

NINE ACRES COMMUNITY PRIMARY SCHOOL

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Headteacher: Mrs E. Dyer BA Hons QTS, NPQH

We are **Articulate** We are **Passionate** We are **Persuasive** We are **Positively Influencing The World Around Us**

'Striving for Excellence'

Behaviour Policy 2021-22

Nine Acres Community Primary School

Approved By:

Approval Date:

13th January 2022.

Review Frequency:

Annually

Next Review Due:

January 2023



1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. All aspects of this policy should be adhered to straight away.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. School Ethos

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 four school values that are important to us and underpin all of our behaviour expectations. We want our children to be:

- Articulate
- Passionate
- Persuasive
- Positively influence the world around them

3. Expectations for pupils in school

3.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place.

3.2 Arriving and leaving school

Children should arrive at school at the time they have been asked and not before. They should go straight to the designated area assigned to their class (either their classroom door or a designated part of the school playgrounds).

Children should not play and/or interact with children that are not in their year group for any reason. Children should not arrive on school site early to catch up with friends.

One adult should accompany children and should not remain on school site longer than is necessary.

Children have been given a designated time to leave school and should do so without gathering in large groups. From Year 4 and with permission, children should leave their classrooms through the classroom door and leave the site quickly. An adult waiting to pick up a child should wait in the designated area for that year group, should arrive at the designated time and not before, should not stand in large groups and should leave the site as quickly as they can.

Children should not use the corridors at the beginning and end of the days, unless permission has been granted for this.

If these rules cannot be adhered to, parents will be contacted to discuss this in the first instance by the class teacher. If this continues, then parents might be asked to either escort their children to school (Years 4 – 6) or asked to stand in a designated spot at a given time with their child in order to keep everyone safe and adhere to government guidance.

3.3 Hygiene

Children will be expected to follow strict behaviour rules relating to keeping their hands clean. Pupils will be expected to wash their hands regularly, and/or use hand sanitiser. Any children that do not adhere to this may not be able to remain in their class and parents will be called. Children will have normal access to the toilets, which will be cleaned daily to ensure touch points and contamination remain a low risk. Children will be expected to follow the rule of waiting outside of the toilet if there is already two children accessing the toilet. Children who cannot use the toilets sensibly by themselves will be accompanied by an adult who will remain outside of the toilet and then be escorted back to their classroom.

Children will be expected to follow the rules in terms of coughing and sneezing. Children will be expected to use the 'catch it, bin it, kill it' approach to this. If children are deliberately trying to cough, sneeze or spit on children or adults, the class teacher will remind them of the importance of why they should not do this in the first instance. If this continues, the child may not be able to access the playground and will have to remain inside their classroom, accompanied by their class teacher or LSA. If after this sanction they continue with this deliberate behaviour, parents will be contacted and a member of the SLT will discuss this with them. This may result in the child not being able to remain at school. The timings of this will be discussed with the parents by a member of the SLT.

3.4 Break and Lunch times

Children will be expected to remain within their year group during their lunch time, with a designated time outside, where they will be expected to not socialise with children from other year groups and to keep physical contact with the children within their year group to a minimum. Any children that cannot adhere to this will not be allowed to access the outside provision and will remain within their classrooms, supervised by their class teacher or LSA.

3.5 Sharing equipment

Children will have their own classroom equipment that they will be expected to keep on their table and not share with anyone else, including individual lanyards. Children will be expected to follow the rule of not touching anyone else's equipment. Children who cannot adhere to this will be spoken to by the class teacher in the first instance and reminded of why this is important. If this continues, the child will be asked to sit outside of the classroom to work for that lesson. They will be monitored by their class teacher and/ or LSA.

4. Rewards and Sanctions for following the rules

4.1 Rewards

To help encourage pupils to follow the above rules, we will continue to use the classroom reward systems and house points as usual. This includes:

EYFS Rewards

- If children make good choices, they can move their peg to Mr. Super Star.
- 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 (this will be cleaned daily), 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 virtual celebration assembly. All house points must not be shared by the children

with others to touch/ hold and children will be expected to not gather their house points in a collection. Once they have been awarded a house point, they will be allowed to put this into the house point tube when their teacher deems this safe to do so. This could be as they go out for break time (if on the front playground) or accompanied by an adult at an appropriate time.. Groups of children will not be allowed to go and put their house points into the tubes all together.

- A child is chosen each week from each class for being a Spelling Champion, Math's Master, Young Author, Sports Champion, explorer award and a school values certificate. They receive these certificates from their class teacher and their names will be read out in our weekly virtual celebration assembly on a Friday.
- Some classes choose star of the day for children who have shown fantastic effort academically and/or socially. This will still continue and praised within each class.
- Children who produce fantastic work will be accompanied by an adult at an appropriate time 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 virtual celebration assembly. All house points must not be shared by the children with others to touch/ hold and children will be expected to not gather their house points in a collection. Once they have been awarded a house point, they will be allowed to put this into the house point tube when their teacher deems this safe to do so at an appropriate time, adhering to the social distancing guidance. Groups of children will not be allowed to go and put their house points into the tubes all together.
- A child is chosen each week from each class for being a Spelling Champion, Math's Master, Young Author, Sports Champion, explorer award and a school values certificate. They receive these certificates from their class teacher and their names will be read out in our weekly virtual celebration assembly on a Friday.
- Children who produce fantastic work will be sent to the Head Teacher/ Deputy Head at an appropriate time and not as a group and a photograph will be taken and shared on our school's Facebook page (Parental consent is given prior to this).

4.2 Sanctions

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 pupils fail to deliberately, follow the rules:

- The class teacher/ LSA will remind them of the rules and why they should follow them on a one to one level. This will not be carried out in front of the whole class.
- If the child continues to not follow the rules, they will then be given a verbal warning by their class teacher.
- If the verbal warning is not successful, the child will then be asked to sit directly outside of the classroom where they will be expected to continue working. This should only happen in cases where the child's actions is interrupting learning and they should be monitored by the class teacher/LSA to ensure that the child remains seated outside and is not moving around different parts of the school unnecessarily. 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.

- If a child's behaviour continues to be disruptive/ a barrier to learning after they have had time to reflect outside of the classroom, their class teacher can then send the child to the other year group teacher with their work. They will need to be accompanied by their class LSA to ensure they are settled and working within the other class. The child's LSA will then check in with the child after 15 minutes to see if their behaviour/ focus has improved.
- If a child's behaviour is continuing to disrupt learning **persistently** and all other classroom management methods have not been successful, then the class teacher can decide that the child should miss part of their break/ lunch time. There will be a teacher on duty during break times within the hall that will monitor children who need to complete their work/ a reflection sheet around their behaviour choices. During Lunch times, children who need to complete work/ reflection sheet will do this outside of their classroom. This should be for a 15 minute period. Children **should** be kept in for not completing homework/ routine home reading. If this continues after being discussed with the child (more than three times), then the class teacher **must** telephone the parents to discuss this.
- If the class teacher feels that the child's behaviour is deliberate, persistent and cannot be dealt with through normal classroom behaviour management or the behaviour poses a direct threat to themselves or others, this should be discussed with a member of SLT. Children being sent to the Head teacher's office should be a last result if nothing else has worked or if the child needs to be removed from their classroom for safety reasons. Under these circumstances, another child can be sent to ask a member of SLT to support within the classroom/ outside.

Break and lunch time procedures for behaviour if all other classroom management techniques have been unsuccessful.

Time period that behaviour has occurred	Behaviour examples:	Sanction needed	Where	Activity the child should complete	Activity the adult should complete.
8.45 – 10.30am	<ul style="list-style-type: none"> • Failure to follow instructions • Distracting behaviours • Defiance 	<p>Sent to work directly outside of their classroom/ to other year group classroom</p> <p><u>And may lead to</u></p> <p>Missed break time</p>	In the hall on their designated year group table.	Reflection sheet/ incomplete work	<p><u>Teacher on duty</u></p> <p>Monitoring of child to ensure they are completing what their teacher has asked.</p> <p>Complete behaviour main log (folder in hall)</p> <p><u>Teacher/LSA</u></p> <p>Behaviour log sheet.(A copy should be sent to the deputy head)</p>
10.30-12.30pm	<ul style="list-style-type: none"> • Failure to follow instructions • Distracting behaviours • Defiance 	Sent to work directly outside of their classroom / to other year group classroom		Reflection sheet/ work to be completed	<p><u>LSA on duty</u></p> <p>Ensure the child is sat at the table outside of their classroom for a minimum of 15 minutes</p> <p><u>Teacher</u></p>

		<u>And may lead to</u> _Missed lunch time for 15 minutes	Missed lunch time –child to sit just outside their classroom		Discuss with LSA what is expected of the child during this time and complete Behaviour log sheet or missed worked.
12.30 – 3.10pm	<ul style="list-style-type: none"> • Failure to follow instructions • Distracting behaviours • Defiance 	Sent to work directly outside of their classroom / to other year group classroom <u>And may lead to</u> Missed break time the following day	In the hall on their designated year group table.	Reflection sheet/ Work to be completed	<u>Teacher on duty</u> Monitoring of child to ensure they are not moving around the school and are completing their work. (keeping verbal communication to a minimum) <u>Teacher/LSA</u> Behaviour log sheet.(A copy should be sent to the deputy head)

Behaviour logs need to be completed and given to the Deputy Head only if the children has missed part of their break/ lunch time and/or has included any of the following behaviour traits:

- ☐ 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

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.

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 *a/ways* 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.

4.3 Unchanged rules

Expectations for attendance – the [latest government guidance](#) says attendance will be mandatory from September. Normal expectations for attendance will apply, all children are expected to be in school on time every day. Only in exceptional circumstances will children be granted permission to be absent from school. Please refer to the schools attendance policy for further information.

Expectations for uniform – Pupils will be expected to wear school uniform including school regulation shoes. They should only wear their PE kit on PE days. There will be no changing in school. If a child does not come to school in their PE kit on their designated day they will still take part in their uniform. We expect children to look smart in their uniform and will be reminded to tuck in shirts etc as necessary. Children who do not adhere to this will be spoken to by their class teacher.

5. Expectations of Staff

5.1 The role of school staff

It is the responsibility of all school staff to ensure this policy is consistently applied and adheres to the government guidance. 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 member of the Nine Acres community are kept safe and up to date. It is vital that behavior at Nine Acres remains consistent, adheres to government guidance and allows all children to learn in a safe environment.

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, via telephone, to discuss issues or concerns as well as sharing information about positive aspects of the child's behaviour and performance.

5.2 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 she undertakes all of 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.

5.3 The role of 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.

5.4 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 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.

6. Monitoring arrangements

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.

We will review this policy as guidance from the local authority or Department for Education is updated. At every review, it will be approved by the governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Child protection and safeguarding policy
- Behaviour policy
- Health and safety policy
- Attendance policy
- Uniform policy
- Code of conduct policy.
- Anti-bullying policy
- E-Safety policy
- SEND local offer
- Equalities policy

These can all be found on the school's website.

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 2021

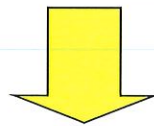
Hampshire guidance – Planning and Recording Physical Interventions in Schools 2015.

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, 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 be given a verbal warning. Remind the child that if they continue to make wrong choices, they will have to work in another part of the classroom by themselves.



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 work alone outside of the classroom. The LSA will need to seat them outside with their work. Adults for that class will need to ensure the child remains seated just outside the classroom. After 15 minutes teacher needs to decide if they can return back into the classroom or be sent to the other year group teacher.



If the child is sent to the other year group teacher, 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 break or lunchtime period will be missed. The child needs to complete a behaviour reflection sheet or complete the missed work.



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 and a plan of action put together.



If the child's behaviour puts themselves or others in danger—a member of SLT can be asked to support within class/ outside. Another child can be sent to ask for support.