



BEHAVIOUR POLICY POLICY

Behaviour Policy

Aims of the policy

- All groups of pupils are safe and feel safe in school;
- Pupils demonstrate excellent conduct and behaviour in and around school;
- There is an exceptionally positive climate for learning;
- There are excellent improvements in behaviour over time for individuals with particular behaviour needs;
- Pupils consistently display a thirst for knowledge and understanding and a love of learning;
- Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff;
- Incidences of low-level disruption in lessons are extremely rare;
- Bullying, child on child abuse and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively;
- Pupils' behaviour outside lessons is impeccable;
- Pupils' pride in the school is shown by their excellent conduct, manners and punctuality;
- Parents, staff and pupils are unreservedly positive about both behaviour and safety.

Responsibilities

Staff should:

- Be an exemplary role model for children and colleagues.
- Respect all children and treat them fairly by the implementation of consistent rules and sanctions.
- Provide a challenging and inclusive curriculum.
- Create a safe and stimulating environment that supports children's learning.
- Raise children's self-esteem and develop their full potential.

Children should:

- Work to the best of their ability, and allow others to do the same.
- Show a growth mindset approach to everything they do.
- Have high expectations of their own behaviour and follow the school rules.
- Treat adults and children with respect.
- Follow the instructions of the school staff.
- Take care of and respect property within the school environment and community.
- Show good manners and kindness to everyone.

Parents should:

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Make sure that their children arrive on time, in appropriate clothing for the weather and make sure that they are collected on time.
- Get their children to bed at a reasonable time so that they are fresh for school the next day.
- Show an interest in all that their child does at school.
- Foster good relationships with the school.
- Support the school in the implementation of this policy.
- Encourage your child to tell their teacher if they feel hurt in any way by someone else's behaviour.

School Rules

These rules are applicable for the whole school environment:

1. I will keep my hands and my feet to myself
2. I will do as I am asked the first time
3. I will be where I am supposed to be at all times
4. I will walk around school quietly and sensibly
5. I will look after my belongings and everything in my school

Class Rules

Every class needs to devise their own rules based on the school code of conduct.

- Rules need to be concise and clear (positive language and up to 4 rules).
- Display rules, consequences and motivators in a conspicuous area
- Refer the class to the rules regularly.
- Discuss class rules in phase teams to encourage general consistency between classes

Review as appropriate

Playground rules

- We are gentle – play fighting is not allowed.
- We are kind and helpful – act and speak politely to each other.
- We play well with others – keep the playground a bully free zone.
- We care for the school environment – put all litter in the bin.
- We follow instructions – respond to the 'stop' signal straight away and walk quickly to your class line.
- We are honest – tell an adult if somebody is doing the wrong thing or you are feeling upset.
- We stay safe – only go inside if you have asked an adult and always stay on the playground area.

Moving around school

Any child moving around the building should follow our WALK Code:

- Walk at all times
- Always walk on the left
- Leave a clear pathway
- Keep noise to a minimum

Lunchtimes

It is important that consistency of approach is maintained throughout lunchtime. Expectations of behaviour in the dining hall have been agreed with the children and are discussed when the class are preparing to go out to lunch. These are:

- Say please and thank you
- Take your coat off at the dinner table
- Use your knife and fork when eating
- Place your knife and fork on the edge of your plate when you are not eating
- Finish eating before speaking
- Don't play with your food
- Speak quietly to the people sitting near you
- Check your table and the floor for rubbish before you leave
- Put your hand up if you need to leave the table or you have finished.

Mid-day supervisors, with the support of the senior mid-day, follow the same procedures as the rest of school and utilise the lunchtime behaviour ladder. Mid-day supervisors are responsible for feeding back to class teachers and/or the Behaviour Lead as appropriate and class teacher recording on CPOMS. Class teachers and/or the Behaviour Lead will then carry out any necessary investigations or sanctions. All behaviour incidents are recorded on CPOMS and monitored by the Behaviour Lead – these will be discussed during SLT meetings.

See lunchtime Behaviour Ladder – Appendix A

Preventative measures

- 1) Staff will meet and greet children when they come into the classroom.
- 2) Children will be sent to the office if they do not have the correct uniform.
- 3) A visual timetable for the day will be displayed in every classroom.
- 4) The 'stop signal' will be used throughout the school in order to get the children's attention.
- 5) Children will use 1, 2, 3 procedure during transitions.

- 6) Good behaviour will be praised rather than highlighting negative behaviour.
- 7) Children will be awarded House Points or given ticks on the happy side to promote positive behaviour.
- 8) Self-esteem will be raised by the teaching of Growth Mindsets and PSHE and Commando Joe.
- 9) Rules and the behaviour ladder will be displayed in every classroom.
- 10) There will be provision maps and support strategies for any children with potential difficulties.
- 11) Behaviour expectations are taught with routines such as lining up in a 4's line in register order, coming in and out of assembly and lunchtime.
- 12) Children will follow the WALK code when moving around the school.
- 13) Teachers will give regular feedback to parents.
- 14) All behaviour incidents will be recorded, communicated and acted upon in line with the behaviour ladder.

Rewards

Rewards are very important and a powerful tool for encouraging appropriate behaviour. They can take on a variety of forms:-

Verbal – An encouraging remark when positive behaviour is spotted takes no time and effort but can still mean a lot to the child. The value of verbal praise should not be underestimated and be used appropriately and often. CATCHING CHILDREN BEING GOOD 😊

Names placed on the happy side of the board with positive ticks.

Telling Parents – At Florence we keep close contact with our parents. An encouraging note/word to parents is appreciated by child and parent alike.

Stickers – These are available in all classes and from all staff in school. They are suitable for all ages and are particularly motivating.

Head teacher's Award – Children can be sent to the Head teacher for a special sticker for excellent behaviour. Children with good work can also be sent to receive a sticker.

Growth Mindset assembly – Exceptionally good work / effort or achievement is recorded in The Golden Book. Once a week these achievements are celebrated in assembly. Parents are invited to these assemblies, via text message.

Children's Champion – For outstandingly good manners and/or personal smartness. Once a week these achievements are celebrated in a Growth Mindset assembly. This award is chosen by the children in each class.

Attendance Award – the class with the best weekly attendance will be displayed, celebrated and receive an extra playtime to be taken when they choose.

Extra playtimes – For excellent lining up and overall behaviour.

Half - termly behaviour awards, one for each class. The child is presented with a behaviour badge to wear for the term and a letter of congratulations is sent home in the post.

Top Table – children who show excellent manners and lunchtime behaviour can be chosen by the mid-day supervisors for the top table. They receive and invite for themselves and a friend to sit at the specially laid out table and receive a foil balloon.

Class Council/School Council gives an opportunity for discussions including behaviour and expectations and how the children can make a difference themselves. These class discussions will then feed into the School Council.

Responsibilities in class and around school - these can be used to focus a child and help avoid poor behaviour as well as rewarding a child for good behaviour. Older children will be responsible for setting up for assemblies and showing visitors around school.

Sports Captains – A boy and a girl from years 3 – 6, chosen for their commitment to PE and school sport, to lead their year group.

Year 6 dinner monitors and Year 5 & 6 playground buddies – to help the mid-day supervisors on the playground and dinner hall.

Head boy/girl and Prefects – children apply and are chosen by the Head teacher based on excellent behaviour effort and growth mindset.

The Florence Nightingale Academy has a House system which will work in conjunction with the school's Behaviour Policy to further develop the promotion of positive behaviour within the school. We hope the Houses will create a sense of community spirit and give the children an opportunity to contribute to a school wide system which involves all children and staff. The system links to our new Curriculum drivers to help our children become: Community Carers; Environmental Activists; Beautiful People; 21st Century Learners and Global Citizens.

Each House will have a staff Captain from SLT to lead their House.

The Houses are as follows:

Apollo- Mrs Poxon – white
Discovery – Mrs Baxter – purple
Endeavour – Mrs Whittaker – yellow
Atlantis – Mrs Kirk – blue
Challenger – Mrs Chauhan – red



Points awarded for:

- Daily Tick champion
- Excellent pieces of work
- Attendance – half termly
- Punctuality
- Sports Day
- Demonstrating the Growth Mindset Stars
- Curriculum days and special events
- Representing the school in sporting or other events

Children are updated weekly of their Houses running total of points and on the notice board.

Staff will input House Points onto Brom Com – other staff have House Point Credit notes e.g. Mid Days.

The aim is to raise expectations – not for doing what they should be doing but for exceptional work and challenges.

- All children will be placed in a House in which they will stay in for their whole time at school. Any siblings (or relatives if relevant) will be placed in the same House.
- Rewards are given to pupils as House Points from members of staff, these points celebrate the achievements of the child and in turn are added to the collective point score of that child's house. This will reinforce a sense of collective success, learning and community.

Children will work towards Milestone Certificates which will be awarded every term.

- Bronze Certificate - 25
- Silver Certificate -- 50
- Gold Certificate -- 100
- Platinum Certificate – 200
- Amethyst - 300

Sanctions

Please see Appendix A for behaviour ladder.

Our scale of sanctions relates to incidents within a time-limited period. Repetition of the behaviours will, over time, trigger a range of other strategies and sanctions. Staff should always use strategies to de-escalate behaviour to avoid children moving to the higher stages too quickly. All behaviours below are indicative: we cannot provide a complete list.

The sanctions will be recorded on the behaviour spreadsheet in every class. This will be looked at by SLT every Monday for whole school monitoring of behaviour. Any serious incidences are recorded by staff on CPOMS and given to the behaviour lead who will decide on appropriate actions.

Detentions

For 5 minute detentions (3 ticks on the sad side), these must be completed in the classroom with the classroom detention.

Break time detentions are staffed by SMT/SLT. This will be identified when logged on CPOMS and an email to the Behaviour Lead. If a child receives three or more detentions in a half term, they will receive a letter home.

School Report and Monitoring

Children may be placed on lunchtime or full day report if their behaviour starts to cause concern or escalate. This will be communicated with the parents and monitored by the class teacher and a member of SLT daily. At the end of the week, feedback will be given and a decision made as to the next steps required, e.g. coming off report, further intervention etc. This again, will be communicated with parents and logged on CPOMS.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (refer to our anti-bullying policy) The Head Teacher will decide whether the pupil will be moved to another class or year group for a specified period. As part of this penalty the pupil may also have supervised break and lunch times away from their peers. In addition the pupil's participation in any school visits or sporting events should be withdrawn. Parents will also be involved in the process on both sides.

Specific Provision

In specific cases it may be necessary to look at specific provision for individual children who are experiencing difficulties in school or the ability to manage their behaviour. Before this stage is reached meetings with the Behaviour Lead, SENCO, class teacher and parents will look at provision provided in class, Provision Maps and strategies to be utilised. If further intervention is required, the team may look at individual time tables with activities to suit the needs of the child to be successful in school. We may utilise our Inclusion Area 'The Den' where children can access tailored provision to suit and support their needs including:

- Use of the Sensory Room
- Outside area
- Games, activities and resources
- Smaller group work
- Social activities
- Support from Teaching Assistants or other specialist staff
- Work towards our skill badges

Other provision includes:

- 1:1 sessions with the Behaviour Lead or SENCO
- Play Therapy
- Art Therapy
- Use of ELSA resources and sessions
- Circle of Friends Group work
- Working in another class or member of staff/SLT
- Outside work such as gardening, nature walks,
- Social stories
- Specific reward charts, red or green choices or similar

Some children may require outside provision and support from external agencies. This will be lead by the SENCO in conjunction with SLT to decide the correct pathway and use of the Graduated Response as appropriate. This may include working with the Family SENCO, raising children at

Springboard, making referrals for support for families and or children, applications for funding if appropriate to needs.

Exclusion

Exclusion from school is used only as a last resort. There are two types of exclusion, fixed term and permanent exclusion. Exclusion will be used for the following:

- Physical assault on any member of staff.
- Unprovoked physical attack of a child.
- Threatening behaviour using an object as a weapon.
- Dangerous behaviour to oneself or others.

Serious bullying issues.

Nottinghamshire procedures for Exclusions are followed and reported to governors in the termly Head Teachers report. The process is carried out in such a way as to ensure that children have a full understanding and are supported in managing future behaviours.

NB: Governors are committed to protecting all staff and children from violence.

The use of reasonable force

(Please also see our physical violence policy)

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. (See Equality Act 2010)

The use of reasonable force is reserved for extreme circumstances to prevent harm to the child, other children or a member of staff, or used if causing damage to property.

Force will never be used as a punishment.

Every effort is made to avoid confrontation and to diffuse a situation however there are occasions where restraint is necessary to ensure pupil and staff safety. We aim to carry this out in a calm and efficient way to minimise the impact on other pupils. School ensures that key staff are CRB (coping with risky behaviours) trained and well equipped to deal with these situations and a record will be made. A senior member of staff will oversee the situation and will carry out a debrief with the staff involved. Where it is felt that the use of restraint may be necessary at some point, parents are informed. Any use of CRB will be logged on CPOMS whilst logging as a serious behaviour incident.

Allegations of Abuse against staff and adults working in school

School staff have a positive role to play in child protection. Because of their role, however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

Action in the event of a malicious allegation

Our procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly in a way that provides protection for the child whilst supporting the person who is subject to an allegation. (See child protection policy)

Searching and confiscation

The school follows Government advice (2014). The following items are termed 'prohibited items' and their presence on school premises, or if found on an individual pupil, will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco/cigarettes
- Pornographic or unsuitable images

- Stolen items
- Any article that a member of staff reasonably suspects has been or is likely to be used: to commit an offence
to cause personal injury to or damage to the property of any person

Head teachers and authorised staff can also search for any item banned by the school rules:

- Mobile phones
- MP3 player or similar
- Apple or Smart Watches
- Jewellery
- Lighters or matches
- The school will confiscate electronic items and jewellery give items back to the pupil at the end of the day. Where items are 'prohibited' these will not be returned and will be disposed of by the school according to DfE advice. There will be severe penalties for pupils found to have 'prohibited items' in school. In certain circumstance this may lead to permanent exclusion.
- Mobile phones can be handed in to the office for safe keeping.

Filtering and Monitoring and Online Safety:

The Florence Nightingale Academy, has an ICT team which ensure the most up to date and accurate filtering and system is utilised. This system regularly monitors the traffic on the network and the use of certain websites and search topics are restricted. The school also uses 'child friendly' search engines such as swiggle.co.uk, kidRex and Google for Kids.

If for any reason a child is found to be using the school's ICT facilities in an inappropriate manner, the sanctions and procedures will be followed as outlined above. For example:

- Attempting to search for inappropriate images or subjects;
- Use of inappropriate language, cyberbullying or child on child abuse;
- Attempting to log in as another pupil or staff member;

This list is not exhaustive.

Pupil conduct and misbehaviour outside the school premises

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89 of the Education and Inspections Act gives Head teachers power to regulate pupils 'behaviour in these circumstances "to such extent is reasonable".

The school may discipline a pupil for:

Any misbehaviour when the child is

- Taking part in any school organised activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Out of school behaviour

Our school is committed to ensuring the pupils are positive ambassadors for us, we expect:

- Good behaviour on all transport to and from school and educational visits

- Good behaviour on the way to and from school
- Positive behaviour that does not threaten pupils, staff, volunteers or members of the public

Nursery

This behaviour policy is used consistently across the school. For Nursery (F1) parts of the policy are adopted for age appropriate needs, based on the understanding of the individual child.

LINKS TO OTHER POLICIES

Anti-bullying policy

Attendance policy

Teaching & Learning

Online Safety Policy

Physical Violence Policy and Manual Handling Policy

Appendices

Appendix A – Behaviour Ladder

The Florence Nightingale Academy Behaviour Ladder

Behaviour	Key	Consequence	Behaviours
I am following all of our class rules and making all of the right behaviour choices.		Name and ticks on the happy side. House Points. Tick Champion, Star of the Week. Positive phone calls home. Celebration assembly. Sent to SMT.	Working hard. Helping others. Being kind. Having a Growth Mindset.
I am making the right choices even though I am finding some things difficult.		Clear rule reminder about the behaviour they need to turn around. Facial gestures etc. I am given a verbal warning.	Not settling/ lining up quickly. Not walking in line quietly. Fiddling/ fidgeting. Not looking at teacher. Not responding to HANDS up. Initial off task behaviour.
I am beginning to make some poor behaviour choices. I need to think about how I will turn my behaviour around.		More than one rule reminder to help them turn things around. Child is in danger of losing some break time. Name is moved to the sad side.	Repetition of previous stage. Pushing into line. Silly noises. Talking with other pupils. Interrupting others. Wandering about. Calling out.
I have made a poor choice and I need to think carefully about my behaviour.		Moved away from the other children to help me turn things around to a spare table. 1 minute of Break time lost.	Repetition of previous stage after warnings given.
I am continuing to make a wrong choice and I need further support.		Sent to paired classroom in year group. 2 minutes of Break time lost.	Repetition of previous stages. Deliberately creating a disturbance. Accidental damage through carelessness. Rudeness. Off hand comments. Minor challenge to authority. Annoying other children.
I am not responding to adults who are trying to help me.		Miss 5 minutes of break in classroom with class teacher. Behaviour Incident form.	Repetition of previous stage once returned from paired classroom.
I have continued to make poor behaviour choices.		Break detention with SLT in the hall. Parents informed. Behaviour Incident form.	Repetition of previous stages. General refusal to do anything. Swearing. Verbal abuse. Continues cheek. Challenge to authority.
Serious Incident	Requires immediate involvement of SLT	Lunch detention. Meeting with parents. Serious Incident form.	Bullying. Throwing dangerous objects. Serious challenge to authority. Vandalism. Theft. Fighting. Leaving classroom/learning area. Physical harm to others. Climbing tree/fence.

