St. Nicholas' Chantry C of E Primary

SEMH & POSITIVE BEHAVIOUR POLICY

(Social & Emotional Mental Health)

On behalf of the Governors:		**Date: 20/05/26**
On behalf of the school:	Ro O'Reilly	**Date: 2/4/26**
Last reviewed on: 16/03/26		
Next review due by: July 2026		

Futura
Learning Partnership

Our Vision

St. Nicholas Chantry is a place of positivity and calm where everyone is welcomed. The whole community is inspired by a love of learning, collaborating and communicating with synergy.

The whole school family shares a strong moral compass and high aspirations, thus securing the very best outcomes for everyone with Christian values woven throughout.

We care for all God's children, unconditionally. As a rural town community, the Parable of the Lost Sheep (Matthew 18:12-35) and Jesus as the Good Shepherd (John 10:11) resonates with our children who feel valued and welcomed as individuals. All members of our school family, the community and the wider world are valued and respected. Each child is individually known, enabling us to ensure that every child achieves their very best.

We all try our best to be a Good Shepherd

Our aims:

At St. Nicholas' Chantry Primary we live and work together as a community we seek to inspire pride in personal development and academic achievement using creative learning opportunities.

We aspire to develop holistic approaches with parents, the church and the wider community to enrich our school family through our Christian ethos. Together we commit to nurturing self-worth and an emotional resilience to reach our personal best we seek to inspire pride in personal development and academic achievement using creative learning opportunities.

To achieve these aims for children our mission is to:

- **Have high expectations of all children and ourselves**
- **Create a welcoming, safe and stimulating learning environment based on Christian values.**
- **Promote positive self-esteem for all**
- **Encourage children to take responsibility and show initiative**
- **Provide learning opportunities through both collaboration and competition**
- **Teach a broad, well-balanced, progressive curriculum which is based on a thorough understanding of children's individual needs, interests and learning styles.**
- **Resource the curriculum efficiently and effectively including new technologies.**
- **Work in partnership with parents and carers**
- **Develop and maintain links beyond the school community**
- **Give children an understanding of their place in society**
- **Ensure equality of opportunity and challenge all forms of discrimination**
- **Celebrate high standards of personal learning ,effort and achievement**

Our values:

Our values are important to us and guide the decisions leaders make to drive standards at St. Nicholas' Chantry further:

Create, Aspire, Nurture (CAN):

Create: We are imaginative and creative and this is seen in our play, our talk and our learning

"We are creative and imaginative at play and at work."

Aspire: We will learn to celebrate our academic and personal achievements, and those of our friends and we have high aspirations and know how to do even better in work and in life

"We aim high and keep trying, at St. Nicholas' Chantry."

Nurture: We will learn that our school and families are working to nurture us to enable us to be accepted and valuable members of our communities.

"Together, we can help each other grow at St. Nicholas' Chantry."

Our visions and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Effective Social, Emotional & Mental Health (SEMH) support and provision is the cornerstone of any successful community. Accepting that we are all different, but equally valued ensures that no member of staff or child feels less worthy than another. A resilient, happy Staff are able to take on the fantastic challenge of supporting, accepting and nurturing all pupils here at St. Nicholas' Chantry Primary. It is our aim to make sure that pupils here join our school community effectively and we nurture their characters through care, empathy and compassion at all times. We are equipped to support pupils experiencing difficulties as they occur and this is a team effort. We work with parents to understand that every person is different and to be celebrated for this.

We understand Behaviour to be the way we act and respond to emotions, the people and situations that we find ourselves in. Pupils' behaviour reflects the values and attitudes that they hold. We explore and discuss the school's and pupils' own values during assembly, RSE & PSHE Ed (Relations & Sex Education & Personal and Social Health Education) and Circle Time, as well as during other areas of the Curriculum where appropriate.

Pupils' behaviour communicates to others how they are feeling and it is the job of all adults to teach pupils to be in tune with their feelings and learn to explore how their behaviour links to their emotional state.
Staff behaviour needs to be positive and courteous in order to model how pupils should act and behave. We expect parents and carers to model polite, courteous behaviour to pupils and to each other when they are on and around the school grounds and of course, at home whenever possible!

At St Nicholas' Chantry we aim to foster a positive, supportive and respectful school community where every pupil feels valued, safe and ready to learn. Our ethos is rooted in kindness, high expectations and an understanding that behaviour is a form of communication. We work together to nurture resilience, independence and a love of learning, ensuring that all pupils—including those with additional needs—are supported to thrive.

We want our school ethos to demonstrate:

- A positive, "can-do" culture where strengths are recognised.
- Mutual respect between pupils, staff and all adults in school.
- Growth mindset and increasing resilience in both pupils and adults.
- A strong sense of belonging, safety and being valued.
- Understanding that behaviour communicates a need, and adults respond with curiosity and support.
- Inclusive practice where individual needs are known, understood and met (including SEND passports/IEPs).
- High expectations for learning, behaviour and participation.
- Motivated, energised pupils who take positive risks and grow in independence.
- Supportive relationships across age groups and respectful collaboration.
- Adults modelling kindness, courtesy, empathy and pride in the school environment.
- A culture of tolerance, care and consistent celebration of achievements, big and small
- Kindness, empathy and respect in all areas, including online

We work proactively and consistently to create an environment where positive behaviour can flourish. Staff model the standards we expect, communicate clearly with pupils and families, and use a range of approaches to meet individual needs and promote wellbeing. Our systems, routines and curriculum experiences help every child feel safe, supported and ready to learn.

We ensure this happens by:

- Recognising and rewarding positive behaviour with clear, specific praise.
- Setting and sticking to clear, consistent boundaries.
- Maintaining zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and any form of sexual harassment or violence.
- Modelling good manners and respectful behaviour in daily interactions and through the RSE & PSHE (Jigsaw) curriculum.
- Addressing low-level behaviour early to prevent escalation.

- Expecting class teams to meet pupils' needs in line with the Teachers' Standards, with SLT supporting only when appropriate.
- Meeting SEND needs through IEPs, EHCPs and specialist recommendations, and supporting Children Looked After, Post-Looked After and Service Children.
- Providing clear daily timetables to help pupils understand what to expect.
- Building strong, positive communication with parents and carers.
- Supporting pupils' readiness to learn through access to water, fruit snacks and opportunities for responsibility.
- Providing structured opportunities that develop relationships, wellbeing and behaviour skills: assemblies, circle times, PSHE/RSE sessions, Forest School, wellbeing activities, Learning Mentor support and OPAL play.
- Teaching online safety through Jigsaw and Project Evolve to address current needs.
- Ensuring adults act as positive role models in their interactions with pupils, parents and colleagues.
- Offering rich learning experiences including RE (Awareness, Mystery and Value syllabus with Understanding Christianity), theme days and house events.
- Encouraging collaboration through "thinking partner" discussions and shared evaluation of ideas.

At St Nicholas' Chantry we expect all pupils and adults to contribute to a kind, respectful and safe school community. We value effort, encourage positive attitudes and celebrate each other's successes. Everyone plays a part in creating an environment where learning can flourish and every individual feels happy, included and able to do their best.

We expect all pupils and adults to:

- Treat everyone with respect, kindness and courtesy.
- Try their best, show resilience and be willing to "have a go".
- Celebrate their own achievements and recognise the successes of others.
- Ensure that everyone has the right to feel safe, happy and ready to learn.
- Allow others to learn without interruption.
- Take pride in the school environment, equipment and personal presentation.
- Show tolerance, interest and acceptance of individual differences.
- Be friendly and supportive towards all members of the school community.
- Share ideas and opinions appropriately, including through School Council representatives.
- Act safely at all times.

Class rules

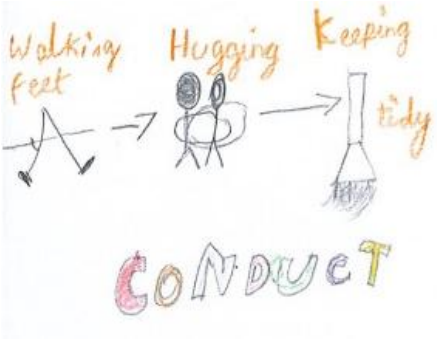
Each class establishes a code of conduct 'Class Charter' with their teacher within the first week of the school year. These rules are displayed in the classroom, and will be evaluated/revisited at the start of every term. These class
rules (together with whole school expectations) will form the basis for rewards and sanctions.

School Conduct

The School Council believe that all children should follow the rules for conduct that we have created below. If they do not follow these then they will receive a consequence in line with our school behaviour policy.

- ✓ When in the school building All children should use quiet inside voices
- ✓ Always walk in the corridors
- ✓ Remember to smile at others as you pass them, it is polite and a smile costs nothing and could cheer someone up
- ✓ Remember to say, “Please” and “Thank you”
- ✓ Every child should be wearing appropriate school uniform and it should be neat and tidy
- ✓ Care for each other, this make people feel happy and loved
- ✓ Help people if they need it or if they are hurt. This will cheer them up
- ✓ Keep our school tidy; clean up after yourself including at lunch times.
- ✓ Keep your bookshelves tidy in your book corner

(Created by the School Council)



Rewards for positive behaviour;

Whole school systems

- All pupils are allocated into one of four school teams (Topaz - yellow, Emerald - green, Sapphire- blue and Ruby - red). Pupils are given House points (Dojos) as rewards for good behaviour, good manners, achieving class charter elements, effort and achievement.
- During weekly Sharing assemblies, pupils from each class are awarded certificates for achievement and for upholding our school values, or exceptional learning or behaviour and parents are invited to attend. The different achievements of individuals and groups of pupils are recognised. The tidiest classroom, class attendance, Top Table Award and home achievement recognition are given weekly, and the house cup is won termly and annually by the house with the most points. A house 'treat' (decided by each house) is awarded at the beginning of the following term or the end of the final term of the school year.

Class-based rewards

Various, different rewards are used, often these are agreed with the pupils in a particular class. Staff should ensure that;

- These can be anything from stickers or marbles in a jar to a round of applause, to another daily class celebration of positive behaviour and attitudes, or display of school, Trust or Christian values
- Parents are informed of individual pupils' awards whenever possible, together with the reasons for praise.
- Reward systems should be displayed in the classroom and in the staff handbook, so that support staff and supply teachers can use class systems.
- Reasons for rewarding pupils must be fair and consistent…. often linked to agreed class rules (class charter, drawn up at the start of every school year)
- In line with our safeguarding policy, no gifts shall be given to individual pupils, but should be available to all pupils as rewards
- Staff to avoid giving sweets as rewards for good behaviour

Class based rewards may include:

- Phone calls home
- Positive messages at home time
- Notes home to parents,
- Stickers
- Values Certificates
- Star of the Week
- Marbles in the jar
- Special person
- Choose a prize from the treat box (no sweets), etc.

(Ava, School Council)

HOW TO EARN HOUSE POINTS

Other ways to get house points:

- Saying 'please' and 'thank you'
- Holding the door open for other people
- Walking nice and quietly down the corridor
- Well-presented work
- Listening to what people say
- Helping someone injured
- Doing a job for a teacher
- Sitting nicely in assembly

And many other things...

Rewards:

If your house gets the most house points, then your house, and your house only, will get a special reward which can consist of:

- An hour of no work
- A non-school uniform day
- A movie and popcorn
- An afternoon break

And many other rewards....

Made by:
Adam Mills and Alice Vowles
The Ruby House Captains

What is a Values Certificate?

These are the School Values:

Create

Aspire

Nurture

Together we CAN!

A Values certificate is when you do something good, related to the school values *(create, aspire and nurture).*

For example, if you were showing achievement by doing something for the first time or doing better than you have done, you might get a Values certificate for 'Aspire'.

You have to work really, really hard to earn these extra special certificates.

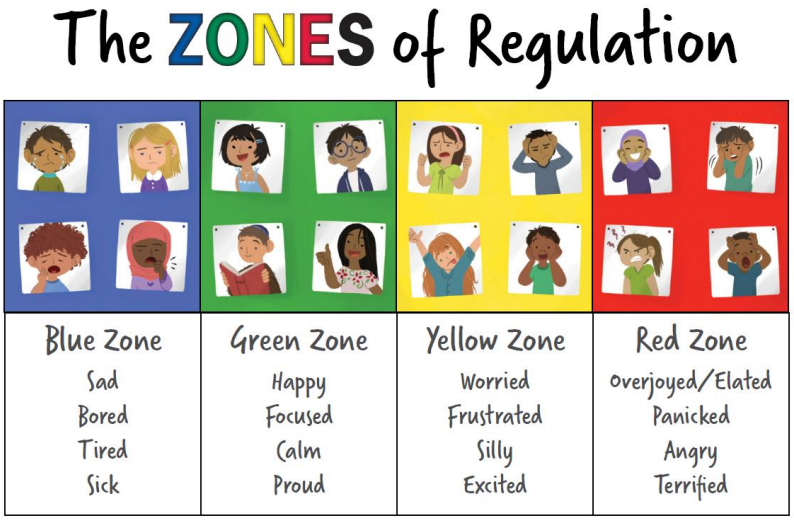
You never know, this week it could be you but if it's not, don't put your head down.

Try working even harder next week and you will have more of a chance of winning.

(School Council)

Zones of Regulation

At St. Nick's all children learn about the 'Zones of Regulation', a visual and language-based approach to understanding and exploring emotions. It gives all pupils the words to express themselves and navigate through big emotions and tricky situations.



Safe Touch

Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

In recognition of this, under agreed and supervised conditions, staff will consider using safe touch as one of the means available to them for:

- Calming or comforting an upset child
- Affirm or encourage an anxious child or a child with low self-esteem.

The Children Act 1989 makes it clear that the paramount consideration in any decision should be in the best interest of the child concerned. Paramount in this context means that it should be the first thing people think about and it takes precedence over other considerations.

Physical contact should always be about meeting the needs of the child. Actions that can be ambiguous are open to misinterpretation. Staff should always think before making any physical contact. They should be clear about why their actions are in the best interest of the child concerned. They should remember that some children like physical contact and some do not. This information will be contained in a child's Positive Pupil Passport held by the school where appropriate. All staff have de-escalation training and experience, in addition some staff have Team Teach training and are permitted to give further physical intervention if needed.

<u>Children with SEND</u>

As with all our policies and practice, we are mindful that children with SEND will need additional support with their behaviour. We praise them for their efforts in learning, play and conduct and we support them with managing their consequences too. It is vital that children with SEND understand what is and is not safe in school, and what is acceptable in terms of behaviour in the classroom.

Support for a child with SEND could involve:

- Giving rewards in a way which doesn't overwhelm them
- Giving additional verbal support to make the right choice
- Giving sanctions or reflection time in a different room to others
- Sanctions being given the next day to allow de-escalation and processing time
- Use of social stories to support behaviour
- Use of non-verbal cues or printed words and pictures to support understanding of emotions or behaviours

For pupils with significant social, emotional or behavioural needs, advice will be sought from appropriate outside agencies and their recommendations will always be fully implemented. A risk assessment & Individual Behaviour Plan will be put into place for those who have displayed violent outbursts or other dangerous

behaviour. Plans and risk assessments will be regularly reviewed including consultation with the child, parents, school staff and relevant outside agencies.
These plans will always include a conversation between the class team and Midday Supervisors and Breakfast & After School Staff about the needs of the pupil and how those strategies can be managed over the lunchtime and extended school period, as all staff involved need to work collaboratively. However, over time the pupil must make an effort to improve their behaviour too.

The reflection zone

This will be normally be in Chestnut Classroom at lunchtime. If a child spends time reflecting here, a message will be sent via My Child At School informing parents or carers, with a very brief summary of the incident so there can be a follow-up conversation at home. The reflection Zone will be a calm, quiet space staffed by members of the SLT (Usually the Head or Deputy Head) where children can discuss what happened and consider how to avoid it happening again. It will also be used at lunchtimes where a child is not following the playtime rules and being unsafe. Parents will be informed via email if their child has spent time in the Reflection Zone. Unless they are asked to meet school staff, or there is a telephone call by school staff, there will be no further action needed, however we would ask that parents and carers who receive a notification have a follow-up conversation with their child to support better behaviour choices in the future.

Involving parents and carers

We are extremely appreciative of support for good behaviour from parents and carers. We will continue to work in partnership and find opportunities to share successes. We ask that parents greet their child at the end of the day and ask them, "Tell me one good thing that happened today". This will open up a conversation about the positives and help children focus on these.

Parents and carers will receive information about the following:

- Access to Class Dojo to see how many dojos (house points) their child has earned (via Class Dojos App)
- Invitations to Friday's Sharing Assembly if their child receives a certificate or medal (Via MCAS – My Child At School email)
- Regular chances to come into school to share termly learning (Via See Saw and MCAS – My Child At School)
- A message from the office via MCAS (My Child At School) if a child has spent time in the Reflection Zone
- A phone call from a senior Leader if behaviour reaches the 'Guided Refocus' stage (stage 5)
- A phone call if a child has inflicted harmful physical behaviour on another, or if they are the victim of this (see Appendix 3)
- A letter if a child has displayed Category 4 or 5 Harmful Physical behaviour (see Appendix 3)

For behaviour within the Recognise (R1), Reminder (R2), Reinforce (R3) stage **(See Appendices 1 and 2),** parents and carers will not be informed and the school will deal with this internally. However, parents and carers can always speak to the teacher at the end of the day if they would like further information. This will not be possible at the start of the school day when teachers are welcoming children into school and settling them to their learning. Any urgent morning messages should be sent to the school office.

We expect parents to help us to reinforce good behaviour at school and also to respect that we have supported and investigated any case of extreme behaviour in line with this policy and our child on child abuse policy. If you are concerned that this has not happened, please ask to speak to the class teacher in the first instance.

Appendix 1

Leadership of learning – staff script for the 5 Rs

<table>
<tr><th>Stage</th><th colspan="2">What do we do?
Teaching Assistants move around the classroom at all times when teacher is giving input</th></tr>
<tr><td rowspan="2">R1
Recognise
We recognise that behaviour is a form of communication, and we are offering support to try and understand what the learner needs</td><td colspan="2"><u>Proximal Praise</u>
Adults will praise learners who are making positive choices which serves as a reminder of the behaviour expectations for everyone</td></tr>
<tr><td><u>Offer support to understand</u>
Hear and understand their needs
Provide some support as appropriate
Provide take-up time</td><td><u>Suggested wording:</u>
• How can I help?
• Do you need anything to get started?
• Is there something I can help you with?</td></tr>
<tr><td>R2
Reminder
The child has not changed their behaviour

Take the initiative to keep things at this stage</td><td><u>Give a quiet reminder</u>
• Provide take-up time (approx. 2 minutes)
• Remind of responsibilities
• De-escalate and decelerate where reasonable and possible

Praise will be given when the learner is able to model good behaviour as a result of the reminder (thank you for listening)</td><td><u>Suggested Wording:</u>
Remember to…respect your right to be safe. Sit safely on your chair please (whenever possible others can't hear)</td></tr>
<tr><td rowspan="2">R3
Reinforce
If the learner has still not followed the adult direction</td><td><u>Reinforce the instruction – be direct</u>
Be clear on what needs to happen
Walk away and provide take-up time (approx. 2 mins)</td><td><u>Suggested Wording:</u>
• I have noticed that you are wandering around
• Do you remember how it felt when you completed that amazing writing yesterday?
• Right now, I need you to complete your learning</td></tr>
<tr><td><u>Give 2 clear choices</u>
For some learner they may need to be given an element of control so offer 2 choices that result in the same outcome but enables them to feel like they have some choice</td><td><u>Suggested Wording:</u>
• I have noticed that you are…wandering around
• Do you remember how it felt when you…completed that amazing writing yesterday?
• You can choose to complete your learning with me, at this table or complete it with xxx adult
• I'll come back to you after 1 minute so you can tell me what you have chosen</td></tr>
<tr><td rowspan="2">R4
Refocus
The learner has not changed their behaviour and needs time away from the space to regulate

The aim is to get them back into learning as quickly as possible

15 minutes reflection Zone at 12pm Parent/ carer informed</td><td><u>Direct learner to a refocus space</u>
Refocus will be a short time (5 minutes max) away from the current space/ activity. This may be:
• Another empty table in / just outside the classroom
• Another learning breakout space
• The nest (with an adult)
• It may be appropriate to take a learning tool/ sensory resource</td><td><u>Suggested Wording:</u>
It looks like we need some time to calm and refocus
Please go to xxx space to refocus</td></tr>
<tr><td><u>Direct learner to choose a refocus space</u>
Give 2 options that you are happy with</td><td><u>Suggested Wording:</u>
It looks like we need some time to calm and refocus
You can choose to refocus in xxx or xxx</td></tr>
<tr><td rowspan="2">R5

Guided Refocus
If learner still does not respond to the adult's direction to move to a refocus space, the learning Mentor, or if unavailable a member of the Senior Leadership Team (SLT) will be called to support

30 minutes in reflection zone (unless suspended) Parent/ Carer informed</td><td>The Learning Mentor/ SLT member will calmly reiterate the instructions and make it clear that the learner must now refocus. The learner is not offered a choice to remain in the current space, instead, they are given a clear directive</td><td><u>Suggested Wording:</u>
You need to move to the refocus room now. If you are not ready to do that you will need to refocus in the (Learning Mentor / SLT room)</td></tr>
<tr><td colspan="2"><u>If a learner does not follow the SLT member's instruction to re-focus:</u>
Phone call to family so that the family can reinforce the importance of following instructions

If unsuccessful (eg learner refuses to go to the phone) – family are asked to come into school to support this in person</td></tr>
</table>

Appendix 2

Playtime script – to be used by all staff on duty at break and lunch play

<table>
<tr><th>Stage</th><th colspan="2">What do we do?
All staff on duty move around the area at all times using this script</th></tr>
<tr><td rowspan="3">R1
Recognise
We recognise that behaviour is a form of communication, and we are offering support to try and understand what the child needs</td><td colspan="2"><u>Proximal Praise</u>
Adults will praise children who are making positive play choices which serves as a reminder of the behaviour expectations for everyone. They can give Dojos, stickers and 6Cs signatures.</td></tr>
<tr><td><u>Offer support to understand</u>
Hear and understand their needs
Provide some support as appropriate
Provide take-up time</td><td><u>Suggested wording:</u>
• How can I help?
• Do you need anything / anyone to play with?
• Is there something I can help you with?</td></tr>
<tr><td></td></tr>
<tr><td>R2
Reminder
The child has not changed their behaviour

Take the initiative to keep things at this stage</td><td><u>Give a quiet reminder</u>
• Provide take-up time (approx. 2 minutes)
• Remind of responsibilities
• De-escalate and decelerate where reasonable and possible

Praise will be given when the child is able to model good behaviour as a result of the reminder (thank you for listening)</td><td><u>Suggested Wording:</u>
Remember to…respect your right to be safe. Please play safely (whenever possible others can't hear)</td></tr>
<tr><td rowspan="2">R3
Reinforce
If the child has still not followed the adult direction</td><td><u>Reinforce the instruction – be direct</u>
Be clear on what needs to happen
Walk away and provide take-up time (approx. 2 mins)</td><td><u>Suggested Wording:</u>
• I have noticed that you are wandering around
• Do you remember how it felt when you played nicely with xxx yesterday?
• Right now, I need you to choose safe play</td></tr>
<tr><td><u>Give 2 clear choices</u>
For some child they may need to be given an element of control so offer 2 choices that result in the same outcome but enables them to feel like they have some choice</td><td><u>Suggested Wording:</u>
• I have noticed that you are…wandering around
• Do you remember how it felt when you played nicely with xxx yesterday?
• You can choose to play safely here or over there(safe suggestion)
• I'll come back to you after 1 minute so you can tell me what you have chosen</td></tr>
<tr><td rowspan="3">R4
Refocus
The child has not changed their behaviour and needs time away from the space to regulate

The aim is to get them back into safe play as quickly as possible

15 minutes reflection Zone from 12pm Parent/ carer informed</td><td><u>Direct child to a refocus space</u>
Refocus will be a short time (5 minutes max) away from the current space/ activity. This may be:
• Stand to the side of the play zone
• Walk with an adult
• Reflection zone (Chestnut, lunchtime only)</td><td><u>Suggested Wording:</u>
It looks like we need some time to calm and refocus
Please go to xxx space to refocus</td></tr>
<tr><td><u>Direct child to choose a refocus space</u>
Give 2 options that you are happy with</td><td><u>Suggested Wording:</u>
It looks like we need some time to calm and refocus
You can choose to refocus in xxx or xxx</td></tr>
<tr><td></td></tr>
<tr><td rowspan="2">Guided Refocus
If child still does not respond to the adult's direction to move to a refocus space, the learning Mentor, or if unavailable a member of the Senior Leadership Team (SLT) will be called to support

30 minutes in reflection zone (unless suspended) Parent/ carer informed</td><td>The Learning Mentor/ SLT member will calmly reiterate the instructions and make it clear that the child must now refocus. The child is not offered a choice to remain in the current space, instead, they are given a clear directive</td><td><u>Suggested Wording:</u>
You need to move to (adult chosen) zone now. If you are not ready to do that you will need to refocus in the (Learning Mentor / SLT member's room)</td></tr>
<tr><td colspan="2"><u>If a child does not follow the SLT member's instruction to re-focus:</u>
Phone call to family so that the family can reinforce the importance of following instructions

If unsuccessful (eg child refuses to go to the phone) – family are asked to come into school to support this in person</td></tr>
</table>

Appendix 3

Child on child – physical definitions and sanctions – to be referred to in every incidence of physicality

Definitions	**Category 1** Low-Level Physical Contact	**Category 2** Disruptive Physical Behaviour	**Category 3** Aggressive Physical Behaviour	**Category 4** Harmful Physical Behaviour	**Category 5** Serious Physical Harm / Safeguarding Concern
Play and games	• Consensual play fighting or rough play	• Consensual play fighting escalating into injuries • Rough physical play during sporting games	• Repeated consensual play fighting (with or without injuries) • Targeted rough physical play during sporting games leading injuries • Unsporting behaviours that result in pushing and causes harm		
Unsafe behaviour	• Throwing objects without intent to hurt (no contact made) • Light pushing (e.g., queue pushing) or accidental pushing • Poking others or light tapping • Unsafe behaviour resulting in accidental harm • Accidental bumps during play • Not respecting body boundaries	• Throwing objects without intent to hurt (contact made but no injury) • Throwing objects with intent to annoy • Repeated pushing in a line • Grabbing objects from others (snatching)	• Throwing objects (through poor choice) that causes injury		
Serious physical harm			using a body part (e.g., elbow, foot) with light force • Intentional slapping in the face with light force • Spitting in someone's direction • Biting that leaves a mark – does not break skin • Physical intimidation (e.g., squaring up) • Throwing objects with intent to harm and/or threaten (with or without injury)	• Intentional punching, slapping, kicking with force (below the head) • Spitting in face • Biting that leads to broken skin (requires medical professional advice) • Pinning or restraining • Hands round neck without force • Throwing objects with intent to harm and/or threaten that causes serious injury	• Intentional punching, slapping, kicking with force (head/face contact, with/without injury) • Physical attack causing significant injury (e.g., broken bone, concussion) • Use of objects as weapons to hurt • Group attack • Strangling or choking • Any act requiring medical intervention • Physical harm motivated by hate or prejudice (including revenge)
	Could result in reflection zone, if repeated (see next page)			**Reflection Zone – whole of lunchtime if not suspended Parent/ carer informed**	

<u>Suspension and exclusion</u>

St Nicholas' Chantry applies suspensions and exclusions in line with statutory DfE guidance, ensuring all decisions are lawful, reasonable and fair. Only the Headteacher has the authority to suspend or permanently exclude a pupil, and these measures are used **only as a last resort** once other behaviour strategies have been exhausted, or where a serious incident makes exclusion necessary to maintain the safety and wellbeing of the school community. Suspensions are for disciplinary reasons and follow the DfE criteria, with parents and carers informed and a reintegration meeting offered on the pupil's return to support their successful re-entry and review next steps. In some cases, pupils may work in an alternative supervised space within school as an internal measure when this better safeguards their welfare or reduces disruption for others; this must be considered case by case and appropriately staffed, consistent with the DfE expectation that schools use a range of strategies before considering suspension or exclusion. Permanent exclusion remains a last resort where a pupil's behaviour poses significant risk or when a serious, isolated incident occurs, and decisions follow the statutory requirements for notifying parents, the governing board and the local authority, with police involvement where relevant.

Appendix 4

Reflection class record sheet (please laminate) – wipe clean at breaktime, lunchtime and mid-afternoon (2:00-2:15pm)

R2	R3	R4	R5

Appendix 5

Reflection zone record slips (please print and keep a set of these in your classroom at all times).

Please take this slip with you to the reflection zone.
If refusal, teacher/ TA is responsible for walking with you to the reflection zone in Chestnut Classroom.

Name:	Reason
R4 (15 minutes)	
R5 (30 minutes)	
Whole of lunch (for Category 4 or 5 physical or other severe incident	

Please take this slip with you to the reflection zone.
If refusal, teacher/ TA is responsible for making walking with you to the reflection zone in Chestnut Classroom.

Name:	Reason
R4 (15 minutes)	
R5 (30 minutes)	
Whole of lunch (for Category 4 or 5 physical or other severe incident	

Playtime record sheet (please laminate)

R2	R3	R4	R5

	Name & Reason
R4 (15 minutes)	
R5 (30 minutes)	
Whole of lunch (for Category 4 or 5 physical or other severe incident	

Appendix 6

Behaviour categories

Please display in all classrooms and breakout spaces

Low level behaviour If repeated within R4-5 will result in reflection zone	Serious behaviour (log on CPOMS) R4-5, Reflection Zone consequence every time
• Swinging on chairs despite reminders to stop • Wearing inappropriate clothing in school despite being reminded, e.g. hats inside • Wandering around the classroom • Irritating noises • Chewing gum, eating sweets or crisps • Inappropriate fidgeting/rummaging • Dropping litter • Calling out or shouting • Persistently bringing in toys to school without permission • Talking over or interrupting others in class despite reminders • Play fighting • Talking in assembly • Not doing as asked first time • Not supporting team activities in the classroom, e.g. tidy up time despite being asked • Making fun of another child's work or efforts • Telling lies • Interfering with another person's property or taking things • Purposeful antisocial, crude behaviour (passing wind, spitting not directly at somebody, belching) • Name calling • Responding abruptly or rudely towards requests from adults • Swearing as part of general conversation • Not engaging in their work or having a poor attitude to learning • Dangerous play • Unsafe behaviour in the corridors and around the site, e.g. running • Unhelpful, uncooperative behaviour, e.g. being obstructive in activities • Poking, pushing, pinching or prodding • Misuse of toilets and wash areas	• Refusal to follow important safety instructions including running out of class/school (could be L4+ if on school trip and/or it puts someone else in danger) • Writing graffiti or defacing walls, desks, books or work • Answering back or arguing with an adult • Throwing or flicking objects in the classroom or out of the window (without directly aiming at others) • Swearing at another person • Making inappropriate comments related to gender, sexual orientation or appearance • Making insulting remarks about another person's family members • Disruptive behaviour including inciting disruptive behaviour of others • Threatening or intimidating behaviour • Vandalism of school site • Age-inappropriate sexualised touching of self to cause offence or embarrassment to others • Stealing (a serious case may lead to Level 5) • Stone-throwing • Refusing to go to the HT or designated person • Spitting at/on someone • Bullying (repeated and persistent, threatening, intimidating or harming behaviour) • Racist, homophobic or discriminatory behaviour (if the behaviour is with intent) • Age-inappropriate sexualised touching of others • Physically violent behaviour (fights or attacks on others) including biting

Appendix 7

Mobile Phone Expectations (Years 5 and 6 Only)

To support pupil safety and maintain a calm, focused learning environment, the following rules apply to mobile phones:

- Only children in Years 5 and 6 who walk to or from school independently may bring a mobile phone to school.
- Upon arrival, mobile phones must be handed in to the class teacher and will be securely stored for the school day.
- At the end of the day, phones will be returned to pupils by the class teacher.
- Phones must remain switched off and kept inside the pupil's school bag when walking into and out of school.
- Phones must not be carried in a pupil's hand on the corridor, playground, cloakroom or coat-peg area.
- If a phone is seen out of a bag in these areas, it will be confiscated and returned according to the school's behaviour procedures.

These expectations are in place to:

- Ensure pupils are not distracted during the school day.
- Reduce the risk of online harm, inappropriate image sharing or misuse of technology.
- Promote the safety of all pupils by preventing phones being used in busy corridors or playgrounds.
- Support safeguarding by limiting opportunities for unmonitored contact during school hours.
- Help pupils develop healthy, responsible habits around technology use.

Parents and carers modelling good practice

We kindly ask all parents and carers to put their own mobile phones away once inside the school gates, to promote positive communication, model good behaviour and maintain a calm, welcoming atmosphere.

If a parent or carer needs to enter the school building for any reason, they will be asked to leave their phone at the school office for the duration of their visit.

APPENDIX 8

BULLYING

Bullying in any form will not be tolerated at St. Nicholas' Chantry Primary. This includes bullying including sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment
It is the responsibility of everyone to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Definitions

Bullying can be described as repeated behaviour which is:

- Deliberately hurtful
- Repeated over a period of time
- Difficult for victims to defend themselves against

There are three main types:

- Physical – hitting, kicking, taking belongings etc.
- Verbal – name-calling, insulting, making offensive remarks etc.
- Indirect – cyber-bullying, spreading nasty stories about someone, exclusion from social groups, etc.

There may be one child accused of bullying, or a group of pupils.

Curricular approaches to bullying

The curriculum can be used in the following ways;

- Raising awareness
- Increasing understanding for victims & perpetrators
- Teaching pupils how to manage relationships
- Learning about protected characteristics (race, gender, sexual orientation, religion)

This may be done through:

- RSE & PSHE Education
- RE (Religious Education)
- Circle time
- Internet safety curriculum
- Co-operative group work
- Circles of friends
- Drama
- Assemblies
- NSPCC workshops

Additional strategies that may be used

- Befriending
- Support groups
- Adult mediation
- Peer mediation / pupil leadership
- Use of a worry monster / box for pupils
- Posters advising pupils who to talk to
- An appointment to meet with the Head teacher/ Member of the SLT

Procedures

- Bullying can be brought to the attention of staff either by the victim, a friend, a parent or other interested people

- There should be a thorough discussion with the victim and the bully respectively

- The victim, if able to write, will be given paper and pencil and asked to record incidents, perpetrators, witnesses etc. In the case of a child who is unable to record such details, s/he will be asked to choose an adult to scribe. This book should be taken to the Head teacher / SLT member before the end of the day if an incident has occurred during that day

- If it is an incident involving cyber-bullying, the victim should bring any copies of messages sent (where possible) to the Head teacher / SLT member. Children and families are also taught how to report cyber-bullying on different online platforms

- The bully/bullies should be identified and witness accounts obtained if possible

- There should be discussion with the bully/bullies where s/he/they are confronted with the details and encouraged to tell the truth

- If there is an admission of guilt, parents of the bully / bullies will be informed by telephone and invited to speak to the Head teacher / SLT member

- If there is no admission of guilt, further investigations will take place until a resolution is reached

- If bullying is prejudice-based or discriminatory this detail will be added to pupil records and the Local Authority will be informed of any racist incidents

- The parents of both victim and bully will be invited into school to discuss the situation

- There will be continued monitoring of the situation and further discussion with the victim to ensure there is no repeat of the behaviour

- Restorative Practice will be used to reach closure for the victim and ensure responsibility is taken by the bully

- There will be a meeting between the victim and the Head teacher / SLT member

- There will be a meeting between the bully/ bullies and the Head teacher / SLT member and parents if it is deemed appropriate

- There will be regular reviews with children and families to ensure no further bullying incidents

- Bullying incidents will be included as part of the Head's termly report to Governors

St. Nicholas' Chantry's Anti-Bullying Policy

What is bullying?

Bullying is defined as physical, mental or emotional actions towards another that is done repeatedly. This includes name calling, hitting or online comments towards one individual. Bullying could also be a group of people picking on 1 person repeatedly and consistently. It is a repeated situation that can have either physical and or mental effects on the victim.

What should you do if you are being bullied?

If you feel that you are being bullied at school or at home then you should tell an adult you trust. This can be any adult within the school such as teachers, teaching assistants or lunch time supervisors. If you feel upset on the playground and would like to talk to a friend then you could also come and speak to a member of the School Council or the Head Boy or Girl. Although, you should never use violence to solve the problem because this could be really dangerous

If you see bullying, what should you do?

At St. Nicholas' Chantry Primary School we believe that if you see someone being bullied and do not try to help then you are just as bad as the person doing the bullying. If you see someone bullying someone else you should always tell a trusted adult about what is happening. You should show the victim support and let them know that you want to help them.

(Created by pupils during Anti-Bullying week)

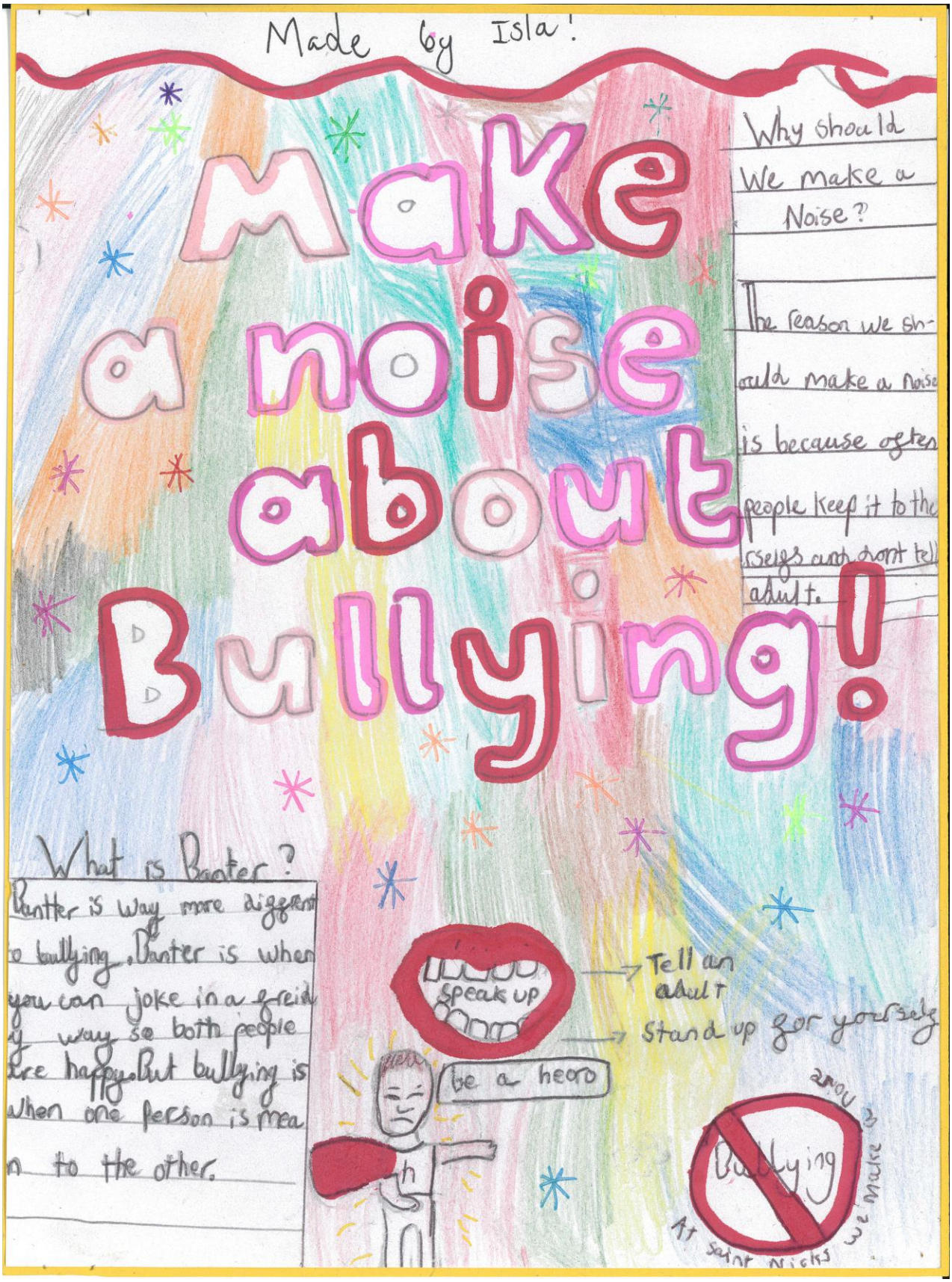
STOP BULLYING

FOR GOOD!

- *See what is happening!*
- *Say it to a Teacher!*
- *Let the Teacher sort it!*

PLAY YOUR PART IN ANTI-BULLYING!

Marco (School Councillor)



Isla, Pupil Chaplain