. The expectations of students is that they meet the 4Rs and, in addition students must:

- Maintain social distancing where possible.
- Only use the entrance they have been directed to enter the school building
- Use the one-way system
- Only use specified zones at break and lunch-time
- 'In school, integrate only with other students from within their own 'bubble' when directed by staff'
- Sanitise their hands on entering and exiting school as directed
- Sanitise their hands on entering and exiting their timetabled classroom
- In classrooms, walk directly to their assigned desk
- In classrooms, only sit at their assigned desk
- Follow the government guidance when needing to cough or sneeze by adhering to 'Catch it, Kill it, Bin it' and covering their mouth and nose with a tissue or coughing or sneezing into their arm
- Inform a member of staff immediately if they feel they have any symptoms of Covid-19
- Ensure that their own face coverings and / or masks are removed and put into a plastic bag or disposed of at the face covering / mask removal station appropriately prior to entering school

Students must not:

- Make or attempt to make physical contact with any other person
- Deliberately* and unnecessarily perform actions associated with symptoms of Covid-19, for example but not limited to, coughing and/or sneezing.

- Deliberately* and unnecessarily touch any desk or the part of a desk assigned to another student
- Touch or share any other student's belongings, including water bottles, food, drink and stationery

3. Consequences of not meeting expectations

Actions taken will be as indicated in the Behaviour Ladder (Appendix 1).

4. Behaviour outside the school

Students must leave the school site as directed

Guidance has been provided regarding online behaviour and safety; expectations of home learning have been provided to parents and carers and students.

NB

*The distinction between deliberate and accidental will be decided by the relevant member of school staff based upon information available

3. Rationale

St Nicholas Catholic High School has a tradition of high standards of behaviour and this policy aims to support students, parents, staff and governors in maintaining and improving those standards. Good standards of behaviour lead to better levels of achievement, enjoyment and participation in school life by all.

What makes us different as a Catholic school is that we care more about *who* a child becomes than merely *what* she or he becomes. In this way we seek to ensure that each student is not only prepared for society when they leave school but equipped to make a positive contribution for its betterment.

4. Aims of Policy

This policy aims to:

- Provide a consistent approach to behaviour management,
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

5. Legislation and Guidance

This policy is based on most recent advice from the Department for Education (DfE) on:

- DfE Checklist for school leaders to support full opening: behaviour and attendance (2020)
- CWAC Our Way of Working: Covid-19 Recovery Model and Guide (2020)
- Searching, Screening and Confiscation at School (2018)
- The Equality Act 2010
- Use of Reasonable Force in Schools (2013)
- Supporting Pupils with Medical Conditions at School (2017)
- The Special Educational Needs and Disability (SEND) code of practice (2015)
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Keeping Children Safe in Education (2020)

6. A Code of Behaviour for Students

Through representation on the School Council, students are invited to contribute to determining the behaviour expected from students.

There are four core expectations that students at St Nicholas Catholic High School believe are central to good behaviour: respect for others, respect for yourself and respect for the School.

Respect for others

- a. Treat all other people in the same way as you would like to be treated
- b. Listen to and accept the views of others
- c. Have an acceptance of others' learning
- d. Encourage and help those around you
- e. Respect school property and the property of others
- f. Language should never be racist, sexist, homophobic or transphobic; no student should accept or tolerate such language.

Respect for yourself

- a. Use your time to good effect and try your best at everything you attempt
- b. Accept praise and respond positively to criticism
- c. Dress neatly, wear the correct school uniform and take pride in your appearance

Respect for the School

- a. Represent the School in a way that demonstrates the values of the St Nicholas Catholic High School.
- b. Respect others' learning environment
- c. Arrive at school, lessons and activities on time and with the correct equipment and uniform
- d. Participate enthusiastically in all lessons and activities
- e. Develop a responsible approach to class work and homework

Ready to Learn

- a. Arrive at school, lessons and activities on time
- b. Arrive with the correct equipment and books for your lesson
- c. Wear the correct uniform at all times
- d. Arrive with a positive attitude and determination to succeed

To assist in meeting these expectations, students at St Nicholas Catholic High School expect the rules set out by staff to be enforced fairly and consistently. Students understand that they must follow the expectations set out in the School Planner at all times and accept the consequences if these expectations are not met.

7. Trauma and Attachment

Children who have faced early childhood adversity, including neglect, abuse and multiple losses, find it difficult to trust and build secure attachments. This affects their relationships with other students and adults, potentially leading to difficulties in school both socially and with learning. The School values strongly the importance of considering wider factors when managing the behaviour of students.

Since, and during, the Covid-19 pandemic, students may have experienced different emotions and changes to routines. Staff should look to recognise and respond by to presented behaviours and ask, is this okay?

8. CWAC Our Way of Working Covid-19 Recovery Model: Recognise, Respond, Link

To help with this, a way of working has been developed to support children and adults which focuses on prevention of need and risk. It is anchored in:

- The five essential principles of responding to trauma: calm, hope, community, connected, safety.
- PACE: playfulness, acceptance, curiosity, empathy (Dan Hughes: Attachment Focusses Parenting WW Norton: New York 2009). This is a framework to help structure conversations.
- These build on our partnership way of working through trauma informed practice and motivational interviewing to build resilience and celebrate success

9. Tracking and Monitoring Behaviour

The School believes strongly in the importance of monitoring behaviour. Lesson Monitor enables the recognition and rewarding of good behaviour. It also enables poor behaviour to be recognised and allows students the opportunity to reflect on and change their behaviour. For further details of Lesson Monitor refer to <http://www.st-nicholas.cheshire.sch.uk/user/74/162414.pdf>

10. Recognising and Rewarding Good Behaviour

Consistent good behaviour and attitude for learning is recognised and rewarded in a range of ways appropriate to each Year Group. Examples of rewards include Headteacher's Breakfast, early lunch passes, letters or postcards home, and recognition in Assemblies, *at regular events* the revised system and process for Rewards (September 2020) reflects the need for consistent recognition of positive behaviour in light on Covid-19.

11. Addressing Poor Behaviour and the Use of Sanctions

- a. The School follows the statutory guidance set out in the 2016 DfE publication: 'Behaviour and discipline in schools: Advice for Head Teachers and school staff'.
- b. All teachers and other staff have statutory authority to discipline students whose behaviour is unacceptable, who do not meet the expectations as set out in the School Planner or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- c. The School seeks to make all students aware of the consequences should they choose to misbehave. Understanding probable consequences is important in guiding students to make the right decisions and is intended to promote good behaviour.
- d. Disruptive behaviour during lessons will not be tolerated – every student has the right to an education and the School will not accept behaviour by a minority of students that prevents others from learning.

- e. Bullying (including Cyber Bullying) will not be tolerated. Further information can be found at <http://www.st-nicholas.cheshire.sch.uk/user/74/181182.pdf>
- f. Students can be disciplined at any time whilst in School or elsewhere while under the charge of a member of staff (for example, whilst on a school trip).
- g. Students can be disciplined in certain circumstances when misbehaviour occurs outside the School. For example, a sanction may be imposed if the reputation of the School is adversely affected.
- h. Students who use technology such as the internet and mobile phones to cause harm, distress or humiliation to others will be dealt with very seriously. This also applies to behaviour which takes place outside the School; it is the School's decision as to when to respond to such incidents.
- i. Where a student has misbehaved, the matter will be investigated if necessary, dealt with and a sanction may then be imposed.
- j. A sanction will never be humiliating or degrading.
- k. When imposing a sanction, a student's prior conduct may be taken into consideration.
- l. Sanctions will be reasonable and proportionate and will consider the individual circumstances of the student.
- m. Where it may be necessary to make reasonable adjustments as a consequence of a student's specific needs, this will be taken into consideration by the staff dealing with the incident.
- n. Disciplinary action taken against a student will not be discriminatory and the School will promote equality at all times.

An appropriate sanction for a minor breach of discipline may be to lose a break-time or lunch-time (staff should allow reasonable time for the student to eat, drink and use the toilet), complete additional written work in the student's own time or to complete Community Service.

12. After School Detention (ASD)

A student who commits a moderate breach of discipline can expect to receive an ASD. The member of staff who issues the ASD will take responsibility for ensuring the student has appropriate work to complete. There may be occasions, when a student is requested to complete specific tasks that enable reflection of behaviour.

13. Friday Night Senior Leadership Team Detention (FND)

Attendance at the ASD is non-negotiable: if a student fails to attend the ASD the student is issued with a Senior Leadership Team Detention. See Appendix Six for further details.

15. Fixed Term and Permanent Exclusions

The School follows the statutory guidance set out in the 2017 DfE Statutory Guidance entitled *'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England': a guide for those with legal responsibilities in relation to exclusion'*.

- a. Only the Head teacher can exclude a student and the decision must be lawful, reasonable and fair.
- b. All children have a right to an education. The School will take reasonable steps to set and mark work for students during the first five school days of an exclusion and alternative provision will be arranged from the sixth day.
- c. When establishing the facts in relation to an exclusion decision the Head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
- d. A decision to exclude a student permanently should only be taken:
 - in response to a serious breach, or persistent breaches, of the School's behaviour policy;
 - and
 - where allowing the student to remain in School would seriously harm the education or welfare of the student or others in the school.

Examples of incidents for which a student may be permanently excluded include physical assault and possession and/or supply of illegal items. This list is not exhaustive

- e. Following FTE, there will be a Reintegration Meeting and the completion of an Achievement Support Plan (see Appendix 5) where appropriate

16 Roles and Responsibilities of staff

16.1 Responsibilities of all members of staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

As best practice, all members of staff should:

- a. Reward good behaviour
- b. Challenge poor behaviour without exception and sanction and record when appropriate

- c. Challenge poor uniform without exception and sanction and record when appropriate
- d. Meet classes at the door and ensure an orderly entrance to classrooms and prompt start to lessons
- e. Dismiss classes at the door and ensure an orderly exit from the room
- f. Ensure students leave classes in an orderly manner
- g. Ensure excellent behaviour on the corridor and in other areas of School
- h. Ensure students always enter and leave lessons in correct school uniform
- i. Ensure effective pastoral care for all students

In addition to the above, and to support full opening, there should be a particular focus from staff to:

- Set clear, reasonable and proportionate standards of behaviour
- Clarify with students sanctions and rewards and how the Behaviour Policy will be enforced consistently
- Make explicit what behaviours are now considered more serious due to the coronavirus (COVID-19) outbreak, for example purposefully coughing on someone, including any escalation points in how they will be dealt with
- Set and maintain a culture where excellent behaviour and attendance is valued and expected by everyone in the school community

16.2 The Role of the Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing Body giving due consideration to the School's statement of behaviour principles (section 1). The Headteacher will also approve this policy and recommend to the Governing Body. To support wider reopening in September 2020, the Headteacher should:

- Regularly review the impact and effectiveness of this Behaviour Policy.
- Plan how new behavioural expectations will be monitored and supported.
- Allow for time to train staff in the behaviour that will be expected of them and also in the behaviour that they will be expected to teach to students.
- Communicate revised behaviour and attendance policies to staff, students and parents as soon as possible and ensure expectations are clearly understood.
- Ensure the Senior Leadership Team are visible around the school and invite discussion and feedback.
- Set and maintain a culture where excellent behaviour and attendance is valued and expected by everyone in the school community.
- Provide regular feedback to staff, students, and families on how well they are executing new procedures.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

16.3 The Governing Body

The Governing Body will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

16.4 Parents and Carers

Parents and Carers are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Form or Subject teacher promptly

17 Students' conduct outside the school gates

The School may investigate and address any incidents of bad behaviour and / or bullying which have occurred off the School premises but have been witnessed by a member of staff / student or reported to the School. This may include poor conduct (i) on a school trip, (ii) travelling to and from school, (iii) whilst wearing school uniform or whilst using the internet, mobile phone, or other electronic device. If necessary, the School will inform the police.

18 Travel Expectations and Guidance

Please refer to Appendix Two for guidance to support all those involved in home to school transport, to ensure that we all work together to achieve a clear and transparent policy about behaviour on school specific vehicles and public transport as appropriate.

19 Searching, Screening and Confiscation

A member of School staff may confiscate property as a reasonable course of action in order to maintain an environment that is conducive to learning and to safeguard the rights of other students to be educated. An item may be confiscated if it poses a threat to others or to good order, is against uniform regulations, poses a health and safety risk, is counter to the ethos of the school or is illegal. Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation (2018).

- a) Any prohibited items (listed in Appendix 3a) found in students' possession will be confiscated. These items will not be returned to students. Possession of such items is extreme behaviour and the consequence can be a Permanent Exclusion.
- b) Any banned items (listed in Appendix 3b) found in students' possession may be confiscated.

20 Sexual violence and sexual harassment between students

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Investigations into sexual violence and sexual harassment and support for victims and alleged perpetrators are conducted in line with the DfE Guidance: sexual violence and sexual harassment between children in schools and colleges (May 2018). A summary of the document has now been included in Keeping Children Safe in Education (2019) as Part 5, which gives it statutory status. Schools need to make sure that all their systems and policies, procedures, and training includes sexual violence and sexual harassment.

21 Physical restraint

In some circumstances, staff may restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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
- Be conducted in line with DEF Guidance

22 Allegations against School Staff

Any allegation made against a member of staff in relation to misusing these powers will be dealt with reasonably and in accordance with statutory guidance provided by the DfE (September 2021) entitled 'Keeping Children Safe in Education'.

Please refer to the Safeguarding Policy section 13.1 (2021) for more information on responding to allegations of abuse.

It is essential that any allegation of abuse made against a teacher or other member of staff is responded to properly and promptly. This means quickly, fairly and consistently, and in a way that provides effective protection for the child whilst protecting the rights and livelihood of the person accused.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

23 Action in the case of false allegations

Where an allegation is proven to be false, the Headteacher may consider whether the child is in need of support. If an allegation is found to be intentionally malicious, the Headteacher will decide the appropriate sanction. If the allegation has been made against the Headteacher, this decision should be made by the Deputy Headteacher. The School has the power to issue a Fixed Term Exclusion or permanently exclude pupils who make false claims or refer the case to the police if the school thinks a criminal offence has been committed. If the claim has been made by a person who is not a student, the School will hand the information to the police.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

24 Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year, including, when possible, at the start of Year 7. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

25 Recording of Statements and Out of Circulation

Following an incident of behaviour, it may be necessary for staff to establish the details of the incident. Information from students should be provided using a Statement Form and signed and dated accordingly.

When a serious breach of discipline occurs, the School will investigate appropriately seeking input from those concerned. At all times students are expected to be honest and truthful and not hinder the investigation in any way. It may be in the student's best interests to be Out of Circulation (i.e. working separately from other students) whilst it is investigated; this should not be seen as any form of sanction.

26 Discriminatory Behaviour

Discriminatory behaviour of any kind is not accepted at St Nicholas Catholic High School. Support and sanction for such behaviour is always considered, logged, and monitored.

Appendix 1: Behaviour Ladder

Level of Behaviour	Behaviour Displayed	Example of possible sanction	Example of possible support	Who is responsible	Recording
Extreme	<p>Persistent and / or a serious breach (es) of the school's behaviour policy</p> <p>Where allowing the student to remain in school would seriously harm the education, welfare or emotional health of the student or others in school</p> <p>Criminal offence including smoking and / or possession of cigarettes or vapour cigarettes or lighters</p> <p>False and / or malicious allegations against school staff</p> <p>Possession or supply of prohibited or illegal items</p> <p>Supplying banned items</p> <p>Causing distress and / or humiliation on line</p> <p>Abusive language and / or behaviour towards students and / or staff</p>	<p>Permanent Exclusion</p> <p>Fixed Term Exclusion</p> <p>Governors' Disciplinary Committee</p> <p>Managed Move</p> <p>Internal Exclusion</p> <p>Possible forfeit / removal from School Trip or planned School Trip</p>	<p>Managed Move</p> <p>Alternative Provision</p> <p>Learning Mentor Support</p> <p>Statutory work with outside agencies to continue to provide education</p> <p>TAF</p> <p>Parent / Carer Meeting</p> <p>Behaviour Support Plan</p> <p>SENCO</p> <p>Restorative Justice Meeting Referral to: Education Psychologist; CAMHS; AP</p>	<p>HT, AHT or Year Leader</p>	<p>Statutory Recording</p> <p>Student File</p> <p>Behaviour Support Record</p> <p>SEN File</p>

	Failure to adhere to the online learning protocols Defiance				
High Level	Failure to attend After School Detention Truancy Theft Bullying Abusive language and / or behaviour towards students and / or staff Fighting Discriminatory behaviour Persistent and / or serious breach (es) of the School's Behaviour Policy Causing distress and / or humiliation on line Malicious and / or false allegations about another student Failure to adhere to the online learning protocols Possession of banned items Continued lateness to lessons	Fixed Term Exclusion Internal Exclusion Report After School Detention SLT Detention Possible forfeit / removal from School Trip or planned School Trip	Meeting with parents / carers Learning Mentor Behaviour Support Plan SENCO Restorative Justice Meeting	AHT, SENCO and Year Leader / Subject Leader	Detention Record Student File

	<p>Defiance</p> <p>Damage to school property</p>				
Medium Level	<p>Questioning authority</p> <p>Lateness to lessons</p> <p>Leaving litter</p> <p>Incorrect uniform</p> <p>Rudeness to staff</p> <p>Buying from and / or selling items to other students without permission</p> <p>Absconding from any part of a lesson</p> <p>Failure to adhere to updated student expectations outlined in the School Re-opening Guidance</p>	<p>Break / Lunch Detention</p> <p>Lesson Monitor</p> <p>Confiscation of banned items</p>	<p>Referral to Year Leader</p> <p>Referral to Subject Leader</p>	<p>Subject teacher</p>	<p>Lesson Monitor</p> <p>Homework Diary</p> <p>Detention Record</p>
Low Level	<p>Eating / drinking in corridors</p> <p>Forgetting equipment</p> <p>Not sitting correctly in lessons</p> <p>Poor effort / apathy</p> <p>Talking out of turn in lessons</p> <p>Calling out in lessons</p> <p>Missing deadlines</p> <p>Distracting others</p>	<p>Verbal warning</p> <p>Written warning – comment in diary</p> <p>Lesson Monitor</p> <p>Break / Lunch Detention</p> <p>Repeating work / written imposition (reflection questions)</p>	<p>Verbal explanation</p>	<p>All staff</p>	<p>Lesson Monitor</p> <p>Homework Diary</p>

	Failure to adhere to updated student expectations outlined in the School Re-opening Guidance Inappropriate use of school facilities				
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NB: For use of Mobile Phones, please refer to the Mobile Phone Policy (2018)

Appendix Two: Travel Expectations and Guidance

This appendix is written in line with DfE guidance 2016 '*Behaviour and Discipline in Schools*' with particular reference to paragraphs 23-26 '*Pupils' conduct outside the school gates – teachers' powers*'

This guidance is provided to support all those involved in home to school transport, to ensure that we all work together to achieve a clear and transparent policy about behaviour on school specific vehicles and public transport as appropriate. The consequences of poor behaviour can be wide ranging and the following guidance has been written taking into account the *Education and Inspections Act 2006* and the Department for Education guidance *Behaviour and Discipline in Schools – guidance for Headteachers and Staff*.

The same high standards of behaviour and discipline are expected by St Nicholas' students when travelling to and from school using School Bus Services and public transport.

To promote consistency in responding to behaviour problems, the following categories have been identified. These have been identified to provide a guide and are not exhaustive.

Bus Travel Covid-19 Amendments

1. Students must not remove face covering on the bus
2. Face coverings must only be used for their intended purpose
2. Students must remain seating until invited to leave
3. Students must proceed to face covering removal stations complete the following:
 - a. Disposable face coverings
 - Remove their face covering
 - Place covering in pedal bin provided
 - b. Reusable face coverings
 - Remove their face covering
 - Place into a plastic bag and secure in school bag

All students must then sanitise their hands as instructed

(1) Nuisance behaviour

- Any behaviour that is irritating or unpleasant but not dangerous
- Failing or refusing to show a ticket when boarding
- Eating on the school bus
- Using inappropriate and/or offensive language
- Failing to follow instructions from staff or the driver

Action:

In all instances, the driver, upon arrival at the school, will report this to a senior member of staff at the school.

Initially the driver of the vehicle will deal with these types of incidents informally. If the incident is more serious, the driver will complete an incident report; it is expected that drivers will be able to handle such situations. The incident report will be provided to the school.

Students observing such behaviour should report incidents to their Year Leader

Possible Sanctions:

- The School will issue a 'Stage 1' Letter to Parents & Carers
- After School Detention
- Internal Exclusion

(2) Dangerous behaviour/destructive behaviour

- Distracting the driver verbally or with threatening behaviour
- Harassing and bullying other passengers
- Inappropriate conduct towards the public or other students
- Throwing objects inside or out of the bus
- Preventing others from getting on or off the bus
- Standing, jumping or running up and down the aisles
- Refusing to wear a seatbelt when these are provided.
- Any other behaviours which pose a threat to the health and safety of passengers and driver
- Repeated incidents of 'nuisance behaviour'

Action:

The driver should stop the vehicle and warn the passengers about their behaviour. If this behaviour continues and it would be hazardous to continue the journey, for instance, in extreme cases, the police would be called.

In all instances, the driver, upon arrival at the school, will report this to a senior member of staff at the school.

Where incidents occur on the homeward journey, the incident report would be submitted to the school the following day, and the matter again, would be reported to the senior member of staff at the school on duty that morning.

Possible Sanctions:

- The School will issue a 'Stage 2' Letter to Parents & Carers
- Bus Ban for a stipulated period of time as determined by the school/travel company
- Internal Exclusion

- Fixed Term Exclusion
- Invoice for any damage caused

3) Highly dangerous/destructive behaviour

- Physically attacking the driver or other passengers
- Marking or damaging the bus or other property by a St Nicholas student
- Throwing objects out of the window which has the potential to cause harm and/or damage.
- Repeated instances of dangerous or nuisance behaviour
- Interfering with emergency exits, doors or windows
- Threatening other users with an offensive weapon
- **Removing face mask or face covering**

Action:

In all instances, the driver, upon arrival at the school, will report this to a senior member of staff at the school.

Possible Sanctions:

- It is highly likely that any breach in this section would result in an immediate and/or indefinite ban, the involvement of the police and an invoice for any damage caused.

Fixed Term Exclusion / Permanent Exclusion

Appendix Three a): Prohibited items in School

The list below indicates prohibited items in school (see section 17a):

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

School staff can seize any prohibited item found as a result of a search. They can

also seize any item, they consider harmful or detrimental to school discipline

Appendix Three b): Banned items in School

The list below indicates banned items in school (see Section 17b):

Energy drinks

Canned drinks

Glass bottled drinks

Carbonated and / or fizzy drinks excluding water and flavoured water

Chewing gum

Jewellery excluding watches

Aerosol cans

Paracetamol and Ibuprofen

Aerosols

Cigarettes

E-cigarettes / Vapour cigarettes

Any other item that the school believes may cause harm to students and / or staff

Members of staff may search for these banned items as outlined the most recent DfE Searching, Screening and Confiscation guidance. Where a member of staff finds an item which is banned they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it as outlined in the most recent DfE guidance.

Appendix 5: Achievement Support Plan

Student name:	Form:
<p>Date plan starts:</p> <p>Date of next review:</p> <p>Additional needs:</p> <p>Key staff working with NAME:</p>	
<p>Challenging behaviour</p> <p><i>What does it look like?</i></p> <p><i>What triggers it?</i></p>	<p>Target for NAME</p> <p><i>What are we working towards?</i></p> <p><i>How do we get there?</i></p>
<p>Strategies for positive achievement</p> <p><i>How do we maintain positive behaviour?</i></p> <ul style="list-style-type: none"> • <i>Phrases to use</i> • <i>Rewards, motivators</i> 	<p>Early warning signs</p> <p><i>How do we prevent an incident?</i></p> <ul style="list-style-type: none"> • <i>What to look out for</i> • <i>How to respond (reminders, alternative environment)</i>
<p>Reactive strategies</p> <p><i>How do we diffuse the situation?</i></p> <ul style="list-style-type: none"> • <i>What to do and what not to do</i> • <i>Phrases to use</i> • <i>Calming techniques</i> <p><i>At what stage should another member of staff be informed?</i></p>	<p>Support</p> <p><i>How do we help NAME reflect and learn from the incident?</i></p> <p><i>Is there anything that staff can learn about working with NAME?</i></p>
<p>Agreement:</p> <p>Parent / Carer signature: _____ Year Leader signature: _____</p>	

Review, Evaluation and next steps:

How effective is the plan?

Record suggestions to be considered when this plan is reviewed.