

South Derbyshire Support Centre

Key Stage 2 Nurture Group

Behaviour / Discipline / Rewards Policy

Introduction

The Nurture Curriculum gives pupils chance to develop social and emotional literacy skills and then gives them opportunities to practise these throughout the sessions.

We recognise the importance of a positive approach to behaviour management and “catch children getting it right”.

‘We consider the best way to encourage good standards of behaviour in schools is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.’ Elton 1989

Aims

- to provide an environment which is warm, friendly and secure in which children can develop
- to encourage behaviours which will aid reintegration to mainstream educational settings
- to help all pupils achieve their full potential and gain satisfaction from their life in the centre
- to provide a positive environment which enhances self-esteem and self-respect through positive feedback
- to develop a range of social skills
- to develop independence and responsibility
- to encourage an understanding and respect for the feelings of others
- to foster positive caring attitudes for one another and the environment

Our approach to behaviour management in the centre

- concentrates on rewarding good behaviour through praise and points system
- includes consistent and fair strategies to discourage inappropriate behaviour
- encourages pupils to exercise self-control and develop a positive attitude to school work
- gives pupils opportunities for achievement through a variety of activities that are well-matched to their needs
- encourages pupils to develop an understanding of their own behaviour, including the long- and short-term effects of inappropriate behaviour

Who is involved?

It is important that everyone in the mainstream school community has a shared understanding of the Centre’s policy on behaviour management.

The Behaviour Policy is discussed with parents/carers before pupils are admitted, and forms part of the home-school agreement. It is regularly discussed and reinforced on a daily basis, throughout the activities.

Parents/carers have a particular role to play in reinforcing the policy and working in partnership with the centre to encourage positive behaviour. The Behaviour Policy forms part of the home-school agreement. Parents/carers receive weekly information about the behaviour of their children and are involved in discussions about behaviour at meetings and through phone calls home.

The Management Committee receives a copy of the policy; and is available on request to all Behaviour Support Teachers and mainstream schools. The policy is regularly discussed and reviewed by all Centre staff to aid consistency in the giving of rewards/sanctions and to ensure it addresses the needs of our pupils.

Centre Code of Conduct

The following values underpin life in the centre, and are expected of all members of the unit community:

- respect for self

- ❖ Wear appropriate clothing.
- ❖ Report any instances of bullying.

- respect for others

- ❖ Keep hands, feet and objects to yourself.
- ❖ Keep hurtful comments to yourself.
- ❖ Do not use inappropriate language.
- ❖ Listen to others, do not interrupt.

- respect for work

- ❖ Always do your best work
- ❖ Do not stop other people working.

- respect for property

- ❖ Do not damage or waste your possessions, other people's possessions or centre property.

Centre Rules

The following rules encapsulate our expectations of behaviour and are displayed in the Centre. They form an integral part of the centre's rewards/sanctions scheme.

1. Follow the rules and routines of the session.
2. Follow instructions given by any member of staff.
3. Do your best work.
4. No matter how you feel do not stop others working.
5. Have fun and enjoy being at the Centre.

Individual Behaviour Targets

In addition to the above centre rules, pupils have a weekly behaviour target designed to support them in managing their behaviour. At first the staff set the target but after three weeks the pupil is involved in choosing the target. Achievement of these targets is monitored and recorded; targets are reviewed daily and weekly. The targets are discussed at the review meetings.

Day to Day Management of Behaviour

The day to day management of behaviour of pupils in the centre relies on the consistent successful operation of a behaviour modification system which is weighted towards acknowledging specified appropriate behaviour and rewarding pupils who are making the right choices.

It is the collective wisdom of almost all research available into behaviour change that it is far more effective to invest time in rewarding and reinforcing good behaviour than punishing inappropriate behaviour. The system also incorporates a system of sanctions offering 'clear boundaries and a safe framework'; young people need to know that 'school boundaries are secure' (*Mosley 1999*).

The Nurture Session Routine

Pupils are expected to conform to centre rules and individual behaviour targets. The reasons behind the rules/targets are regularly discussed with pupils; the pupils are made aware of how they need to behave in order to succeed.

Our session is divided into 8 parts all having clear expectations of behaviour and a child gets a tick on the wall chart for successfully completing each session.

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|----|----------------------|--|
| 1. | Register | Pupils to listen and answer name politely |
| 2. | Good News | Pupils to listen to their news and that of others |
| 3. | Work and Make | Pupils to listen and follow instructions to complete tasks |
| 4. | First Task | Pupils to begin, continue and complete task independently |
| 5. | Second Task | Pupils to share, take turns with toys/equipment |
| 6. | Story | Pupils to look and listen to the book being read |
| 7. | Circle Time | Pupils to follow Circle Time rules |

8. Drink and Snack Pupils to use social skills to share food correctly

The child will also earn a tick for achieving their individual weekly target which they have helped decide on.

The system creates a natural consequence, in that poor behaviour affects the ticks awarded, thus limiting the final total.

At the end of the afternoon the pupils record their total onto a points chart. (appendix 1)
On completion of 100 points the pupils choose from the Golden Basket.

Each pupil has an individual target sheet (appendix 2) which is assessed at the end of every afternoon by pupil and staff, sometimes asking for comments from other pupils. Within points system there are certificates and smaller 'choices' 25pts, 50pts & 75pts.

When a pupil achieves 100 points they also receive a Certificate to take home (appendix 3).

Rewards

- Praise and smiles
- Non verbal signals i.e. thumbs up, light touches for reassurance
- Encouraging comments about work and behaviour
- Praise in front of group if and when appropriate
- Positive comments to another adult
- Chosen to do special tasks- tick board, puts lights on etc.
- Display of work
- Phone call home

Sanctions

Managing misbehaviour within a session:

- Tactical ignoring
- Quiet word or 'look'
- Reminder of rules
- Encouraged by member of staff to settle down
- Brief discussion, where appropriate, of inappropriate behaviour
- Review of seating arrangement/setting
- Verbal warning of possibility of losing tick
- Pupil asked to go into Quiet Room to calm down

For more serious infractions or persistent offenders:

- Time Out – is worth 2 mins of time which is paid back at Drink and Snack time. The pupil sits on the purple settee at Time out time. When they have completed their time the pupils re-join the group.
- Phone call home.
- Pupil asked to stay in Quiet Room. If the pupil is violent they may be encouraged to go to quiet room to calm down without an audience.
- Possible fixed-term exclusion.

Permanent exclusion is a possibility as a last resort.

Wherever possible, sanctions take place as near as possible in terms of time to misbehaviour in order to provide maximum deterrent effect. Sanctions also linked to misbehaviour when appropriate (e.g. cleaning up messes created, helping to mend damage).

Time Out

Pupils are given Time Out for:

- Continued ignoring of adult instructions
- Making unkind comments to another child
- Swearing
- Pushing or barging into other child

Responsibilities

The Senior Head of Centre is responsible for ensuring that the centre complies with this policy and that its related procedures and strategies are implemented.

The Management Committee is responsible for ensuring that this policy and its related procedures and strategies are implemented.

The policy is reviewed on an annual basis; its impact is evaluated and necessary changes form part of the centre annual development plan.

The policy is open for perusal by any interested parties.