

Behaviour Policy

'You cannot shake hands with a clenched fist'

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Aims

We believe that children should be encouraged to have respect for themselves, for others and for their school. The adults in the school community are the role models for the children; they depend on adults for their moral standards and for guidance on behaviour that is acceptable in any given situation. We acknowledge that each and every person who joins the school community has a personal part to play and each person's talents will be valued and enjoyed. We will listen with care to the views and opinions of one another and value them. We will support each member of the community who needs help and encouragement, in particular nurturing the self-esteem of all. The children at Nightingale School will be encouraged to develop positive self-images, so that they will believe in their ability to behave well and develop awareness of self, and sensitivity to others.

Policy

A policy for behaviour management is in place so that there is a level of consistency which will eradicate any feelings of injustice and so that all children and adults in our school are aware what is expected of them. This ensures a fair and secure environment in which everyone is respected. **Respect is something that is earned by children and adults alike.** We believe that teachers should spend their time teaching and that children should spend their time learning and developing.

Our aim is to provide a calm, safe environment for children where they can feel secure and happy and therefore have the maximum motivation and opportunity to learn.

At Nightingale School children are expected to take responsibility for their own behaviour, they are encouraged to make their own choices and to be aware of the consequences of those choices.

However much we encourage and nurture self motivated behaviour and however detailed our behaviour policy we must be aware that there will always be children and circumstances that do not fit nicely into any of the ways in which we manage behaviour. At these times and for these children we must be prepared to use our professional judgement as to how we deal with them – you are not alone – within the school we have years of experience of dealing with children's behaviour. Use that expertise!

Children who have a statement of SEN may need (at times) to have the Behaviour Policy modified to manage their behaviour. **This must always be done with the involvement of the SENCO.**

1. Expected Outcomes

- Children and adults in and around our school will present a caring attitude toward others. Children will respect the golden rules for both the classroom and the playground and will be encouraged to obey these rules.
- Children will value the physical environment of our school and the resources within it.
- Staff and children will work together to present a positive image of our school in the wider community.
- Parents will be partners in the encouragement of good behaviour, and will support positive discipline.

2. The School Community

Our school is a community and to operate fairly with some measure of human dignity, both within and outside the classroom, we agree that some things are fundamentally right about the way we relate to each other:

- a) Teachers have the right to teach without harassment and unwarranted disruption.
- b) Children have the following rights:
 - The right to express themselves, share ideas and ask questions at the appropriate times without ridicule.
 - The right to expect respect from all members of the school community and to be treated fairly and equally regardless of religious, cultural, racial or sexual differences.
 - The right to be free from intimidation, to be safe and secure, and to have property protected.
 - The right to expect rational settlement of problems and to be able to express their viewpoint in a dispute.
 - The right to learn without interference, at their own pace and in a calm working environment.

3. Rules, Rights and Responsibilities.

Rights cannot be enjoyed automatically. Rights also bring responsibilities. These responsibilities are expressed in the form of rules. Rules are made so that the whole group can operate fairly and have the same focus. At Nightingale School we have adopted a set of 'Golden Rules' (from the Jenny Mosely model) these rules are about self-motivation and making the right choices, and so the focus is on the positive rather than the negative:

The Golden Rules

Do be gentle
Do be kind and helpful
Do work hard

Do look after property
Do listen to people
Do be honest

Do not hurt anybody
Do not hurt people's feelings
Do not waste your time or other people's time
Do not waste or damage things
Do not interrupt
Do not cover up the truth

As in all group situations there have to be some rules which are specific to the establishment:

- Children need to dress appropriately for school. There is a school uniform and staff should reinforce that with children. Children should wear safe footwear for school, their shoes and laces should be done up, they should not wear hats in school nor should they walk around without their tops on. They should be reminded to label everything with their name.
- Children are not allowed to wear jewellery or digital watches to school. Only studs should be worn, as other earrings are dangerous in school.
- Sweets (especially chewing gum) and toys are not allowed in school. It is not appropriate for staff to be chewing gum in school.
- Money should always be given to the class teacher for safekeeping.

REMEMBER if you take money or valuables from a child they become your responsibility - hand them into the office for safekeeping if you cannot lock them away.

If children damage any type of school property, their parents will be asked to take responsibility for the cost of replacement or repair.

CIRCLE TIME:

Every class has a circle time meeting each week. The purpose of these meetings is to help each child to feel that they are a valued and 'listened to' member of the class. Through shared discussion and co-operative games and activities, each child is encouraged to contribute their own thoughts and feelings without fear of ridicule or reprisal.

4. Strategies

Planning at the beginning of the year is vital. Teachers and children together will need to discuss teaching strategies and classroom rules and link these to the expectations of behaviour within the school environment:

- a) **Classroom Discipline Plan** (in conjunction with class)
 - State the rule positively
 - Explain/discuss the reason for the rule
 - Discuss the logical consequences of rule breaking
 - Acknowledge positive action
- b) **Preventative Actions** (actions to prevent unnecessary disruptions)
 - Have an aesthetically pleasing room
 - Have appropriate materials
 - Have appropriate seating arrangements
 - Plan interesting lessons
 - Cater for individuals
 - Communicate clear expectations
 - Clearly display the Golden Rules
 - **Be scrupulously fair in all your sanctions**

- Do not allow personal feelings about a child (be they positive or negative) to colour the way in which you deal with their behaviour
- c) **Corrective Actions** (actions planned to correct inappropriate behaviour patterns should they arise). When carrying out Corrective Action the adult should: maintain eye contact, use a respectful voice, maintain distance from the pupil, avoid arguing and give clear choices, maintain a sense of humour and be consistent in the use of appropriate action:
- **Tactical Ignoring** - the purpose is to reinforce on task behaviour. Give no direct eye contact for off-task behaviour.
 - **Simple direction** - use respectful language accompanied by please and thank you. Keep directions simple.
 - **Positive Reinforcement** - pick up on-task behaviour and acknowledge it.
 - **Questions and Feedback** - break into a disruptive circle with a question. Start with 'what' not 'why'.
 - **Rules Reminders** - restate the rules. Don't discuss.
 - **Blocking** - repeat the direction repetitively.
 - **Simple Choices** - give a choice that puts responsibility back to the child/ren
 - **Isolation from Peers** - when a child continues to be disruptive give a choice to work quietly or to move from the group within the room.

At this stage there are still a range of strategies that can be employed: time out in class, time out in a parallel class or loss of golden time. You need to use your own professional judgement as to when and how you employ these sanctions, judging each and every situation as they arise. It is important that a child is only punished once for the misdemeanour e.g. time out in a parallel class or loss of golden time. Equally do not reward bad behaviour with time out in another class!

Each class has a Behaviour Log in which details of incidences of inappropriate behaviour must be logged: date, time, and the behaviour that led to the punishment and the punishment. It is not envisaged that every child in the class will have to be recorded in the log – indeed these books are only for children whose behaviour is not appropriate in the classroom/school. These logs must be kept up to date - they are invaluable when talking to parents about their child's behaviour, they are an essential part of our behaviour audit and are also a very useful part of evidence gathering for the Ed.Psch. when preparing a statement of SEN. The behaviour log is arranged so that you can quickly and easily use a tick sheet to log incidents of bad behaviour- it should therefore be helpful for you to analyse the information and develop strategies to address the behaviour based on what you have found in the log. On the back of the tick sheet there is room for you to put in more detail about separate incidents if you feel that is needed. In the back of the log there are examples of letters that can be sent home to parents explaining why a child has been sent on 'time out' to another class. You need to use your professional judgement as to when the behaviour warrants one of these letters home (if in doubt seek the advice of the Head or deputy). An example of a 'Serious Incidents Form' you should have copies of these forms available in your classroom. They should be filled in by all the adults present at

the time; the child/ren involved should also be asked to write an account of what happened and these forms must be handed to the Head or Deputy whoever is dealing with the incident. A copy of the form will be returned to you to be kept in the behaviour log. For an example of a Behaviour Log please see Appendix 1.

If a child's behaviour is persistent, despite using all the sanctions, then you should send for a senior manager. Never send a child out of the class either to the office or to a senior manager or to a parallel class without sending a sensible child along with them to take a message. **UNDER NO CIRCUMSTANCES SHOULD A CHILD EVER BE MADE TO STAND OUTSIDE A CLASSROOM UNSUPERVISED AS A PUNISHMENT.**

There are sometimes 'one off' situations that need to be dealt with in a completely different manner. When faced with dangerous, aggressive tantrum or any behaviour that continuously disrupts learning, the teacher may need to remove the child from the classroom. Once again this is down to your own professional and moral judgement. Certainly no one should be kept in a classroom where they are endangering others, however it may be appropriate to remove the rest of the class and leave the offending child in the classroom until a senior manager arrives to help rather than try to remove a child that is out of control, whilst there are other children in the room.

Sending children to the headteacher should be the ultimate punishment – if used too often any punishment ceases to be effective. Always check with a member of the Leadership Team first who will advise you as to how to proceed.

- d) **Supportive Action:** Peer support amongst staff is vital and should be used at any stage. Parents and teachers will communicate with each other regarding concerns about behaviour. Early intervention is imperative and you will have the evidence to back you up in the behaviour log. It is expected that parents will be involved in this supportive action from the very early stages e.g. as soon as you have concerns about a child's behaviour – if you feel that you would like support when you speak to the parents ask your team leader or a senior manager to be with you.
- e) **Contracting:** If we are going to expect parents to support us in the way we deal with inappropriate behaviour then we must involve them fully in the process from the very beginning. Behaviour modification books, which go home with a child at the end of each day, can be obtained from the Senco.

It may also be appropriate to draw up a behaviour contract. The class teacher and/or a senior manager and the child should draw up this document. The contract will set achievable targets linked to consequences and rewards. A member of the Leadership Team should approve the contract and a copy **must** be sent home to the parents with a covering letter.

Exclusion:

The decision to exclude a child or not is the sole responsibility of the Headteacher (or the Deputy in the absence of the Headteacher). Exclusion is a punitive measure which affects all those involved with the child – it is not a sanction to be applied lightly and

will be the result of a culmination of disruptive behaviour or a single incident that is deemed extremely serious. The Headteacher will judge whether the exclusion should be internal e.g. within the school but not with their peer group and/or not allowed in the playground, or external when the child will be referred to the St John's Centre.

5. Lunchtime and Playtime Supervision

An occupied child is a happy child that will cut down on the number of incidences of inappropriate behaviour in the playground. Part of the role of the Learning Mentor is to teach and encourage positive play and therefore their role in the playground at playtime and lunchtimes is pivotal.

All adults in the playground should see themselves as play leaders and be engaged with the children. One member of staff (as directed by the Senior MMS) should be responsible for keeping an overview of the playground - looking for potential 'hot spots' and diffuse them appropriately.

All midday support staff have a booklet containing two different slips – one which details inappropriate behaviour and one which praises good behaviour. These slips will be handed to the classteacher at the end of lunchtime. The teacher will then record the incident in the behaviour log or give a reward as appropriate.

If you decide that a child needs to miss their playtime or lunchtime it is up to you to arrange their supervision. You should not just assume that you can leave a child outside the office. If you feel that a playtime detention is necessary you should either keep the child in the classroom with you or arrange between colleagues to supervise a detention in the hall. At lunchtime unless you have discussed and agreed it with the Leadership Team children should not be left outside the office – you need to arrange to keep them in the classroom with you – making sure that the Midday Meals Staff know that they are with you.

6. Anti-Bullying / Anti-Racist Procedures

The procedure outlined for dealing with bullying/racist issues is found within the relevant policies. Above all there must be a consistency of approach. All adults in the school who come into contact with the children must make themselves aware of, understand, and follow the established procedures.

7. Incentives and rewards

Praise should be delivered in a variety of ways - publicly and privately – formally and informally. Consistent hardwork and good behaviour should also be recognised - alongside the child who has made an exceptional effort. A list of suggestions for 'praiseworthiness' can be found in Appendix 2.

GOLDEN TIME:

Every class has a Golden Time session once a week – please refer to Appendix 3 for the Golden Rules for Golden Time. It is important to remember that children can win back their golden time and that every child must have 10 minutes of golden time in each session.

GOLDEN HEARTS:

These are awarded to children for acts of kindness or selflessness. These are awarded during the weekly celebration assembly and are stuck on a 'Caring Tree' which can be found in the entrance lobby of the school. Anyone can nominate a child or children for these golden hearts, including other children.

CELEBRATION ASSEMBLY:

During this special assembly children are rewarded for a number of positive achievements including attendance and punctuality, good work, good behaviour, helpfulness etc. by the awarding of special certificates and stickers.

'It takes a whole village to raise a good child'

African Proverb

Review Date: May 2009