Behaviour Policy

1. Introduction

1.1 At Nightingale, we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole school community. Our Behaviour Policy focuses on *Positive Behaviour,* which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that when behaviour problems occur, all staff, students and parents have a clear understanding of the procedures and sanctions for dealing with problems.

1.2 At Nightingale, we firmly believe that

- **All teachers have the right to teach**
- **All students have the right to learn in a mutually respectful environment.**

2. Behaviour Policy

2.1 We want to establish clear guidelines of behaviour with appropriate rewards and consequences/ sanctions which are clearly understood by the whole school community. Having these guidelines in place will promote an understanding of why students misbehave and how they can be encouraged to amend their behaviour while enabling staff to develop appropriate strategies for dealing with poor behaviour when it occurs. Encouraging students to make the right choices about their behaviour and providing appropriate support and guidance where needed will help to make Nightingale a safe learning environment for all of us.

2.2 Working together we want to create a safe learning environment which is characterised by:

- **Respect**
  Respect yourself and other people in the school and the environment.
- **Responsibility**
  Take responsibility for your own actions, your belongings and your surroundings.
- **Co-operation**
  Co-operate by learning to work with others, being part of a team and reaching your full potential.

2.3 All students, parents/carers and staff are asked to read, understand and implement our Behaviour Policy in its entirety. Any comments or feedback on our Behaviour Policy can be made in writing to the Head of Nightingale.

3. Understanding the reasons for challenging behaviour

3.1 There are many possible reasons for a student exhibiting challenging behaviour. They include:

- Low self-esteem
- Inappropriate curriculum
- Inappropriate teaching styles
- Poorly planned and non-differentiated lessons
- Problems at home
- Problems with peers
- Medical problems
- Boredom
- Lack of motivation
- Feelings of alienation
- Anxiety
- Family reputations
- Staff inconsistency

3.2 As a result of this, our Behaviour Policy focuses on rewarding positive behaviour and the use of consequences/sanctions for negative behaviour in order to improve student behaviour across the school

4. Promoting positive behaviour

4.1 There are many ways of trying to promote good behaviour. Two underlying principles are:

- Mutual respect through good relationships between students and staff.
- Consistency among staff in implementing school policies and when dealing with individual students.

4.2 We recognise the need to promote positive behaviour and do so through:

- Sharing responsibility for behaviour and challenging anti-social behaviour around the school
- Our understanding of students as individuals
- Ensuring the curriculum is appropriate for each individual student
- High quality teaching and learning
- The PSHE, Tutorial programme and Citizenship.
- Our code of conduct - setting expectations and rules with students for classrooms, around school and in the community.
- Assemblies.
- Recognising achievement – regular use of praise and the school's rewards system
- Helping students to modify inappropriate behaviour through discussion and pastoral support.
- Following agreed procedures and being consistent
- Target setting and the use of Individual Behaviour Plans (IBP), Pastoral Support Programmes (PSP) and Personal Education Plans (PEP) [for looked after children].
- Induction of new staff and supply staff
- Supporting each other
- Leading by example.
- Giving students the opportunity to make informed and positive decisions.
- Maintaining an attractive and stimulating environment which celebrates success, participation and students' work.
- Promoting students' involvement in all aspects of school life including leadership activities, extra-curricular activities and the community.

5. Rewarding positive behaviour (Rewards System)

5.1 At Nightingale, we are committed to promoting, celebrating and rewarding achievement. We recognise that our students possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels. We reward students on both an individual level and as members of groups. There are many ways in which students are rewarded, i.e:

- A personal comment
- Staff praise in planners and books
- Gold slips
- Individual certificates
- Form group certificates
- Recognition of outstanding achievements
- School Trips
- Article in Newsletter
- Assemblies. Celebration of Achievement
- Displays
- Use of the website to display work and mention achievement

5.2   We also recognise that one of the easiest and most effective ways of rewarding a student is the use of praise.

5.3   **Green Cards**. Students are awarded green cards at the end of a lesson according to targets set during that lesson. Only a set amount of green cards are available for each lesson in order to encourage learning. Both teachers and students take part in awarding fellow classmates when they have worked well and met the agreed targets. Green cards are accumulated and once 15 have been achieved, this transfers into a reward. The reward is given out in assembly and is currently a voucher to the value of £10.

6.   Challenging negative behaviour (Sanctions/Consequences)

6.1   Students are   encouraged to take   responsibility for their actions and to understand that there are consequences for their actions. Students are encouraged to make the right choices. When applying consequences it is important that we remember to:

- Examine the behaviour and not demean the student.
- Use private rather than public reprimands wherever possible.
- Set short achievable targets for behaviour improvement.
- Be consistent when dealing with students and when implementing the Behaviour Management & Exclusions Policy.
- It is also important that once a sanction has been imposed the student is made aware that the incident is over and they can make a fresh start.

6.2   As a school, we have drawn up the following list of possible actions and appropriate sanctions. It is acknowledged that the initial responsibility for dealing with student behaviour is with the class teacher. Any sanction should be appropriate and it is expected that behaviour will improve as a consequence. Appropriate Strategies include:

- Red Card
- Discuss with an appropriate member of staff
- Verbal warning
- Sent out of lesson for short time/Time Out
- Note in planner
- Event slip documenting incident and action
- Letter home
- Parents informed/called in
- Detentions
- Report card
- Contract – student, staff, parent
- Privileges removed e.g. lunch/break supervised by staff
- Community service
- Student withdrawn from class
- Student withdrawn for a number of lessons
- Internal exclusion
- Individual Education Plan/Pastoral Support Plan/Personal Education Plan (for looked after children)
- Fixed term exclusion
- Permanent exclusion

7. Procedures/Guidance for Use of Report Cards

7.1 Report Cards should be used to support a student in the management of their behaviour/learning and to raise achievement. Report cards should be viewed as supportive rather than punitive. The purpose of issuing a Report Card to a student is:

- To identify areas of difficulty.
- To set achievable, short term targets.
- To provide individual, focused contact with an appropriate member of staff.
- To reinforce the Home-School partnership.
- To facilitate and link to academic tutoring.

7.2 A Report Card will be issued by the Head and reviewed by all teachers and tutor of the student. Up to three targets will be identified for the student to work towards over an agreed period of time – usually one week. Targets for use on a Report Card may include the following:

Target	Success criteria
• To follow instructions willingly.	• No incidents of deliberately ignoring instructions is recorded.
• To be asked without the request having to be repeated.	• No incidents of deliberately ignoring instructions is recorded.
• To speak politely to all adults at Nightingale	• No recorded incidents of rudeness.
• To display a positive image to adults through body language and actions.	• No reported incidents of surly, insolent or aggressive behaviour.
• To accept and admit personal wrong doing.	• No reported incidents of lying about involvement.
• To listen to other students without interrupting or being rude.	• No incidents of deliberate rudeness to others.
• To have no aggressive incidents with others.	• No reported incidents.
• To avoid deliberate physical contact in "fun"	• No reported incidents.
• To reduce the number of disputes with others.	• No disputes with others (could be time specific)
• To attend wearing uniform	• Wears uniform

8. Exclusions

8.1 Nightingale will work to the principles outlined in 2008 exclusions guidance *Improving behaviour and attendance: Guidance on exclusion from schools and pupil referral units (2008)* came into effect on 1 September 2008.

8.2 **Internal Exclusions.** Excluding a student from lessons internally is a serious step to take. Only the Teacher-in-Charge has the authority to exclude a student internally for a day (or number of days). In all cases the parents will be informed on the day the student is internally excluded and invited to attend a meeting in school.

8.3 **Fixed Term Exclusions**. Excluding a student from school for a fixed term is a serious step to take. Only the Teacher-in-Charge (or in his absence, the nominated deputy) has the authority to exclude a student. In all cases the parents will be informed either by telephone or letter on the day the student is excluded. The student will be seen by the Teacher-in-Charge or a senior staff member. Before their return to school, the student should come in with a parent/carer to meet with the Teacher-in-Charge. Following an exclusion a student will be placed on report a period of time as agreed at the return from exclusion meeting.

8.4   A student can be excluded for up to 45 days in an academic year. However, the school must provide alternative education if a student is excluded for more than 5 days at any one time. If a parent disagrees with decision to exclude, written representation can be made to the Head of Service. If a student is excluded for a second or third time and seems not to be treating the sanction seriously, the Head of Service may be included in the re-admittance process.

8.5   Offences for which exclusion will be considered, <u>but are not limited to,</u> include:

- Verbal abuse/use of offensive language at a member of staff
- Using threatening/aggressive behaviour or fighting
- Any behaviour which causes/is likely to cause danger or harm to others
- Serious abuse or vandalism of school property
- Bringing or using illegal substances, including alcohol, into Nightingale
- Possession of any offensive weapons or fireworks in Nightingale
- Using illegal substances or alcohol in Nightingale
- Supplying or selling illegal substances in Nightingale
- Persistent refusal to follow reasonable requests from staff
- Disobedience, defiance or refusal to co-operate with members of staff
- Bullying
- Theft
- Abuse of the internet e.g. viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Cyberbullying or threatening behaviour towards another student
- Taking or being in possession of images without consent
- Discriminatory behaviour or abuse which is racial, sexual, physical or mental
- Denying others access to their learning
- Serious intimidation of another student or member of staff, including of a sexual nature.
- Any other behaviour which may bring the name of Nightingale into disrepute.

8.6   Student behaviour on school business such as educational visits, sports fixtures, work experience   etc. is also subject to the school code of conduct.

8.7   **Permanent Exclusion**. A decision to exclude a student permanently is a very serious one. Firstly, it is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and failed. It is an acknowledgement by Nightingale that it can no longer cope with the student despite the use of all support strategies employed.

8.8   The decision to permanently exclude may be taken by the Teacher-in-Charge when there has been a one off serious breach of Nightingale's Behaviour Policy. Such a decision may be taken as a result of any serious incident resulting from any of the offences listed above or other serious offences which may not be listed. If a parent disagrees with the School's decision, written representation can be made to the Head of Service. Details of this procedure will be included in the letter notifying the exclusion. Should the Head of Services' decision find in favour of the student, they will recommend re-instatement or alternative placement. Should the Head of Service find in favour of the school, parents/carers have the right of further appeal. Details of these procedures will be included in the letter notifying exclusion.

BEHAVIOUR AT NIGHTINGALE

You should expect:

- **A happy, positive, welcoming environment**
- **High achievement and support to attain high standards**
- **Attainable goals and targets to be set**
- **A set of agreed rules and standards to be followed by all**
- **An ethos that focuses on learning and respect**
- **Quality, well-prepared, stimulating lessons**
- **Effective, clear communication**

We expect:

- **Respect for all members of the Nightingale community and visitors**
- **Co-operation and team work to achieve common goals**
- **Fairness and consistency for all people working in and visiting Nightingale**
- **Pupils to take responsibility for their work and learning**
- **Hard work and consideration for the benefit of others**

We all should expect:

- **To be valued and respected**
- **A safe, welcoming environment which is maintained by al members of the Nightingale community**
- **All members of Nightingale to wear appropriate dress**

Appendix 1
Discipline Procedures and Referral

| PROBLEMS OTHER THAN IN LESSONS
To be dealt with by
MEMBER OF STAFF
whenever possible. | | PROBLEMS IN LESSONS
To be dealt with by
TEACHER
whenever possible. |

SANCTIONS/CONSEQUENCES:
- discussion with student.
- Red card
- verbal warning.
- detention - recorded.
- Form Tutor informed if necessary.

SANCTIONS/CONSEQUENCES:

- verbal warning.
- detention - recorded
- there must be a note in the planner to inform the Tutor and if necessary a discussion with the Teacher-in-Charge

FORM TUTOR

SANCTIONS/CONSEQUENCES:
- discussion with student
- place on Report.
- contact home.
- refer the matter to Teacher-in-Charge.
- detention - recorded.

Inform/refer

Teacher-in-Charge