



**Nightingale Infant and Nursery School**  
**Behaviour and Discipline Policy**

## **Our Core Values**

- **Responsibility**
- **Respect**
- **Resilience**
- **Believe**
- **Aspire**
- **Curiosity**

## **Aims**

The primary aim of our Behaviour Policy is to promote good relationships, so that people can work together with the common purpose of helping each other to learn. The school is committed to providing an environment where all people can feel safe, happy, accepted and integrated. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. It is important that an orderly framework should exist within which effective teaching and learning can take place.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future. Children should be encouraged to develop:

- respect for others: their feelings, opinions, cultures, limitations and the right to individuality
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times
- respect for the environment: their own, the school's and other people's property and the community in which we live
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

Overall, the policy will:

- emphasise providing opportunities for children to take responsibility and be involved in decision-making
- establish and promote consistent expectations of both staff and children
- promote self-discipline and proper regard for authority among children
- encourage good behaviour and respect for others and prevent all forms of bullying among children
- foster a culture in which children's achievements are recognised and celebrated
- ensure that staff are seen to be fair and consistent
- ensure that all staff are able to take prompt and effective action when children behave inappropriately.

- promote working in partnership with home and external agencies.

Every member of the school staff must accept responsibility for ensuring positive behaviour amongst all the children in and around school.

We aim to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school.

We believe that children learn best and fulfil their full potential when there are clear and high expectations concerning behaviour.

### **Expected Behaviour:**

#### **1. In General**

- Play and learn safely
- Show respect to all people and things
- Be a team member
- Speak politely and kindly to everyone
- Use acceptable manners, including at the dining table
- Listen to others and expect to be listened to
- Be proud of your school: keep it clean and tidy
- Move around sensibly and safely: be aware of others
- Use hands, feet and mouths in kind ways
- Use words to solve problems
- Assembly will be entered in silence
- The dining hall will be calm and quiet

#### **2. In Class – Conduct**

- Noise must be appropriate to the activity and allow others to learn
- Respect the views and contributions of others
- Know that your voice/actions are important, but you may need to be patient to share them
- Respect the resources we have and keep your classroom tidy

#### **3. In Class - Behaviour for Learning**

The children have created their own Learning Policy. It includes:

Listen to others	Help each other	Be polite
Try your best	Let others work	Make good choices

#### **4. Staying Safe**

The children have created their own statements on how they keep themselves and others safe in school. It includes:

Kind hands	Kind words	Follow Instructions
Talk to adults if you need help	Look after the school	Use: Stop I don't like it
Hold hands: if one of you falls, you can pull the other back up		

#### **5. Adult's role to help the children achieve this behaviour**

All staff are responsible for making expectations clear to all children  
 All staff should expect the same positive behaviour during lessons and activities.  
 Activities must also contribute to the development of positive self-esteem in the children.  
 Positive behaviour should be reinforced through praise and reward  
 Positive behaviour and work is acknowledged by staff  
 Staff should be aware that children who consistently behave well also need to be praised  
 Staff will treat all children fairly and deal with unacceptable behaviour consistently.  
 Staff will use 'thank you' at the end of a request rather than please to give an expectation that the child has already carried out the request.  
 Positive language will be used and encouraged at all times adult to adult, adult to child, child to adult and child to child.

**6. Our reward systems to encourage positive working and behaviour**





The core values should be displayed in every classroom as well as the Library, Hall and Main Entrance.

These should be referred to throughout lessons.

Children will have the opportunity to earn rewards for following the Core Values.

These will be shared weekly in Celebration Assembly.

**7. Sunshine, Rainbow & Shooting Star prompts**

Warning	Expected Behaviour	Positive Choices	Continued Positive Choices
			

To support positive behaviour, the school adopts visual behaviour prompts. These are displayed in every classroom and in the hall.

Expected, acceptable behaviour is recognised by the children being on the *sunshine* prompt.

For behaviour that goes beyond the expected or is consistently more positive, the children can be moved onto the *rainbow* prompt and then to *shooting star* prompt.

All names will start on *sunshine* every morning and be returned to *sunshine* after play time and lunch time if they have been subject to a warning (*cloud*) or consequence.

It is important that every child has a fresh start.

If a child is on the *shooting star* prompt during the day then they take home a certificate.



### 8. Warnings & Sanctions

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour. There should be a clear distinction between serious and minor infringements of the expectations of behaviour. Parents should be encouraged to be involved with their child's school life. When difficulties with behaviour arise they should be discussed fully with parents.

If children make poor choices then they should be given choices to amend their behaviour. If a child continues to make a poor choice then the child's name is moved to the **cloud** as a warning. Choices may include:

- Give them two minutes to amend their behaviour
- Thinking time in class
- Two positive choices

If the child persists to make poor choices or when more serious misbehaviour is concerned the child's name will be taken from the chart.

This will result in a 5 minute consequence: 5 minutes of playtime or lunchtime (whichever is closer) or, in the afternoon spend 5 minutes in their "buddy" class.

After the 5 minute consequence, the child's name should be moved back to **Sunshine** for a fresh start. If behaviour continues after the 5 minute consequence a senior member of staff should be alerted to assist in a restorative conversation so that the child can return to lesson.

Guidance for Staff when de-escalating behaviour.

staffing	Script Suggestions
One person is in charge of the situation (One voice for the child/children) Maintain a de-escalation stance <ul style="list-style-type: none"> <li>- At the child's level</li> <li>- Soft voice</li> <li>- Listening to the child</li> </ul>	<i>I can see you are upset</i> <i>I am here to help</i> <i>You talk, I'll listen</i>
Give the child clear positive choices	<i>I would like you to sit here or sit here</i> <i>I would like you to come into the school building and go to room A or Room B.</i>

Staff joining support must align with the member of staff who is leading the de-escalation.	<i>I am here to help What are the choices?</i>
Leader may feel they need a break from the situation.	<i>The choices are... Discuss a positive point. Step away from the situation</i>

If a child has received a consequence more than once within one day or for 3 days within one week then the parents should be informed.

All incidents will be logged on Pupil Asset by the member of staff who has dealt with the behaviour and any actions following actions should also be recorded. Once the parent has been spoken to, the Head Teacher should be informed.

A discussion as to the need for a positive behaviour chart or individual behaviour plan will then take place and be completed in conjunction with the child's parents if necessary.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfES Circular 10/98, relating to Section 550A of the Education Act 1996. *The Use of Force to Control or Restrain Pupils.*

**Staff at Nightingale Infant and Nursery School do not hit, push or slap children.**

**Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.**

**If there is a need to regularly handle a child, a handling agreement will be drawn up with the child's parents in line with the Norfolk Steps training and any physical intervention will be recorded in writing and shared with parents.**

The actions that we take are in line with Government guidelines on the restraint of children.

## 9. Individual Behaviour Plans

Where a child needs an individual behaviour plan to help meet their needs more effectively this will be created with input from: Child, Parent/carer, Class teacher, Pastoral Support Lead

Name	DoB	Date	Review Date
	Potential Triggers		
What we want to see (1)		Strategies to maintain (5)	
First sign things are not going well (2)		Strategies to support (6)	
Where behaviour leads next (3)		Strategies needed (7)	
What we are trying to avoid (4)		Interventions necessary (8)	

The targets for the child will be created (no more than 5) and reviewed in agreement with the class teacher. In class to support positive choices the child will have a behaviour chart where they will be able to check off when they have successfully met their targets throughout the day. Success will be rewarded with *shooting star* awards and any appropriate reward agreed when the plan is created.

#### **10. Thinking Time**

There may be times when 'thinking time' may be required. This will be more frequent with Reception children during free flow sessions. This should be used as an instant cooling down tool when an adult sees behaviour beginning to escalate such as snatching toys, arguing etc. The child should sit on a chair with a 3 minute sand timer. A short restorative discussion should be had with the child at the end of thinking time to ensure the child has understood why they were sat there. This should not be used in the middle of adult led activities.

#### **11. Exceptional Circumstances**

There may be some incidents such as hitting, fighting or biting when the child needs to be moved immediately to Red and be brought straight to the Head Teacher, bypassing the usual consequences steps.

If it becomes necessary to use handling techniques with a child it should always be brought to the attention of the Head Teacher and the relevant forms completed.

#### **12. Play Time & Lunch Time**

Whilst there will not be behaviour prompts in on display in the play-ground the staff will still be using the same language that children are used to.

#### **Positive Behaviour**

Children who are seen making consistently positive choices can be given a raffle ticket which will be drawn on Friday assembly with an award making positive choices.

There will also be a reward for the class that receives the most raffle tickets over the week.

#### **Consequences**

Children who make poor choices at play time and lunch time will be given a warning. Should they persist or act in an unsafe way, they will be given a consequence. This will entail standing with the adult for 3 minutes (timed). The member of staff will log the consequence on Pupil Asset.

#### **Coming back to class**

To facilitate a smooth transition back to learning the following process will be reinforced:

Whistle blows and children stop.

2<sup>nd</sup> Whistle blows and children line up in their classes on the play-ground

Member of staff leads class calmly back to the classroom to begin the next session of learning.

#### **13. Bullying**

Bullying happens when a person is subjected repeatedly to aggressive acts, both physical and verbal, over a period of time by another person or persons. Even in a caring and supportive environment where there is a clear framework for dealing with children's behaviour, bullying

can still take place. The school must not become complacent about an activity which goes on, very often without our knowledge.

In assemblies and in the classroom the whole school curriculum offers opportunities for children to learn how to make relationships with each other and how to function as individuals. Children are taught to care for and support each other. They need strong role models from the adults around them. They need to be shown respect, encouragement, understanding and sympathy. Staff need to support and encourage children to be positive and self-assertive where appropriate through role play and discussions.

#### **14. Exclusion of Pupils**

If a pupil needs to be excluded from the school at any time, the School and the Governing Body will follow the guidelines and regulations set out by the Norfolk Local Authority.