



BEHAVIOUR EXPECTATIONS

Nurturing

- Listen to others and expect to be listened to
- Be respectful to staff and pupils
- Look after the school environment
- Use appropriate language

Consistent

- Stay for the entire lesson and be ready to learn
- Dress appropriately
- Eat and drink in appropriate places
- Be on time; strive for at least 95% attendance

Accountable

- Be in the right place at the right time
- Do the right thing, even when no one is watching; follow instructions
- Recognise and reflect on your mistakes

Well (Being)

- Take care of your mental, physical, emotional health
- Use your words to communicate
- Accept the help; keep yourself and others safe

Independent

- Be a leader and choose carefully where you follow
- Be in control of your learning and your future
- Understand your targets; know how to improve
- Learn to learn wherever you are

Successful

- Every mistake is an opportunity to learn
- Be resilient when obstacles arise
- Stretch and challenge yourself; set goals for your future

Empathetic

- Recognise and celebrate diversity
- Reflect on your behaviour and restore relationships
- Keep hands, feet and personal comments to yourself
- Understand how your behaviour impacts others

Aim

At Nightingale Community Academy (NCA) we help children to achieve by creating an atmosphere of safety and mutual respect. We aim to mitigate barriers to learning that have been entrenched in former educational settings or in the home; working to support transfers to mainstream school, further education or the world of work. Everyone is entitled to learn and is expected to behave in a reasonable way; accepting responsibility for their behaviour and encouraging others to do the same. Those that do are seen to be 'NCA WISE'.

Purpose

The purpose of this procedure is to provide a simple, practical structure for staff, learners and parent/carers which: Recognises behavioural norms; Positively reinforces appropriate behaviour; Promotes self-esteem and self-discipline and; Teaches appropriate behaviour through positive intervention.

Expectations

When managing behaviour our intention is always to protect the integrity of the learning environment. We believe that behaviour can change, that positive learning behaviours can be taught and that appropriate behaviours, once learned, equip children to be successful members of any community. Our personal development curriculum encourages success by supporting children to meet the following expectations:

Positive Behaviour

One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising. Learners know what kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Our experience has shown that over a range of ages children produce a very similar list of characteristics that they look for in adults who work with them.

Children want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- have a sense of humour

...and for adults not to:

- get upset or angry in the face of misbehaviour
- judge or label pupils by behaviour
- have low expectations

Although they want this for themselves, they also want it for other children because it makes the learning situation more comfortable. It is evident that children prefer to learn in a relaxed yet purposeful atmosphere where the adults are safely in control; where they can progress their learning with success and be acknowledged as 'people who matter'.

At Nightingale Community Academy we understand that if a child is not ready to learn it is seldom productive to keep them in the learning environment as this is when their behaviour is most likely to negatively impact the learning of others. We encourage children to accept help so that they can overcome any learning anxiety, reflect on their experience and repair any relationships damaged by their actions. For this approach to be effective it is critically important that staff working at the school embed intentional practices, cultivate strong relationships, set clear guidelines and rules for behaviour, use effective classroom management strategies and reinforce known expectations. Staff should never ignore or attempt to excuse poor behaviour but they should be curious about its communicative intent. The capture of key indicators: **A**ntecedents, what happened immediately beforehand; **B**ehaviour, a description of incident or event and; **C**onsequence, for all concerned, both long and short-term if applicable is the **ABC** that supports this process.

We expect every member of our team to be proactive and to intervene early to challenge unacceptable behaviour or to encourage positive behaviour when they see it. Challenging poor behaviour is often stressful for all involved so it is critical that, at an appropriate time, the adult clearly explains to the child why observed behaviour is not appropriate and what alternatives exist. This is done using common language or scripts that provide a predictable response that children become familiar with over time. (See Behaviour Support Strategies appendix 1).

Any behaviour deemed by staff to warrant an official response is captured using the SIMS database and routine analysis of data informs a cycle of review and intervention. The purpose of this precise behaviour record is twofold: it is a tool with which to de-brief people after an incident so that we can learn from mistakes or oversights *and* it can be used to identify patterns of behaviour over time. The behaviour analysis matrix specifies the 'What? When? How? and Who?' of this process and is detailed in appendix 2. It is underpinned by a behaviour monitoring timeline that details termly monitoring, analysis and reporting protocols and can be found in appendix 3.

Nightingale Community Academy is part of Orchard Hill College & Academy Trust. This procedure has been written with our core Mission in mind:

OHC&AT exists to support, enable and champion the talents, skills and rights of the most complex and vulnerable people in our society in order that we can release their potential, promote their wellbeing and transform their lives.

This procedure is to be read in conjunction with the Positive Behaviour, Physical intervention & Safeguarding policies.

End.

Appendices

1. Behaviour Support Strategies
2. Behaviour Assessment Matrix
3. Behaviour Monitoring Cycle

Appendix 1 Behaviour Support Strategies.

Set Expectations, Establish Relationships, Implement Preventative Strategies		
<p>Practical Protective Strategies Teachers with effective classroom management strategies establish clear expectations, build relationships, set clear guidelines and rules for behaviour in their classroom and across all of the school environments. Clearly explaining expectations is an essential component to setting ground rules and establishing relationships. The goal of preventative work is to provide proactive interventions to potential disruptive behaviours by clearly explaining to students' what behaviours are and are not appropriate before they experience them. All teaching staff should embed intentional practices to cultivate a positive relationship with each student (e.g. Teachers could set aside time to spend with learners, inquire about their interests, communicate positively, use open ended questions, use positive affirmations, reflexive listening, and validation). There is no replacement for inclusive, positive rapport building and consistency with routines and consistency with responses.</p>		
<p>Low & Medium Level Supportive Strategies Even the best laid preventative strategies may fail periodically. When this occurs, a teacher offers a verbal warning or a suggestion for correcting behaviour which may only need to be a reminder of a positive. If not, further warnings time-out or opportunities to reset may be required. All proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions) are attempted to be sustained by providing choices, enabling high ratios of praise 5-to1 ratio of positive to negative interactions, positive notes home, greeting students at the door, relationship check-ins, random, special-activities, all should be well established and embedded. Reminders, redirection and nonverbal communication are all examples of supportive strategies.</p>		
Problem Indicators	'Reactive' Deescalation Strategies	Reflection
<p>Low level tension</p> <p>Hiding face in hands or bent over</p> <p>Pulling up collar or pulling jumper</p> <p>Rocking or tapping</p> <p>Withdrawing from group</p> <p>Refusing to speak or dismissive</p> <p>Refusing to co-operate</p> <p>Adopting defensive postures</p> <p>Pupils dilate</p> <p>Body position & tension-</p> <p>Arms crossed</p>	<p>Low level support strategies</p> <p>Intervene early</p> <p>Communicate – “Talk and I’ll listen”</p> <p>Inform of desired behaviour</p> <p>Use appropriate humour</p> <p>Display CALM stance & body language</p> <p>Talk low and slow and quietly</p> <p>Offer reassurance – including positive physical prompts;</p> <p>Divert and distract by introducing another activity or topic;</p> <p>Change of face</p>	<p>Low level reflections</p> <p>Talk about behaviour</p> <p>Identify triggers</p> <p>Identify self-regulation strategies</p> <p>Repair and restore relationships</p> <p>Complete missing work</p>

<p>Clenched jaws or fists</p> <p>Jaw jutting & chest thrown out</p> <p>Breathing Changes- rapid, shallow, audible</p> <p>Eye contact increased or decreased</p> <p>Low level refusal, testing boundaries</p>	<p>Offer choices, reminders, warnings, talk about feelings & behaviour</p>	
<p>Medium level tension</p> <p>Individual begins to display higher tension</p> <p>Belligerent and abusive</p> <p>Making personal and offensive remarks</p> <p>Talking louder – higher - quicker</p> <p>Adopting aggressive postures</p> <p>Changes in eye contact</p> <p>Pacing around</p> <p>Breaking minor rules</p> <p>Low level destruction</p> <p>Picking up objects which could be used as weapons</p> <p>Challenges – “I will not...you can’t make me”</p>	<p>Medium level support strategies</p> <p>All low-level support strategies</p> <p>State desired behaviours clearly</p> <p>Set clear enforceable limits</p> <p>Offer alternatives and options</p> <p>Offer clear choices</p> <p>Give a get out with dignity</p> <p>Utilise the strength of your relationships and look to adopt a non-confrontational approach</p> <p>Protect the integrity of the learning environment: Assess the situation and if response warrants the removal of the learner consider getting help.</p>	<p>Medium level reflections</p> <p>All low-level reflections;</p> <p>Understand the impact of their behaviour on others</p> <p>Repair and restore relationships</p> <p>Review behaviour expectations</p> <p>Give time to get ready to learn</p> <p>Create support plan with learner</p>
<p>High level tension (child in crisis)</p> <p>Individual begins to display higher tension</p> <p>Belligerent and abusive</p> <p>Making personal and offensive remarks</p> <p>Talking louder – higher - quicker</p> <p>Adopting aggressive postures</p>	<p>High level support strategies</p> <p>All low and medium-level strategies</p> <p>Dynamically risk assess the situation</p> <p>Protect the integrity of the learning environment by taking the behaviour out of the classroom and get help;</p> <p>Protect learner dignity</p>	<p>High level reflections</p> <p>All low and medium-level reflections</p> <p>Give time to recover</p> <p>Use best interest principal</p> <p>Support learner to be safe</p> <p>Understand the impact of their behaviour on others</p>

Physical aggression towards staff	Move to a safe space	Repair and restore relationships
Physical aggression towards learners	Remove unnecessary people (staff/learners)	Review behaviour expectations
Major property destruction	Guide the elbows to safety	Staff and learner debrief
	Physically intervene if necessary	Create risk reduction plan
	De-escalate learner	Inform middle and senior leaders
	Plan route to recovery	

Consequences and Recovery strategies

When a student has failed to improve behaviour after repeated attempts to reset, a teacher may opt for a restorative strategy or consequence. Restorative supports refer to a set of responses to help a learner to reset and prepare to return to the learning environment. This may be a time out that is extended for a period of time such as a walk with a member of the on-call team or Senior Point of Contact (SPOC), it may be appropriate to take additional time with a member of staff reflecting on their behaviour and readiness to learn, utilising other spaces in the school as appropriate. During the debrief process we ensure that the learner: understands what went wrong; understands the impact of their behaviour on others; has time to reflect; overcome barriers to learning; restore and repair relationships and develop empathy.

Alternatives to Exclusion	Procedure	Rationale / Risk Reduction
Time-Out Learner supported for a movement break of time-out to reset and prepare for learning	LSP support learner to reset by a short break Prepare learner to return by using Behaviour Expectation scripts Capture behaviour and response in SIMS	Learners given break when warnings and low-level behaviour strategies are unsuccessful; Offer a get-out before further escalation or disruption to other learners.
Supported De-Escalation, Senior Support Learner removed for a short period to reset for debrief; de-escalate.	Notify SPOC/On Call team & member of SLT/Phase Lead; Learner reset & provide support in settling class Capture behaviour and response in SIMS	Support staff and learners to break the escalation cycle and reduce risk of damaging relationships or placing other learners at risk.
Personal Tutorial Remove the learner from the classroom to protect the learning of the other children and go to the Inclusion area for the remainder of the lesson to complete work.	Protect the integrity of the learning environment by removing the learner; Provide work to be completed Catch-up of previous work missed Restore and reflect on behaviour Capture behaviour and response in SIMS	Learner is supported in the Inclusion area as a safe space with behaviour specialists; Successful completion of Personal tutorial allows reintegration and return to normal routines.
Break/ Lunch Detention	Prepare learners for detentions in advance Staff who set the consequence delivers the detention, request support if needed;	Ensure focus on teaching and learning

<p>Holding learner in during school breaktimes or lunchtime breaks to complete work or enable a restorative session.</p>	<p>Use best interest principal in applying measures which may be identified as punishment by learners;</p> <p>Use the time to complete missed work</p>	<p>Time to catch-up on missed work to prevent the learner from falling further behind;</p> <p>Clear expectations of behaviour for learning</p> <p>Support learners to understand the consequences of their actions.</p>
<p>Afterschool Detention Holding learner afterschool hours to complete work or to enable a restorative session.</p>	<p>Prepare learners for any after school detention prior to end of school day; Parents are contacted and arrangements made for a learner to attend Afterschool detention; Transport agreed with parents prior to setting up Afternoon Detentions longer then 15minutes. Afternoon Detentions less than 15minutes can be arranges with Taxi/Transport and ask them to wait. Learners are moved to a secure space, inclusion space or reflection area for completion of missed work or for restorative session,</p> <p>Capture behaviour and response in SIMS</p>	<p>Ensure focus on teaching and learning</p> <p>Engage parental communication and joint working</p> <p>Time to catch-up on missed work to prevent the learner from falling further behind;</p> <p>Clear expectations of behaviour for learning</p> <p>Support learners to understand the consequences of their actions.</p>
<p>Morning school 1:1 or small group facilitated by a LSP to engage the learner in accessing the curriculum in an environment where they can focus and concentrate, improving their readiness to learn. This time may cover some or all of the morning period and separate break returning to normal routines at lunch.</p>	<p>Remove learner from the immediate learning/classroom environment; Move to a secure space, SLT office, inclusion space, other reflection area; Contact parents and arrangements to send the learner home for a fixed term exclusion or a decision made for an internal exclusion; Formal meeting with parents and learner to discuss behaviour as part of the restorative and reflection process; Complete all work missed or from previous day; Learner misses morning breaktime; Return to normal routines at Lunch if meeting success criteria; Capture behaviour and response in SIMS</p>	<p>Enhanced parental engagement</p> <p>Alternative to exclusion</p> <p>Protects other learners</p> <p>Ensures catch-up on missed work to prevent the learner from falling further behind;</p> <p>Support learners to understand the consequences of their actions;</p> <p>Restorative and reflective practices to prepare the learner for reintegration into normal routines.</p>
<p>Afternoon School 1:1 or small group facilitated by a LSP to engage the learner in accessing the curriculum in an environment</p>	<p>Remove learner from the immediate learning/classroom environment;</p>	<p>Enhanced parental engagement</p> <p>Alternative to exclusion</p> <p>Protects other learners</p>

<p>where they can focus and concentrate, improving their readiness to learner. This time may cover some or all of the afternoon sessions following lunch break and ending after school hours.</p>	<p>Move to a secure space, SLT office, inclusion space, other reflection area; Contact parents and arrangements to send the learner home for a fixed term exclusion or a decision made for an internal exclusion; Formal meeting with parents and learner to discuss behaviour as part of the restorative and reflection process; Complete all work missed or from previous day; Learner attends Afternoon session from 1:30pm – 4:00pm; Return to normal routines the following day if meeting success criteria; Transport arranged as needed Capture behaviour and response in SIMS</p>	<p>Ensures catch-up on missed work to prevent the learner from falling further behind; Support learners to understand the consequences of their actions; Restorative and reflective practices to prepare the learner for reintegration into normal routines.</p>
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Appendix 2 Behaviour Assessment Matrix.

What are we assessing/ capturing/ reporting for?	Frequency	When?	What data is captured?	How is it put in the timeline & by whom?
SIMS Behaviour	Daily	Daily	Level of difficulty experienced with SEND learning – (SeD, OD, MD, SID, AP or Strengths)	Data is entered into SIMS Behaviour daily, as close to live data capture as possible but all recorded by the end of the day for HM&L level behaviours. This is then analysed with BAG rating by the inclusion team so that highest need is recorded and can be drawn automatically to be supported by the Inclusion Timeline
SIMS Achievement	Daily	Daily	Daily recording of all behaviour incidents in school. Data capture is the core of identifying the Antecedent, Behaviour and Consequence in which to formulate understanding of behaviour function.	Data is entered into SIMS Achievement daily, as close to live data capture as possible but all recorded by the end of the day. This is then analysed and used to demonstrate progress and identify rewards.
Functional Behaviour Assessment	Referral	Curious Review	Identifying the Functional antecedent or trigger of behaviour to develop positive strategies to engage functional behaviour replacements.	Battery of functional assessment and analysis of behaviour completed by behaviour lead to feed into Curious review.
Behaviour Problem Inventory SEN (BPI-SEN)	Referral	Curious Review	Identifying the frequency and intensity of challenging behaviour as a baseline for identified learners at high risk.	Identified high risk behaviours for adding to Risk Assessment of Challenging Behaviour
SNAP B	1x	September	Level of difficulty experienced with behaviour – (SeD, OD, MD, SID, AP or Strengths)	Data is entered into the SNAP B marksheet after testing. This is then transferred to the SNAP B Identifier marksheet by the inclusion team so that 3 x highest need is recorded and can be drawn automatically into the Behaviour & Inclusion Timeline
Annual review Behaviour	1x	Individual date	Behaviour Summary, EHCP Long-term Targets, IIP Medium term targets	Long-term targets from the existing EHCP are captured in the EHCP Long term targets Marksheet set by the Class team & supported by the Behaviour & Inclusion team
EHCP Behaviour Short-Term	1x	Individual date	Summary of need, Short-term target, Resources required and review date	Short-term targets from the existing EHCP are captured in the EHCP Long term targets Marksheet by the inclusion team Short-term target set by the Class team & supported by the Behaviour & Inclusion team
Learner Half-year review	1x	AR date + 6 months	Evidence of conversation between learner, school & parent. Review of progress against targets or EHCP target update	Tutor directed to complete with input from the Behaviour & Inclusion team

Termly	New learner review of Core assessments Teacher/learner & Support IIP target formation for behaviour	6-week intervention cycle progress reporting half-termly for Inclusion area #occurrences, #of learners, #learners excluded	6-week intervention cycle progress reporting half-termly for Inclusion area #occurrences, #of learners, #learners excluded	6-week intervention cycle progress reporting half-termly for Inclusion area #occurrences, #of learners, #learners excluded	6-week intervention cycle progress reporting half-termly for Inclusion area #occurrences, #of learners, #learners excluded	6-week intervention cycle progress reporting half-termly for Inclusion area #occurrences, #of learners, #learners excluded
	6-week intervention cycle progress reporting half-termly for Inclusion area #occurrences, #of learners, #learners excluded	Data drop 1: BFL/AFL monitoring	Progress report Governors	Data drop 2: BFL/AFL monitoring, Progress outcomes from T2	Data drop 3: BFL/AFL	Subject Lead / Phase lead termly behaviour and attendance reporting
	Progress report Governors	Subject Lead / Phase lead termly behaviour and attendance reporting	Teacher/learner & Support IIP target formation for behaviour	Subject Lead / Phase lead termly behaviour and attendance reporting	Final week of T5, Intervention Progress T3	OHCAT Dashboard
	Teacher/learner & support IIP target information for behaviour	OHCAT Dashboard	Behaviour Target setting for IIP	OHCAT Dashboard	Teacher/learner & Support IIP target formation for behaviour	Teacher/learner & support IIP target information for behaviour
	Behaviour Target setting for IIP	Case study of Curious Review learners	Key workers identified for inclusion space rota	Teacher/learner & support IIP target information for behaviour	Behaviour Target setting for IIP	Behaviour Target setting for IIP
	Key workers identified for inclusion space rota	Key workers identified for inclusion space rota	Quality of Behaviour: Celebrations, achievement and accomplishments	Behaviour Target setting for IIP	Key workers identified for inclusion space rota	Key workers identified for inclusion space rota
	Quality of Behaviour: Celebrations, achievement and accomplishments	SEF Progress report update	Curious Review x3	Key workers identified for inclusion space rota	Quality of Behaviour: Celebrations, achievement and accomplishments	SEF Progress report update
	Curious Review x3		Classroom observations calendared (15 per term minimum 1xper class)	Case study of Attendance Panel Intervention	Curious Review x3	Case study of Attendance Panel Intervention
	Classroom observations calendared (15 per term minimum 1xper class)			SEF Progress report update	Classroom observations calendared (15 per term minimum 1xper class)	Collate Case study of Curious Review & Summarise Curious Review on referral only
						End of Year review & Summary of impact for SEF/Progress report