

Behaviour Policy



NIGHTINGALE SCHOOL

Approved by:	Head Teacher	Signature:
Review Date:	6 th September 2023	
Next review due by:	6 th September 2024	

What Has Changed	When	Why
Minor amends to clarify KS2/Upper Phase and the removal of reference to Wellbeing Co-ordinator	September 2023	For clarity

Appendix 4 - Coronavirus Addendum has been removed	September 2022	To reflect the change in Covid measures.

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1. Behaviour Policy Aims

At Nightingale Primary our vision is that we empower our community today to create brilliant citizens for the world tomorrow. We bring this to life through enabling our children to experience being part of a nurturing community that works together to realise our ambitions. We are an inclusive community that welcomes all children and works alongside their families to support them to fulfil their personal potential. We know that children develop in different ways and at different times and we believe strongly that their growth mindset with respect to both academic work and social interaction must be actively nurtured and developed. Through this they may gain an understanding of themselves as agents of change in their own lives. We use the 'Nightingale Habits' and the teaching and practice of mindfulness as strategies by which this can be achieved.

We strongly believe that as a community we must respect the rights of every individual whilst upholding our own responsibilities in ensuring that this happens and we talk to children in these terms when setting out their class charters and the norms for behaviour within their classrooms.

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. As educators, we know that children thrive in environments that are well organised with many routine elements. This policy sets out the clear strategy by which this is achieved and through which we can uphold the high expectations that we have for children's behaviour around our school. We also know that children thrive on consistency which is why such routines are taken up across the whole school, whilst being adapted appropriately for the age and stage of the children. We use praise and celebration as a means by which we can thank our children for playing their part effectively in our community. We also encourage children to recognise the roles that their peers and the adults who work with them play in their lives and to acknowledge them in weekly assemblies.

There are occasions on which it is appropriate that a consequence is given as a result of a child's behaviour choices. These are set out within this policy so that their application across our school is consistent and fair. The communication that parents may expect and the recording of such events on our school's electronic systems are also laid out clearly. However as a school we also see such occasions as teachable moments where if children are given the opportunity to learn from their actions they will be less likely to repeat them in the future.

All members of our community will endorse the following values at all times:

- We will ensure that our school upholds core values of inclusivity for all and celebration of both the diversity within our community as well as our commonalities
- We will support each other to achieve our full potential and offer support and encouragement of each other's endeavours
- We will show a caring and considerate attitude towards others at all times
- We will care for the physical environment of our school and resources within it
- We will work together to present a positive image of our school in the wider community and whilst on trips and visits
- We will work in partnership with parents and carers to have high expectations for all young people in our community

- We will ensure that provision is personalised to the needs of individuals

2. Developing Happiness and Wellbeing

A core principal underpinning our work is that children are most likely to behave well when they are engaged with school and feel happy and safe. At Nightingale this belief is embodied through our curriculum which provides many opportunities for enriched learning and fun. Every class also undertakes Circle Time each week which gives children an opportunity to talk about current events and to speak openly about anything that they may currently be experiencing within school.

The school also provides opportunities for all children to engage with outdoor learning, music, sport, dance and art activities as we believe that these are ways in which children's wellbeing and self-confidence may be nurtured and enhanced.

Children at Nightingale are actively involved in school life and experience democracy in a meaningful way through the work of the School Council. They are encouraged to take up leadership positions both within their classroom and the wider school and to act as play leaders and mentors to younger children.

Children also have the opportunity to take on pupil leadership responsibilities to contribute to the school community and promote the smooth and efficient running of different aspects of the school day.

There are also House Captain and Vice-Captain positions for each house to take an active role in organised house events such as sports day.

2.1 The Nightingale Habits

The Nightingale Habits are key attributes that will help children to succeed at school and in their life beyond it. They are based on the 16 Habits of Mind as laid out by the psychologist Art Costa.

They are:

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humour
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning
- Gathering data through all senses

2.2 Praise

Verbal praise will be given readily by all adults in the school who will seek to name the positive behaviour choice that a child has made by reference to the Nightingale Habits. This is to be the most frequently used form of praise.

Praise Postcards may be sent home by any adult working in the school to recognise when children have made a particular contribution to their class or the wider school.

Every Friday the school will hold a Celebration Assembly to which the parents of children who are to receive certificates will be invited. All certificates will be linked to the Nightingale Habits. Each teacher will choose two children per week to get a certificate.

All staff will have house tokens to be given out to children who are demonstrating excellent use of their Nightingale Habits which can then be placed by the child in their house box in the classroom. These tokens will be collected across the year and tallied each term and at the end of the year. House tokens are to be handed out for children going above and beyond with their effort and attitude.

Each term parents will be informed of their child's classroom behavior via the RAG rated reports. Children who are green across the board all year will be taken on a special trip in the summer term.

2.3 Whole School Routines and Expectations

Children will be taught to show courtesy to their peers and the adults working within the school through their adherence to routines that ensure that learning time is not lost to activities that can be achieved quickly and with a minimum of fuss. These routines are laid out in Appendix One of this policy. Good manners will be taught from the very earliest age and their use by all members of our community is a given.

2.4 Whole School Strategies to Promote Good Behaviour

The following strategies will be employed by all staff at Nightingale in order that our school remains a calm, happy working environment for all.

- All staff acknowledge that when a request is given to the whole class, it is only fair that all children should respond. Therefore all staff will expect, and will wait for, 100% compliance with any request given by any adult relating to classroom behaviour
- Seating arrangements will promote group work and be responsive to the learning needs of individuals
- All staff will use the concept of 'Loud Praise, Quiet Critique' when talking to children. Any need to re-direct children to their learning or to correct their work will be done quietly and in close proximity to the child. Praise will be regular, genuine and offered with enthusiasm by all adults
- Clear expectations of classroom behaviour norms will be communicated clearly to children
- Classrooms will be maintained in good order with high quality resources and displays that are supportive and encouraging to learners

2.5 Restorative Consequences Arising from Behaviour Incidents

2.5.1 – Classroom Behaviour

- If a child is persistently failing to follow instructions in class, they will first be sent to sit apart from their peers within the classroom. If this does not resolve the behaviors, they will have time away in a partner class. This will be recorded by the teacher in the class log (Excel sheet on Teams) and will inform the report at the end of the half term.
- Pupils may spend time working independently away from their class where a member of SLT feels that this is an appropriate consequence for their behaviour or where it is felt the child needs space to calm down. This will be recorded in the Headteacher's Book.

- Teachers may keep children in for break time or part of lunch as a consequence for behaviour during class time. This must be recorded in the class log.
- No children will be kept inside at break and lunchtime as a consequence of not completing their work in class or non-completion of homework. However, if work is persistently incomplete, the child's teacher will hold a meeting with their parent/carer to discuss the situation and they may be referred for homework club or after school catch-up intervention

2.5.2 – Playground Behaviour

- If a child needs to calm down at break or lunchtime or is not following the initial requests of the supervising staff to modify their behaviour, they may be asked to stand by the wall for up to five minutes to reflect on their choices. This will not be recorded.
- If a child's behaviour on the playground at break or lunchtime is unacceptable, then they will be asked to go to the Thinking Room for half of lunch that day, or on further days at the discretion of the Senior Leadership Team at the school. During this time they will be guided to reflect on their behaviour and if restorative conversations are required with their peers, these can take place at this time. Repeat occurrences of being sent to the Thinking Room may lead to a personalized programme of support. All time in the thinking room will be recorded on the Thinking Room excel spreadsheet.

3. Non-negotiables

There are certain behaviours which our school community upholds as completely unacceptable. These are:

- Swearing
- Physical aggression or violence in any form towards another child or adult
- Verbal aggression towards another child or adult
- Destruction / vandalism of school property
- Leaving the classroom without permission from an adult

The behaviours listed above would warrant a child's immediate entry into the Headteacher's Book with a scaled consequence as follows:

- First entry in any one term
Communication: letter outlining incident.
Sanction: 1 full day of missed lunchtime play and possible time out of class.
- Second entry in any one term
Communication: Phone call home from SLT, letter outlining incident. Parent must attend meeting to discuss behaviour.
Sanction: 1 full day of missed lunchtime play and possible time out of class.
- Third entry in any one term (or at the Headteacher's discretion)
Communication: Phone call home from SLT, letter outlining incident. Parent must attend meeting to discuss behaviour.
Sanction: 1 day internal exclusion.

- Further entries that term or in the case of serious incidents may result in internal or external exclusion at the discretion of the Headteacher.

4. Personalised Behaviour Management

As a school we believe that it is our core role to remove barriers to learning that exist for any child. We acknowledge that for some children behaving well in school presents just such a barrier and we will always work hard to ensure that their social learning needs are therefore met.

During the term, class logs and thinking room logs will be monitored and class teachers can also express concern about the number of incidents relating to any one child. In the first instance the SENCO will meet with parents / carers alongside key staff from the school to discuss the child's needs and to seek to form a profound understanding of the child's individual needs. The child will then be provided with a Pastoral Support Plan which will be shared with all staff at the school. This will make clear the approach that will be taken for the child and any strategies that have been identified as helping them to achieve. This will be time-limited and will be regularly reviewed in supportive meetings with both the child and their parents.

Throughout this process we will communicate clearly with the child and their family all moments of success as we recognise that this is a key time when self-esteem must be maintained. If the Pastoral Support Plan does not bring about the required improvements in behaviour that will allow a child to fully access their learning alongside their peers, then further support will be sought from the school's Wellbeing Co-ordinator or from the Learning Trust's Re-engagement Team.

5. Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard guidance, Statutory Guidance on School Exclusions (January 2015). We refer to this guidance in any decision to exclude a child from school. Only the Headteacher has the power to exclude a child from school and may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The process that the school will undertake with respect to exclusions is laid out in the flow chart found in Appendix 2.

Following any fixed-term exclusion parents/carers and the child who has been excluded will meet with a member of the Senior Leadership Team to discuss a personalised plan for their re-integration into school that will support them in achieving success.

6. Communication with Home and Behaviour Records

Occasion	Communication Home?	Recorded on SIMS (Electronic System)
Praise Certificate Received in Assembly	Yes	No
Praise Postcard	Yes	No
Entry into Class Behaviour Log	No	No
Entry into Headteacher's Book	Yes – Letter and phone call	Yes
Serious Behaviour Incident	Yes – Phone call	Yes

Appendix One – Whole School Routines

At the beginning of the day:

- All teachers will be at their door to offer a friendly greeting to children and their families
- The gate will close promptly at 9:00am. After this children must enter through the main office, where their lateness will be recorded by the administrative staff
- All children must line up outside their classroom in the line order that their teacher puts in place at the beginning of the year as this will avoid argument about who stands where
- On entering the classroom all children will participate in 5 minutes of mindful meditation

After Break:

- In Lower Phase, after break a bell will ring, at this point all children must stand still and quiet on the playground
- On the second bell all children must walk quietly to their lines and line-up outside their classrooms in their line order
- Upper Phase will line up quietly when a whistle blows
- On entering the classroom all children will participate in 5 minutes of mindful meditation

In class:

- Children will be expected to listen attentively to their teacher and to each other and the school will consistently use the teacher's hand raised as the non-verbal signal that silence is required
- The school has a 'no hands-up' policy and during most question and answer sessions teachers will use lollipop sticks with children's names on them to choose who will answer a question. During general question and answer sessions, children should indicate they would like to answer a question using a 'Thinking Thumb' signal on their chest. In UPPER PHASE they will also be encouraged to use the thinking thumb to agree or disagree with an answer given by their peers to encourage dialogue between pupils
- Children will be taught to use non-verbal praise signals as a class to congratulate and encourage each other, these will be a regular part of every classroom's routine
- In each class children will be chosen as monitors to complete key housekeeping tasks and ensure the orderly distribution and storage of resources

Entering the dining hall:

- Children will be called by year group and must line up on the playground with the midday supervisor who has called them, in their line order. Reasonable time will be given to allow the line to form. Any children arriving late to the line will be asked to go to the back of the queue
- Children must queue up quietly for lunch and are expected to quickly and politely collect their food from the counter (or collect their lunch box)
- In the dining hall children are expected to remain seated and eat their lunch calmly and quietly and to show good table manners at all times. If children are becoming too noisy, they will first be reminded of the expectation, then will be asked to move positions
- All children must clear their own plates away to the side of the hall, leaving their table clean and ready for the next children to sit down

After Lunch:

- In Lower Phase, after break a bell will ring, at this point all children must stand still and quiet on the playground
- On the second bell all children must walk quietly to their lines and line-up outside their classrooms in their line order

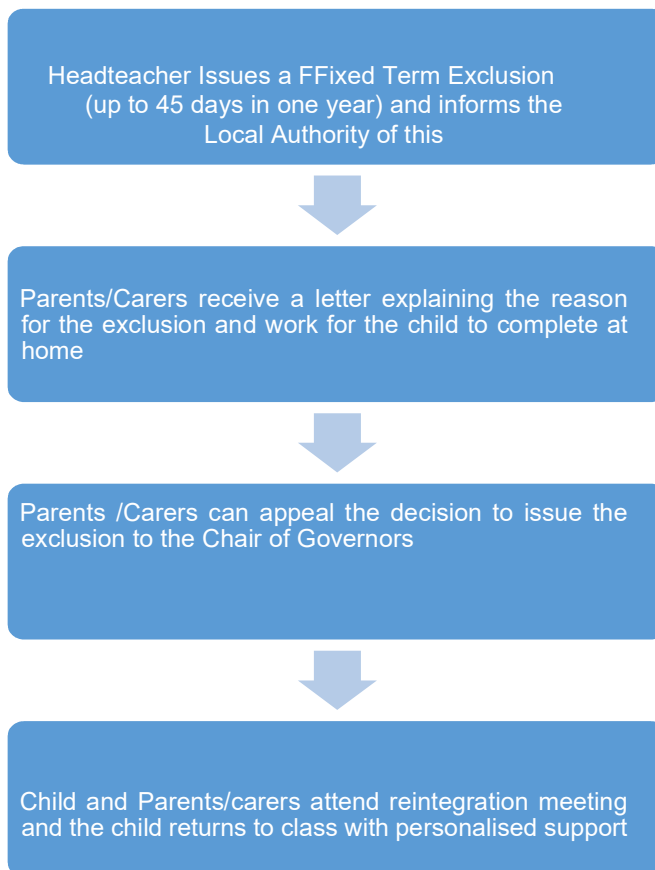
- Upper Phase will line up quietly when a whistle blows
- On entering the classroom all children will participate in 5 minutes of mindful meditation according to the Mind-up programme

Assembly:

- Children will enter assembly silently in line-order, and will sit and listen mindfully to the music which is being played
- Children must listen attentively and not talk during assembly so that the adult at the front of the room can be heard by all children. They will frequently be invited to respond with thinking thumbs as assemblies will aim to be interactive and fun.

Appendix Two – Exclusions Process

Fixed Term Exclusion



Permanent Exclusion

Headteacher Informs Parent/ Carer of permanent exclusion and makes the Local Authority aware



Governors panel of at least three governors (known as the Pupil Disciplinary Panel) is convened to hear the case made by the school and any appeals made by the parents /carers



Pupil Disciplinary Panel decides whether or not the exclusion is to be upheld.

Appendix 3: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.