



# NINE ACRES COMMUNITY PRIMARY SCHOOL

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Headteacher: Mrs E. Dyer BA Hons QTS, NPQH

Team Work Respect Aspiration Perseverance Caring Creativity Citizenship Courage Independence

*'Striving for Excellence'*

## Behaviour Policy

### Nine Acres Community Primary School

Approved By:	MIKE SIZER - GREEN
Approval Date:	16 <sup>TH</sup> JAN 2020
Review Frequency:	Every two years
Next Review Due:	January 2022



Nine Acres Primary is a unique school with a 'can do' attitude. We are committed to the highest standards of teaching and learning and our aim is for all children to develop an enquiring mind, a desire for knowledge, high personal expectation and understanding and respect for others.

Every decision within school is made by considering what is in the best interests of the children. By doing this, the children lie at the heart of everything we do.

With our motto '*Striving for Excellence*', we place a strong emphasis on challenging and supporting every child to aspire and achieve in every area of their lives.

We have high expectations for positive behaviour for each and every person that is part of our 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

### 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, acts of kindness or helpfulness in every year group. We share lots of achievements daily through our Facebook page in order to include parents and families in our celebrations. 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

- Children are awarded house points for their effort and attitude which are collected and the winning house is named each week in our celebration assembly.
- A child is chosen each week from each class for being a Star Learner, Spelling Champion, Math's Master, Young Author, Star Reader and Sports Champion. They receive these certificates in our weekly celebration assembly on a Friday.
- Some classes choose star of the day for children who have shown fantastic effort academically and/or socially
- Children who produce fantastic work will be sent to the Head Teacher/Deputy Head and a photograph will be taken and shared on our school's Facebook page (Parental consent is given prior to this).

### KS2

- Children are awarded house points for their effort and attitude which are collected and the winning house is named each week in our celebration assembly
- A child is chosen each week from each class for being a Star Learner, Spelling Champion, Math's Master, Young Author, Star Reader and Sports Champion. They receive these certificates in our weekly celebration assembly on a Friday.
- Children who produce fantastic work will be sent to the Head Teacher/ Deputy Head and a photograph will be taken and shared on our school's 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 display 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 are 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, Endeavour, 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.

### Behaviour referral system and incident logs (Please see appendices for Flow charts)

Children at Nine Acres Primary School show appropriate behaviour choices, but there are times 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 an adult'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 and sanction put into place such as a missed break time and parents contacted if necessary.

If there are any incidents during a PE session, the teacher leading that sessions will make sure they have an amber and red card that they can use if they need additional adult support. That additional adult will then take the child to their receiving teacher and carry out the strategies above.

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.

On rare occasions, after school detentions may be given. If this is needed, each individual incident will be discussed, agreed with parents and the Head teacher/ Deputy Head. These detentions can be up to an hour long.

### Break and lunch time procedures for behaviour

Time period that behaviour has occurred	Behaviour examples:	Sanction needed	Where	Activity the child should complete
8.45 - 10.30am	<ul style="list-style-type: none"><li>• Failure to follow instructions</li><li>• Distracting behaviours</li><li>• Defiance</li></ul>	Sent to another class <u>and</u> Missed break time - 10.30-10.45am	In the hall with Mrs Smith	Reflection sheet
10.30-12.30pm	<ul style="list-style-type: none"><li>• Failure to</li></ul>	Sent to another	In the hall with	Reflection sheet/

	follow instructions • Distracting behaviours • Defiance	class <u>and</u> Missed lunch time for <b>15 minutes</b>	Mrs Smith	Missed work.
12.30 - 3.10pm	• Failure to follow instructions • Distracting behaviours • Defiance	Sent to another class <u>and</u> Missed break time - 10.30-10.45am the following day	In the hall with Mrs Smith	Reflection sheet

### Persistent disruption or wrong behaviour choices.

- 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 a possible fixed term 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 was 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 school's 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 action. (See staff code of conduct.)

The school does not tolerate bullying of any kind, including cyber/ online bullying or any form of racism, homophobia or bullying due to gender. Any incidents that involve any of these factors are considered extreme. Parents will be contacted, the incident written up (see appendices) and a decision made between the parents and Head teacher as to the consequence needed.

All members of staff are aware of the [Hampshire Guidance on the use of Physical Restraint in Schools \(2015\)](#). 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 2011, 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. 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.

Sept 2020

**Associated School Policies (Can all be found on our school website):**

Anti-Bullying Policy

E-Safety 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.

Keeping Children Safe in Education 2019

Hampshire guidance - Planning and Recording Physical Interventions in Schools 2015.

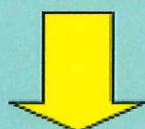


## Behaviour referral procedure

Low Level disruptive behaviour within class from a child stopping them and others from working e.g. calling out, talking when it isn't about work, wandering around the classroom, not engaging with learning. Teacher/LSA to go to the child and remind them what they should be doing/give them a chance to turn their behaviour around—making it explicit to what behaviour/action is needed.



If the child continues to be disruptive and is stopping learning, the child needs to have another reminder and be moved to a different place within the classroom to work. Remind the child that if they continue to make wrong choices, they will have to be sent to another classroom.



If all other behaviour management strategies within the class have not worked, the teacher needs to explain to the child that their behaviour has caused them to be sent to another teacher. The LSA will then need to take the child to the other year class with their work with the clear expectation that they need to focus and complete their work.. Class teacher to inform parents.



If the child does not complete the work or continues to be disruptive, the behaviour needs to be written up on a behaviour log sheet by the class teacher and a member of the Extended Leadership Team will need to speak to the child and support the class teacher in discussing the behaviour with the parents.



If the child's behaviour continues to be an issue and there is a pattern of behaviour emerging, the teacher and the member of the Extended Leadership Team to discuss this with the Senior Leadership Team and a plan of action put together.

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## Guidance for break/lunch time procedures

Children fail to complete homework in time, do not complete class work to the best of their ability during the time given or have been given a red card for behaviour issues after all other behaviour strategies have been used.



Teacher to explain to the child that they will need to stay in at break/ lunch time to complete the work or fill in a reflection sheet around their behaviour choices.



Child to be sent to the hall to complete work/ behaviour reflection log and a log of this needs to be recorded on a behaviour log sheet. If, as a teacher you feel it would be more appropriate to keep the child in your class, a note needs to be sent to Mrs Smith so it can be recorded that the child has stayed in and why.



A weekly check of the behaviour logs will be carried out by the Deputy Head and any patterns identified. If children have more than three occasions of staying in, they will need to meet with a member of the Extended Leadership Team and a phone call home is needed from the class teacher to inform parents.



If children continue to stay in for missed homework/ not enough work completed in the class or behaviour issues, then parents will be contacted and a meeting will be arranged to include a member of the Senior Leadership Team, the class teacher and the child.

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### Nine Acres Incident Log

- ☐ Distracting behaviours - E.g.: Talking during learning time/ attention seeking/ fiddling
- ☐ Inappropriate Behaviour - E.g.: Shouting out/ throwing resources/ wandering around the classroom/
- ☐ Physical Aggression (towards Pupils) E.g.: 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

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)

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

### Racist Incident Form

Please specify Ethnicity Groups: A - White, B - Mixed, C - Asian or Asian British, D - Black or Black British, E - Chinese or another ethnic group, F – White Irish Traveller or Gypsy/Roma Version 1

<b>Bullying and Racist Incident Record Form (Alleged incident)</b>							
School Name - Nine Acres Primary School							
Academic Year – 2019-2020		Date of Record –		Racist Incident -		Bullying Incident -	
Incident (Select the option which best fits the situation)							
<b>Type of Incident</b> <i>(Select one option only)</i>	Related to race, religion or culture	Related to special educational needs (SEN) or disabilities	Related to appearance or health conditions	Related to sexual orientation	Related to home circumstances (e.g. young carers, looked after children)	Related to gender or gender identity (sexist, sexual or transphobic)	Other <i>(Please specify within summary of incident field)</i>
Method							
Location of Incident -							
Date of Incident				Time of Incident -			
Summary of Incident	<u>Background Information: Nature of Incident:</u>						
	<u>Frequency and Duration of Behaviour:</u>						
To whom the incident was reported -							
Pupil Name/s - (involvement - Aggressor, Target, Witness, Participant, Bystander)				Gender - Ethnicity - Pupils description of incident -			
Pupil Name/s -				Gender - Ethnicity – Pupils description of incident			
Action -  Name -				Action –  Parents informed –  Review  Outcome of review			