



NINE ACRES COMMUNITY PRIMARY SCHOOL

South View, Newport, Isle of Wight, PO30 1QP

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Headteacher: Mrs E. Dyer BA Hons QTS, NPQH

Compassion

Responsibility

Justice

Courage

Integrity


Respect

Hope

Equality

Behaviour policy

Nine Acres Primary School

Approved By:	
Approval Date:	22.2.18.
Review Frequency:	Two Years
Next Review Due:	February 2020

Our Mission:

At Nine acres, we want every member of the school community to feel valued and respected every day and our aim is to make sure everyone is treated fairly and with dignity. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. At Nine Acres, we want an environment where everyone feels safe and secure where all of our learners show, through their actions, how to be positive, responsible and increasingly independent members of the school community.

We have nine school values that are important to us and underpin all of our behaviour expectations. These are:

- Team work
- Respect
- Aspiration
- Perseverance
- Caring
- Creativity
- Citizenship
- Courage
- Independence

Pupil Expectations

At Nine acres, we expect all children to be able to:

- Follow the school's four simple rules, which are:
 1. Follow instructions the first time
 2. One voice at a time
 3. Walk everywhere in the building
 4. Hands, feet and objects to yourself
- Show care, respect and consideration of all members of Nine Acres Primary School at all times.
- Move quietly and sensibly around the school.
- Be silent in the hall before the start of assembly and when leaving.
- Take care of their own belongings as well as school property and value other people's belongings.

- Be on time and ready to learn for every lesson, including a PE kit and water bottle.
- Be responsible for making sure homework is completed in line with the school's presentation policy and is handed in to the class teacher on time.
- Display good table manners at lunchtime.
- Use only appropriate language and think about what kind words to use.
- Engage in appropriate, caring play during break and lunch times.
- Feel confident to discuss how they are feeling in order to resolve any problems.
- Accept all behaviour has a consequence, good or bad and be responsible for their own actions.
- Take pride in wearing the Nine Acres School uniform both in school and representing the school i.e. on school trips.
- Make positive behaviour choices when outside of the normal school hours and when out and about in public, whilst wearing their school uniform.

All of these points are regularly discussed with the children within class, during assemblies and when out on the playground and children have the freedom to share their thoughts and feelings around each point.

The use of praise and our reward systems

We praise and encourage positive behaviour through our whole school reward system and our values cards in a variety of ways from early years right up to and including year six. Our consistent approach means that all members of staff publicly congratulate children and point out their high academic effort or acts of kindness or helpfulness in every year group. All children can also have the chance to show their work, to talk about their excellent behaviour or when they have shown any examples of meeting one of the school values with the senior leadership team. Children will regularly have Well done 'Postcards' and texts sent home to show their parents or carers how well they are doing.

In class rewards

All teachers use a wide range of class based systems in order to show recognition for effort and positive behaviour. These include:

EYFS Rewards

- If children make good choices they can move their peg to Mr Super Star and receive a sequin. Once they have received 10 sequins a certificate is presented to them in front of the class which they take home.
- Every day one child who has made good choices is chosen to be star of the day. They are able to sit on the star of the day chair, choose an item from the lucky dip box and receive a certificate to take home.
- A child is chosen each week from each class for being a star learner, showing great effort/ perseverance.

KS1

- A child is chosen each week from each class for being a star learner, a spelling champion, a math's master and a sports champion. They receive a certificate and sticker in KS1 assembly and their names and photograph are displayed in the KS1 corridor.
- Some classes choose star of the day for children who have shown fantastic effort academically and/or socially.

KS2

- Children are awarded house points for their effort and attitude which are collected and the winning house is named each week in KS2 assembly.
- A child is chosen each week from each class for being a star learner, a spelling champion, a math's master and a sports champion. They receive a certificate in celebration assembly.
- Children who produce fantastic work will be sent to the head teacher/ Deputy head and a photograph will be taken and shared on our schools Facebook page (Parental consent is given prior to this).

Value awards

In connection with our school values, children are recognized by any member of staff when they are displaying behaviour associated with a particular value where they have shown effort and or exceptional care, creativity or collaboration with others. The adult will then stamp or sign the child's value card. Once there have been twenty stamps or signatures for any one value, a certificate and badge is awarded.

Attendance

- Attendance certificates are presented at the end of the term and the year for children who attain 100% attendance.

End of term/year awards

End of Year awards are given annually to the Year 6 leavers. The awards are for achievement, endeavor, being a positive ambassador for the school, children's choice, the sports cup and the Hollis cup which is presented to a child who demonstrates skill in the creative arts.

- KS1 - End of term prize given to a child from each class for sustained effort in all areas of the curriculum and behavior.
- Prizes are awarded at the end of each term to children in each year for progress, focus and being a positive ambassador for the school.

Behaviour referral system and incident logs.

Children at Nine Acres Primary School show appropriate behaviour choices, but there are sometimes when wrong choices are made. Teachers follow a set procedure in order to support children in making the right choice and know how to deal with inappropriate behaviour. All staff follow a behaviour referral system, where children are given lots of opportunity to follow school rules, however sanctions are consistently used if children do not adhere to the expectations for behaviour.

- If a child does not follow the teacher's instruction, then they will be reminded of what is expected of them.
- If a child continues to make the wrong behaviour choice, then other strategies will be used within the classroom setting such as change of seating place, allowing the children to have some thinking time etc.
- If after these strategies are used, the child still isn't making the right choice, they will be sent to the other class of the same year group with the teaching assistant. They will go with their work for the lesson and will be expected to work within that class.
- The receiving teacher will speak to the child when appropriate and reiterate what is expected.
- After fifteen minutes, the teacher will make a decision whether the child is ready to return to their normal classroom or whether their behaviour is still not appropriate.
- The child will then be taken to a senior member of staff where they will discuss their behaviour choices. Their behaviour will be recorded on a pupil incident form, a sanction put into place such as a missed break time and parents contacted if necessary.

Every day is a fresh start at Nine Acres and whenever possible, sanctions will not roll over into the next day. There may be rare incidents when this happens, for instance if wrong

behaviour choices were made at the end of the day and a sanction deemed necessary, this may result in a missed break time the following day.

Advantages of the referral system

- A child leaves the room before a situation can further escalate allowing the teacher and children to continue learning.
- The child has a second adult who is aware of the behaviour and can offer support. A second adult to build a relationship and offer opportunities to build self-esteem.
- The pupil incident sheet has the date and brief outline of the incident, therefore a record of behaviour incidents is available to discuss with the child, parents and other agencies.
- The record could also support ABC work in trying to understand more about the underlining behaviour and needs of the child.
- Teachers may use the referral teacher as a means to raise self-esteem of individuals. E.g. send children to referral class to shown a good piece of work.
- There may be times when an acceleration along the line would be needed such as violent behaviour.

Please see appendix one for an example of the pupil incident log sheet.

Persistent disruption or wrong behaviour choices:

- Once three red cards have been received
- If the inappropriate behaviour continues a formal meeting between the teacher and the parent is arranged. (Support from external agencies might be sought)
- If the inappropriate behavior continues or worsens then an exclusion from school will be applied and the LA will be informed. (Support from professional agencies might be sought)
- If the behaviour worsens then a formal meeting between the parents and the Head Teacher will take place and a further exclusion will be applied or if necessary a permanent exclusion will be applied.

Extreme behavior

The above sanctions are sequential, however, there may be incidents where this process is bypassed e.g. a violent or aggressive attack on another child or member of staff. An exclusion may be immediately considered. All cases of violence and abuse are formally recorded and reported to the Local Authority.

The key aim of any sanctions is to try to ensure that children learn that their behaviour was inappropriate and that it must change. Children need to understand what they have done wrong and what the right behaviour should have been. The key to learning this is from how other people in the school, especially adults model it. Using the schools values will reinforce this.

Regardless of the severity of their inappropriate behaviour, the children will *always* be treated with dignity and respect. Public humiliation of a child does NOT form part of our sanctions list within any area of the school and is always unacceptable. Staff who treat children in such a manner will be subject to possible disciplinary. (See staff code of conduct.)

The school does not tolerate bullying of any kind.

All members of staff are aware of the DfE guidance July 2013 on the Use of reasonable force. The actions that the staff take are in line with Government guidelines on the restraint of children. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children should the need arise, for example if the child or other children are in a situation deemed unsafe.

Pupil Exclusions from School

This sanction is only used in very serious circumstances where the education or well-being of the other children at Nine Acres is at risk due to the behaviour of a pupil or groups of pupils.

Only the Head Teacher (Or Deputy Head Teacher in their absence) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion to a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. This is undertaken via a formal meeting and in writing. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal such decision to the Governing Body. The school informs the parents how to make any such appeal. The Head Teacher informs the LA and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The Head Teacher provides the information in relation to exclusions as part of the termly Head Teacher Report.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. Governors will meet to discuss any exclusion deemed necessary by the Head Teacher. They consider the circumstances in which the pupil was excluded, consider any representation by the parents and the LEA and consider whether the pupil should be reinstated. If the Governors' Appeals Panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

The role of school staff

It is the responsibility of all school staff to ensure this policy is consistently applied. Records of sanctions and consequences are kept so that we are able to effectively track pupil behaviour, communicate with parents and to provide evidence for targeted additional support from external agencies should the need arise. It is vital that staff communicate well and are consistent in their approach in relation to behaviour management so that all staff are kept up to date, especially the child's class teacher for incidences that might have happened in another classroom or area of the school (such as break time etc.)

In general all staff will:

- Discuss the school rules and procedures with each class on a regular basis and in a positive way and encourage discussions around right and wrong behaviour choices.
- Have high expectations of all children in terms of behaviour and will strive to ensure that all children work to the best of their ability.
- Treat each child fairly and apply the content of this policy consistently.
- Liaise, where necessary, with external agencies to support and guide the progress of each child. (*The class teacher may, for example, be required to discuss the needs of a child with the educational psychologist etc.*)
- Ensure regular contact with parents to discuss issues or concerns as well as sharing information about positive aspects of the child's behaviour and performance

The role of the Head Teacher

It is the responsibility of the Head Teacher, under the Education Act 2002, to implement this behaviour policy consistently throughout the whole school, with a view to safeguarding and promoting the welfare of children, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff in implementing the policy, by setting the standards of behaviour and by ensuring that he undertakes all of his/her duties and actions stated within the correct timescale.

The Head Teacher, in consultation with the Chair of Governors has the responsibility for giving fixed-term or permanent exclusions to individual children for serious acts of misbehaviour or anti-social behaviour.

The Role of The Parents

The school works collaboratively with parents, so children receive consistent messages about how to show positive behaviour at home and at school. A copy of this policy and our procedures for rewards and sanctions is available on our website or upon request. A copy of this policy is also provided to new parents in their prospectus. We expect parents to support their child's learning and to co-operate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school and we

inform parents immediately if we have concerns about their child's welfare or behaviour. We aim to take a proactive rather than reactive approach.

If the school has to use reasonable sanctions as a consequence for behaviour, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school, Head Teacher and if necessary the Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school Behaviour and Discipline Policy, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the Governing Body on the effectiveness of the policy and, if necessary makes recommendations for further improvements.

The school keeps records of achievements and issues of behaviour. The class teacher records minor classroom incidents.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. Details of such exclusions are reported by the Head Teacher to the Full Governing Body once a term.

Review

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

January 2017

Associated School Policies:

Anti-Bullying Policy

SEND Local Offer

Equalities Policy

Safeguarding Children Policy

This Policy has been written taking into account the following legislation and guidance:

Education Act 2011

School Standards and Framework Act 1998

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

Behaviour and Discipline in Schools; Advice for Head teachers and School Staff January 2016.



Nine Acres Incident Log

- ☐ Distracting behaviours – Eg: Talking during learning time/ attention seeking/ fiddling
- ☐ Inappropriate Behaviour – Eg: Shouting out/ throwing resources/ wandering around the classroom/
- ☐ Physical Aggression (towards Pupils) Eg: In class and out on the playground
- ☐ Physical aggression (towards staff)
- ☐ Swearing
- ☐ Verbal Abuse (towards Pupils)
- ☐ Verbal Abuse (towards staff)
- ☐ Failure to follow instructions
- ☐ Repeated defiance

Name	Class	Action Taken
SEN status:		
Pupil Premium: Yes/No		
Date:		
Where:		Name of adult:
Time:		Signed:
Incident:		Date:
		<input type="checkbox"/> R <input type="checkbox"/> FI
		Name of adult: Signed: Date: <input type="checkbox"/> R <input type="checkbox"/> FI

Copy for:

- ☐ Central behaviour file (Head Teachers office)
- ☐ Class teacher - There needs to be a class incident log kept for every class
- ☐ Recorded in SIMS (If regarded as severe)