



NIGHTINGALE PRIMARY SCHOOL BEHAVIOUR & RELATIONSHIP POLICY

At Nightingale Primary School, we are committed to establishing a safe and nurturing environment where the whole child is at the heart of all that we do. Throughout their Nightingale journey, each child, regardless of starting point, will be given the tools to succeed and the inspiration to meet every challenge head on. We want our learners to be independent and motivated by their natural curiosity and to feel safe to explore.

This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour. Our focus will always be on helping the child to understand what went wrong and to learn what they could have done differently, rather than on punishments.

This policy will be shared with all staff, governors and volunteers working for Nightingale Primary School. It will also be shared with outside agencies who run after-school clubs at the school, so they are aware of the standards we expect from our children and the adults who support them.

AIMS

The aim of this policy is:

- To set clear and consistent expectations of behaviour throughout the school, including children who attend our Breakfast Club and After-School Club provisions.
- To establish strategies to support children who find it difficult to behave consistently well

Rationale:

At Nightingale Primary School, we understand that all behaviour is communication. Behaviour that challenges is understood neuro-scientifically as the communication of an unmet need, or an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond.

Our expectations:

We expect the highest standards of behaviour, and we make a point of acknowledging, praising, and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils and staff feel safe within the school community.

During the day, children will be required to behave differently in different areas within the school. At Nightingale Primary School, we never expect to see a behaviour that has not been specifically taught, therefore at the start of each academic year, children are taught what behaviour is expected within these different areas, for example in the dinner hall. These expectations remain

the same each year, regardless of which adult is supporting the children. This builds consistency of approach and supports the development of positive, safe relationships.

Behaviour at Breakfast Club and After-School Provisions:

The rules and expectations set out in this policy apply to those children attending both breakfast club, and any after-school clubs that are run by staff employed by the school. Outside agencies running clubs at the premises will have their own policies and procedures to follow, however they should familiarise themselves with the rules and expectations of this policy. We will endeavour to liaise with staff of these external provisions around individual children and their needs.

As well as having different behavioural expectations in different areas of the school, we also have a set of Golden Rules, which are displayed around the school and underpin our principles and our day-to-day practice.

We are safe

We are kind

We listen

We do our best

We are proud of our school

We understand that our principles require the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that children's relationships with peers must be built upon respect, compassion, friendship, and tolerance for others, regardless of their religious belief, race, culture, gender, abilities, or family background.

We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, and supportive relationships at its heart.

At Nightingale Primary School, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to the school.

We believe in equity. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

Staff expectations:

All staff receive training in our approach to behaviour which is underpinned by 5 expectations for all adults within school, these are:

1. Consistent, calm, adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

We praise in public; we remind in private.

Our Approach to Positive Behaviour:

Our 4 houses; Beech, Lime, Rowan, and Willow, ensure that all pupils and staff belong to a team. We use our team approach, so our children and staff know that their positive attitude and behaviour is for more than individual recognition as it is for the good of all. Team points are awarded via ClassDojo and are linked to displaying our school values and for following the school rules.

All classrooms at Nightingale have a recognition board. The way classes use the recognition board may differ depending on the needs of the children so some may be updated daily and others weekly, however each recognition board will demonstrate a key learning behaviour which is the focus for that class for that day or week. All children should receive recognition for showing that learning behaviour consistently. Once earned, this recognition cannot be withdrawn.

As well as this, we anchor good behaviour through a range of reinforcements such as:

- Earning a sticker/star on work from the class teacher, LSA, Head Teacher
- Receiving a Dojo point by a member of staff
- Rubber stamps with messages in their workbooks
- Showing/telling about good behaviour/good work
- Sincere, precise, and timely, praise, both verbal and written
- Star Worker certificate which includes being entered into a half termly prize drawer to possibly win £10 voucher
- Positive notes home
- Positive phone calls home

Many of these are shared with the children during our weekly celebration assemblies.

First attention for best conduct: We will always seek to “catch children being good.” This is central to our approach and comes from the belief that “what you pay attention to, you get more of.”

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenges will arise, which will need to be managed. Children will be supported in self-regulation, and this represents that good learning has taken place.

The Vital Relational Functions (VRFs)

We know there are some key ways to be in a relationship with a child that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as the Vital Relational Functions (VRFs) and are a cornerstone of the Thrive Approach and are comprised of: Attunement; Validation, Containment and Soothing/Regulating.

These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

Attunement: Being alert to how the child is feeling, attuning to their emotional state, showing you can catch how they feel through facial expression, body language, gesture and noises. Demonstrating that you understand the intensity, pitch, pace and experience of the child's emotional state.

Validation: Being alert to how the child is experiencing an event, validating their perspective/experience/feeling, for example "Woah, that noise was loud; it made me scared. This needs to happen before we move on to help them to regulate, this is the beginning of being able to think about feelings. It is not distracting, judging, discounting, minimising or placating

Containment: Being alert to how the child is feeling, demonstrating containment by showing that you can catch and understand the pitch/intensity/quality of their feeling or mood and that you can bear it. Making their deep distress, raging anger or painful sorrow a survivable experience. Catch it, match it, digest it by thinking about it and offering it back, named, in small digestible pieces.

Soothing/Regulating: Soothing and calming their distress, demonstrating emotional regulation by catching the emotion, matching it and helping the child to regulate the feeling, co-regulation.

PACE

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in our interactions with the children we support. In turn this reduces conflict, stress and withdrawal.

All staff across the school are trained in VRFs and PACE to support children in distress and have an understanding of the biology of this.

Scripts

At Nightingale Primary School, we use a set of scripts when dealing with behaviours that are not in line with our school rules; Kind, Listen, Safe, Do Our Best and Proud of our school. Scripts allow all adults to separate behaviour from emotion and put the emphasis on the child making the right choice in a situation.

When speaking to a child your tone must be reassuringly consistent with body language, complimenting the messages in the speech. Instead of rewarding children with your emotion, plan your response using a micro script. We then have a predictable response that all children expect from all adults. Reward children with your enthusiasm, encouragement, humour, time and attention when they're doing the right thing.

Eight assertive sentence stems:

1. You need to ... (speak to me at the side of the room).
2. I need to see you ... (following the agreed routine).
3. I expect ... (to see your table immaculately tidy in the next 2 minutes).
4. I know you will ... (help Hayley to clean the pen off her face).

5. Thank you for ... (letting go of her hair, let's walk and talk).
6. I have heard what you have said, now you must ... (collect your things calmly and move to ...).
7. We will ... (have a better day tomorrow).
8. Think carefully about your next step (as the adult walks away).

Seven scripts that are not linked to your emotions:

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen ... If you choose not to do the work, then this will happen ... I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That is the Alfie I need to see today, that is the Alfie you can be all the time.
3. Your behaviour is disruptive, damaging and dangerous but I believe you can be a success.
4. I am not leaving; I care about what happens. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. James, it's not like you to ...

A 30 second script

- I noticed you are ... (having trouble getting started/struggling to get going/wandering around the class)
- It was the rule about ... (listening/being kind) that you broke.
- You have a choice, if you continue to not follow the school rule of Kindness, then you will ... (miss 5 minutes of play with me) if you decide to ... (what you want to see) then you will have completed the lesson/be able to carry on playing.
- Do you remember last week when you ... (got that positive note/received a dojo?) That is who I need to see today ...
- Make the right choice today...

Thank you for listening. (Walk away and give child some take up time.)

Restorative Approaches

Building and nurturing relationships is at the heart of a successful and happy school. In this type of environment everyone is more likely to want to work, more likely to achieve and less likely to be hurt or to feel excluded. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in any school. At Nightingale we use restorative approaches to draw a crucial distinction between the person and his/her behaviour. Restorative Approaches is based on "Fair Process" – engagement, explanation, expectation and clarity. People directly involved in the situation are the ones best placed to resolve a conflict. Pupils at Nightingale Primary School are therefore encouraged and supported by all school staff to take responsibility for their actions and to work out how to put things right. During Restorative Conversations with pupils, we try to:

- Actively listen and encourage the person to talk by asking open questions, supporting and summarising.
- Be empathetic (listen for thoughts, feelings, experiences, behaviours).
- Use a 'solution' rather than a 'blame' approach.
- Have discussions in a suitable location, involving those who were involved.
- Be firm but fair.
- Be aware of our body language, tone and facial expressions.

Restorative Conversations questions

- What happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected by this?
- What do you need now so the harm can be repaired?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence. It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future. Examples of the consequences (sanctions) used at Nightingale can be found in appendix 1

Delivering Sanctions with Dignity

It is important to understand that some pupils have additional needs where their behaviour is affected by particular difficulties or from personal challenges they are facing. We expect all pupils to try their best and meet our school expectations for behaviour but strategies for managing behaviour will be tailored to the individuals based on our knowledge of them.

For incidents of bullying, please refer to our bullying policy.

Behaviour management begins at classroom level with a positive and proactive approach. Adults will always start with the least intrusive pre-emptive strategies; these could include:

- redirection
- distraction
- humour
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our pupils a gentle reminder of the expectations, or nudge in the right direction is all that is needed. However, pupils who continue to make poor choices must know that they are responsible for these. Staff will make it clear to the pupil in what way they have not met the Nightingale expectations and link the sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are expected to de-escalate skilfully.

Every member of Nightingale Primary School staff will deal with behaviour and use the stepped actions below for dealing with poor conduct. Pupils are in school to learn so learning time should not be lost through poor behaviour. In discussion and agreement with Parents, work not completed in school due to inappropriate behaviour will be sent home.

The chart below is linear in design, however, we are very aware that not all behaviours fit such a chart. We encourage staff and pupil 'take up' time between each stepped action.

Steps	Actions	
Least intrusive pre-emptive strategies	Use of pre-emptive strategies – proximity praise, distraction, humour, non-verbal cues etc.	
Remember: We Praise in public; We Remind in private		
Reminder	Tell the child that you expect them to behave the Nightingale Way. Remind them of the rule/value you are expecting them to follow. E.g., Tim, are you listening?	
Warning	A clear verbal warning delivered privately wherever possible. Make the pupil aware of their behaviour clearly outlining the consequence if they continue. Time out offered to give pupil chance to reflect away from others. It may diffuse any anger or other big emotions – this is different from removing a child from their classroom.	
Consequence	Must be immediate and appropriate, e.g., missing 5 minutes of play to complete work or discuss behaviour. Sitting out of an activity for 5 minutes at playtime.	
Restorative Approach Conversation (RAC)	Give the pupil a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage for a RAC – if incident happens out of the classroom, the CT should be made aware. RAC is not a punishment and will not be treated this way – it is a positive choice to improve the situation. If the child does not engage in a RAC following a period of time, follow chart for next stepped action	Member of staff to record that a RAC has taken place on CPOMS
Phone call home	If the number of RACs increases or for serious incidents, the parents of the children involved should be phoned. This phone call should be tracked. If no answer when phoning an email should be sent. Parents should be told this will be tracked centrally and monitored by SLT	Teacher to make call if incident occurred in class. Pastoral team if incident happened outside. Phone call to be recorded on CPOMS
Formal meeting	Formal meeting with pupil, parents, CT, SLT. Agreed targets set that will be monitored and reviewed over an agreed period of time	Meeting to be recorded on CPOMS along with targets and timescale

Very Disruptive or Challenging Incidents (Including the Use of Suspension)

See appendix 2

Power to Search and Confiscate Prohibited Items

See appendix 4

Individual Behaviour Plans

We recognise that our behaviour & relationship policy is designed for 95% of children and for some, additional support is required. For these children we use Individual Behaviour Plans which are created by the class team working with the child, following a period of behavioural observation and tracking. Through these observations and trackers, we should be able to pinpoint triggers and understand what the behaviour is communicating to us. These plans will be shared with parents/carers and all adults working with the child. They are updated regularly, at least twice per academic year, using observational data.

Working with Parents/Carers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Pupils who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact.

Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour.

Working in Partnership

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as:

- Primary Behaviour Services
- Educational Psychologists
- CAMHS
- School Nursing
- Family Support Services/Early Help
- Young Carers

Record keeping

Behavioural incidents are recorded on CPOMS by the staff member who initially dealt with the incident. Restorative conversations can be recorded using the appropriate Restorative Conversation form and uploaded to CPOMS. ABCC forms are also completed for more serious incidents, especially those where additional support has been needed.

Playground rules and behaviour, including lunchtime

See appendix 5

Date of Policy Approval: September 2022

Date of Next Review: September 2025

Appropriate consequences, delivered with dignity

The following is a list of possible consequences (sanctions) that may be used, if appropriate. These will be applied within the stepped actions process detailed in the policy.

- Verbal reprimand/reminder – delivered in private
- Loss of playtime/sitting out of play activity for short time
- Restorative approach conversations – within this process, there is an agreement between adult and child as to appropriate consequences, which could include:
 - School based “community service” i.e., tidying the classroom
 - Written apology

Parents will be notified by phone, for more serious incidents which in turn will require more serious consequences. These could include:

- Loss of privileges (E.g., Eagle Duty)
- Detention – whilst we do not have out of school hours detention, there may be a time where children will lose some (15 mins) or more of their lunchtime play. They will be expected to sit with a member of SLT and reflect upon their choices
- Removal from class. This could be for the remainder of the lesson (until next breaktime) or for a longer period, if considered appropriate. This could also be deemed an internal exclusion. A restorative approach conversation will be used to support the reintegration of the pupil back into class following their removal
- Suspension or Permanent Exclusion – see appendix 3

Very Disruptive or Challenging Incidents

For extreme behaviour, which either endangers other children or makes teaching physically impossible, assistance should be sought from a member of the Senior Leadership Team. Help can be called for by sending a child or another adult to the office, with the request for urgent support. The office staff will contact a member of SLT who will respond ASAP.

In the meantime, if the situation is dangerous for children/adults to remain in the area or room, they should be removed. An adult should remain at a safe distance keeping a discreet eye on the child causing disruption until a member of SLT arrives.

At this point, one or more of the following may occur:

- Class removed from where the child is causing disruption
- Distraction of the child that is in crisis
- Physical management of child. If physical management is needed for the safety of the child, other children, or adults, the procedures outlined in the Restrictive Physical Intervention Policy must be followed.

The priority at this time will always be the safety of the child and de-escalating the situation. The member of SLT will use strategies for supporting a child in crisis, including the VRFs and PACE (if applicable) The incident will not be discussed at this time, and the adults will not discuss what has happened in front of the child. It is recognised, that for some incidents, further sanctions may be used. Internal exclusion may be used at this time to ensure the safety of all and to allow time for a thorough investigation to take place. Each incident will be treated on individual merit.

As part of our restorative approach to behaviour management, the adult requesting urgent support will meet with the pupil as soon as practical to discuss the reasons that support was needed and strategies to alter behaviour to stop it reoccurring. This will also serve to facilitate the smooth reintegration to class if the child has needed to spend time outside of their classroom. If needed, this can be done in the presence of the member of SLT that attended the incident.

Staff should not jump the stepped actions and as a general principle, and in the instance of disruptive as opposed to unsafe behaviour, it should not be possible to call for support from SLT if these steps have not been followed. Time will be given between assertive interventions for the pupil to readjust his/her behaviour.

No adult working with children ever wants to use physical restraint. However, if physical intervention is required:

- Wherever possible, only adults that are “Team Teach” trained will do this
- Procedures will be followed as outlined in the Restrictive Physical Intervention Policy
- The relevant documentation will be completed and reviewed by the Welfare Leader and Head Teacher
- Parents will be informed and may be invited to discuss the incident
- If there is any physical or verbal abuse directed at the adults, the relevant Local Authority documentation will be completed

Guidelines for managing situations where children are very distressed, and their behaviour is not safe:

All staff and governors have agreed the following:

- **Our school has a non-confrontational approach to children – especially those with behaviour that challenges. All staff will always ensure that no child is ever placed in an emotional situation where they have few options left to them but to crumple or flare up.**
- **At no time is it acceptable for an adult to use personal criticism or humiliation of a child to manage or respond to their behaviour.**
- **A ‘nagging’ style of interaction is equally unacceptable.**
- **It is never acceptable for children or adults to be assaulted.**
- **Knowing this policy well and having a clear understanding of policy and the details of practice expected by all staff at our school will enable adults to be consistently calm and confident in managing situations where children may be displaying extremely distressed behaviour, including those who may be violent**
- **All staff must therefore make a clear commitment to keeping this policy document fresh in their minds, returning to it to refresh themselves with the details at regular intervals.**

Suspension from School

If the behaviour has been very extreme and/or the child is unable to calm enough to go back into class, then the parents/carers will be contacted with the possibility of the child being suspended from class for the rest of the day or for a fixed period. All other options will have been considered before moving to this stage.

A decision to suspend a child is taken only:

- In response to serious breaches of the Behaviour Policy, e.g., serious isolated incident, continued unacceptable behaviour or language, unwillingness to conform or co-operate.
- If allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Before a child is suspended, in most cases a range of alternative strategies will have been tried and appropriate sanctions established in an effort to discourage re-occurrence of the behaviour problems. Upon recurrence, implementation of the suspension process will begin, after a full investigation of the incident has been completed.

Only the Headteacher, or Deputy Headteacher(s) in the Head's absence, may suspend or permanently exclude a pupil. In most cases, a fixed term suspension will be used. The total number of fixed term suspensions (covering one or more fixed periods of time) given in any one school year must not exceed 45 school days

When a decision is taken to suspend a child:

- the parent/guardian of the child is informed immediately (by telephone or in person) and told of the period of suspension, the reason for suspension, that representation can be made to the governing body about the suspension and the way in which that representation can be made.
- the headteacher writes to the parent within one school day of the decision confirming all the above information and including details for the continuing education of the child (setting and marking of work) and the right of the parent to see the child's school record.
- the governing body and LEA are informed immediately (NB when the suspension is for more than five school days in any one term this is a legal requirement)

When a child is collected by their parent following a suspension, the Head Teacher or Deputy Headteacher(s) must be notified to ensure that they have a brief discussion with the parent before the child leaves the school premises. This is also the case with regards to their reintegration meetings – these meetings are to be held by the Head, Deputy, or Welfare Leader.

The responsibilities of the governing body are laid out in "The School Standards and Framework Act 1998" and these are adhered to in cases of suspension.

Work

We will take reasonable steps to set and mark work for pupils during the first 5 school days of fixed term suspensions.

Communication between school and parent

Parents/carers will receive a letter containing all the information they need when their child is suspended, this will include:

- The reasons for the suspension

- The period of a fixed period suspension, or, for a permanent exclusion, the fact that it is permanent
- Parents right to make representations about the suspension to the governing body
- The date and time for a reintegration meeting

Free and impartial information relating to suspensions can be found at www.education.gov.uk then search for suspension guidance

Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.

Searching and confiscation of prohibited items

Keeping Children Safe in Education makes clear that all school staff have a responsibility to provide a safe environment in which children can learn.

Using searching and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe, and whilst we acknowledge the need to search our pupils or their possessions will be **extremely unlikely**, it is important to include this within our policy.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, listed below.

A 'prohibited item' is defined in subsection (3) of Section 550ZA of the Education Act 1996, as:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in The Schools (Specification and Disposal of Articles) Regulations 2012:
 - tobacco and cigarette papers (***this does not include E-cigarettes or Vapes, but they are also banned at Nightingale and therefore, may also be searched for and confiscated***)
 - fireworks; and
 - pornographic images.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified above as banned at Nightingale and for which a search can be made or
- is evidence in relation to an offence.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The head teacher and other members of the leadership team, have read the DfE's guidance for schools on Searching, Screening and Confiscation, dated July 2022.

Playtime and Lunchtime

Playtimes in school can be one of the best parts of the day for most children. However, they can also be very difficult for some children to cope with for a whole range of reasons. Staff too can find this time of day challenging to manage. It is essential anyone supervising playtime understands this policy and has support in order to carry out their role effectively. We are aware that organisation can affect behaviour. In order to ensure the smooth running of the school, details of the school routines including line up, play time arrangements, swimming arrangements etc, can be found in each classroom.

Playground/Midday Supervisors

The main function of your role as playtime supervisor is to keep the children safe and to encourage and facilitate positive playtime behaviour from all, through the modelling of these behaviours. The core of our behaviour policy is noticing and rewarding positive, thoughtful and sensible behaviour rather than drawing attention to poor behaviour.

Remember: We praise in public, we remind in private.

The Welfare Leader has regular meetings with the midday supervisors where they are able to discuss any matters arising from their lunchtime duties. You must be aware of this behaviour policy and implement the rules and apply them when children are in your charge.

At the end of lunch break these instances of positive behaviour will be reported to the class teacher through the use of Lunchtime Dojo Point stickers. The Welfare Leader or Senior Midday Supervisor will input any ClassDojo points received during lunchtime.

Class teachers will acknowledge these positive behaviours with an emphasis on how proud they are of the members of their class for following the school rules during their lunchtime.

Playground sanctions and rewards will be monitored and adapted through ongoing support and by providing training for Midday Supervisors and helpers.

Playtime Behaviour

First attention for best conduct: With this in mind, the following list of acceptable and unacceptable behaviours has been drawn up, please note, this is not an exhaustive list but an example of acceptable and unacceptable behaviours during play time and lunch time. This will also be taught at the start of each academic year by the class teachers through the use of specifically agreed lesson plans

Acceptable behaviour	Consequences	Unacceptable behaviour	Possible sanctions, delivered with dignity
Playing games Encouraging others	For all acceptable behaviours: Praise, thumbs up, join in with their games, support	Fighting (kicking punching etc) Play fighting Spitting	Self-imposed cool down time - this can be initiated by the child and taken in the cookery room, this

<p>Including children who are alone to join in with your game</p> <p>Sticking to the rules of the game</p> <p>Looking after someone feeling unwell or sad</p> <p>Speaking politely and respectfully</p> <p>Responding immediately to adult requests</p> <p>Telling an adult about a problem outside</p>	<p>children starting games, model games for children.</p> <p>Encourage other children to explain rules of games</p> <p>Award lunchtime Dojo points</p>	<p>Swearing</p> <p>Name calling</p> <p>Racist comments</p> <p>Interfering with other children's clothes</p> <p>Throwing objects (acorns etc) at others</p> <p>Throwing objects over the fence</p> <p>Intimidating behaviour</p> <p>Running away from an adult</p> <p>Misuse of school property.</p>	<p>should be viewed as a positive step.</p> <p>Suggesting (discreetly) that a child takes some cool down time using the scripted conversations</p> <p>Adult imposed reflection "reflection" time, using the "Walk and Talk" approach (this works well when outside)</p> <p>Following the stepped actions, including restorative conversations</p>
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Playtime rules:

<p>At Nightingale at Playtimes</p> <ul style="list-style-type: none"> • We share equipment and space with others safely and respectfully • We follow the rules of the game decided at the start of each game • We listen to the Lunchtime Supervisors and the Eagles • We use the zones and play equipment sensibly and tidy up at the end of the session • We line up sensibly and wait quietly for our class teacher to lead us into school

Lunchtime rules:

<p>At Nightingale during Lunchtimes</p> <ul style="list-style-type: none"> • We stay seated whilst eating • We walk around the dining hall, or classroom safely • We talk quietly, using our inside voice • We clear away everything we have used • We wait patiently to be served
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