

# Behaviour Policy (Local - LCA & MSA)

**Last Updated Tuesday 25th April 2017**

This policy applies to Mount Street Academy and Lincoln Carlton Academy.

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## 1. Introduction

1.1. The school is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

1.2. Our emphasis will be on recognizing and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

1.3. The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

## 2. Aims and Expectations

2.1. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. 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. It aims to fulfill the mission statement: "Creating a haven in which children flourish"

2.2. The pupils work towards 'Golden Rules' which are displayed in several areas around school. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

2.3. The school expects every member of the school community to behave in a considerate way towards others.

2.4. We treat all children fairly and apply this behaviour policy in a consistent way.

2.5. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

2.6. The school aims to create a warm but firm environment where children feel nurtured and have an understanding of what it is to respect themselves, each other, belongings and the wider community.

## 3. Who was Consulted?

3.1. Staff, governors, parents/carers and children were consulted in writing this policy. Children are consulted at the beginning of each academic year on the rules, rewards and sanctions.

## 4. Publication

4.1. This policy is publicized to all parents/carers and staff in writing at least once a year. The policy is also available on the school website and is available on request. This policy can be made available in large print or other accessible format if required.

## 5. Scope

5.1. This policy applies to all pupils at Mount Street Academy and Lincoln Carlton Academy when they are in school and also in some circumstances when they are out of school and during half term and holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of public, or which brings the school into disrepute.

## 6. Rewards and Sanctions

6.1. **Rewards:** We believe that rewards can be more effective than punishment in motivating pupils. It is the school policy to recognize, acknowledge and reward individual achievements by pupils. We reinforce our expectations of positive behaviour in a range of ways:

6.1.1. All adults within school will praise children and acknowledge correct choices in behaviour.

6.1.2. We have 6 golden rules for children to follow:

- **We are kind and helpful**
- **We are honest**
- **We look after property**
- **We are gentle**
- **We work hard**
- **We listen**

6.1.3. Each week in Key Stage one and Reception we nominate children from designated classes to be included in our 'Goodies' assembly;

6.1.4. The Executive Headteacher praises effort with 'Headteacher's Award Stickers' for good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

6.1.5. In Key Stage 1 and Reception we employ a star, sun and cloud system. All children begin the day on the sun. For extra effort, kind, helpful and hardworking behaviour children will be moved onto the silver star. For outstanding effort and behaviour children's names will go on the shooting star. For each star there are certificates or stickers which go home that day. When children are on the shooting star they can add a star to their personal star chart. When they have collected an agreed number of stars they will receive a golden ticket which they can 'trade in' for a treat. If a child breaks a golden rule they will be moved onto a white cloud as a warning. If they continue to break the golden rules in any way they will move onto the black cloud and the name, incident and action taken will be recorded on a red form. In some cases

children may receive a verbal warning but go straight onto the black cloud. This will happen if the incident is a deliberate violent act either towards another person or a piece of property. On a weekly basis all children in Key stage 1 will have 'Golden time'. Children can lose golden time if their name appears on the black cloud, each time this happens they will lose 2 minutes and will forfeit the privilege of choosing how to spend their golden time. This loss of time is recorded on the 'golden time clocks' by writing the child's initials on a clock for each loss of 2 minutes. In the case of children with special educational needs, it may be felt that a more immediate reward/sanctions system is appropriate and this will be at the discretion of the teacher as part of their provision. If a child is having immediate time out or loss of play time this will also be recorded on the 'golden time clocks' and that child will still get last choice for golden time. In Reception the sanction of time out will usually be during child initiated activities and will be immediately following the incident.

6.1.6. In Nursery the staffing ratio is such that behaviour is vigilantly monitored and the sun and cloud system is introduced during the year to each child. If a child breaks a golden rule they will be given a verbal warning in which the adult will speak firmly with the child about the behaviour and the consequences. If the child continues their name will be recorded on a red form in the same way as Key Stage 1 and Reception. Time out may be given during child initiated time as an immediate sanction. Please see the appendix for further information regarding the reward systems.

6.1.7. The school acknowledges all the efforts and achievements of children, both in and out of school.

## 7. Sanctions

7.1. The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil. We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied. For clear procedures and sanctions please see the table below.

**Practice and procedures: The table below sets out the golden rules, the types of incidents which would incur sanctions and the procedures.**

Expectation / Golden Rule	Child's inappropriate choice	Action
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<p><b>We are gentle</b></p>	<p>Pushing, kicking, fighting, hurting etc.</p> <p>Serious examples of above, causing injuries or biting.</p>	<p><i>Incident logged on a red form. Name in black cloud. At the teacher's discretion this could result in immediate loss of 10 minutes play time, or loss of golden time.</i></p> <p><i>Black cloud immediately. Red form to go straight to the leadership office and parents/carers will be informed.</i></p>
<p><b>We are kind and helpful</b></p>	<p>Spiteful behaviour, including name-calling, making fun of another child etc.</p> <p>Racial or disability discrimination or proven bullying</p>	<p><i>Name in a cloud. Incident logged on the red form if on black cloud. Class circle time and time out at the discretion of the class teacher.</i></p> <p><i>Black cloud immediately. Red form straight to leadership office, parents/carers to be called in to speak with the CT and member of the leadership team.</i></p>
<p><b>We work hard</b></p>	<p>Lack of respect for own or another's work; poor work ethic/off-task behaviour.</p> <p>Time-wasting in the line or toilets/absconding.</p>	<p><i>Follow white/black cloud system. If black cloud, incident logged on red form. Child asked to re-do work at another time i.e. play time or after incident has calmed down.</i></p> <p><i>Time wasted should be paid back during play time/golden time/reward time or at home and any tasks missed should be completed in this time.</i></p>

<p><b>We look after property</b></p>	<p>Deliberate damage to classroom items, e.g. scribbling, drawing on table, rough and inappropriate use of toys and equipment</p> <p>Serious deliberate damage of property e.g. playground equipment, toilets, particularly where there is cost incurred</p>	<p><i>Following the cloud system. If black cloud incident logged on the red form. Children immediately asked to clean property in the case of drawing on items. Children asked to apologize to other children for damaging resources/spoiling games/activities. Time out for 5 minutes at the discretion of the teacher.</i></p> <p><i>In the case of serious deliberate damage red form straight to leadership office and parent called in to discuss replacing property if necessary.</i></p>
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<p><b>We listen to people</b></p>	<p>Poor listening skills, e.g. chattering, wriggling on carpet, moving places without permission, low-level disturbance to assembly or lesson, failure to attend to another adult or child who is speaking by talking over them, needing to be instructed more than TWICE, etc.</p> <p>Deliberate defiance of an adult's instruction</p>	<p><i>Children are given firm, consistent warnings to stop. 1 warning: white cloud. If behaviour continues 1 warning: black cloud. If it continues the child may be moved or sent out of the class. Disruptive behaviour will result in a child being moved and the behaviour will be ignored as much as possible to reduce disruption to other pupil's learning. Any time wasted must be made up at play time, golden time or reward time as above.</i></p> <p><i>Incident logged on the red form. Children to take time out until they do as they have been asked. Children then to catch up with other work during play time, golden time or reward time or at home.</i></p>
<p><b>We are honest</b></p>	<p>Telling lies at any time</p> <p>Repeated lies/ lying in connection with serious incident</p>	<p><i>Children should be expected to apologize if deemed appropriate by the member of staff involved. The name will go into a cloud and may lose 5 minutes of a play time; again this is at the discretion of the teacher.</i></p> <p><i>Red form sent to leadership, parents/carers called in to discuss the seriousness of the behaviour.</i></p>

## 8. Further Information

8.1. In most cases if a child's name is in the black cloud they will have a loss of golden time which will be recorded on the class chart. In the case of children with special educational needs this is at the discretion of the teacher and they may require something additional for example for rewards and sanctions to be immediate. Where possible, this should also be recorded on the class golden time chart to show where children may have lost play time or had time out. A class exclusion may be deemed necessary and will be implemented through discussion with the Executive Headteacher or senior member of staff.

8.2. If a child appears on a red form 3 times or in the case of serious incidents outlined above the red form must be sent to the Leadership office. Please note this must be the form and not the child, the Head of school and SENCo are then responsible for monitoring and following up.

8.3. If a child appears on the red form 3 times in a week, parents/carers will be informed and a meeting may be held with parents/carers to discuss the course of action. If this occurs twice within a half term this will trigger an internal review of strategies in the case of a child on SEN and may trigger a referral to SEN for those not already known to the SENCo.

8.4. If a child is causing significant concern red forms will be automatically sent each day an incident occurs regardless of the numbers of incidents. Children being monitored will be identified in the front of the behaviour file and it will be clear for what reason they are being monitored i.e. suspected bullying or specific tracking of certain behaviour.

8.5. If a red form has been sent to the leadership office and then in the following fortnight there have been no further red form incidents a letter will be sent to congratulate the child on improving their behaviour.

8.6. The Executive Headteacher discusses the golden rules with the children during Assemblies. In addition to the golden rules, each class in Key Stage 1 may have its own classroom code, which is agreed by the children, supplements or clarifies the golden rules and is displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

8.7. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All proven incidents of bullying are recorded and reported to governors.



8.8. In all cases of misconduct, including those outside of the school, the Executive Headteacher will consider whether the police or the local authority's anti-social behaviour co-ordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of public.

8.9. Where behavioral issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection policy will be followed.

## 9. Physical Interventions and the Use of Force

9.1. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. (Now the DfE) The actions that we take are in line with government guidelines on the use of reasonable force to prevent a child from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

9.2. Before intervening physically, the teacher should, wherever possible, tell the pupil who is misbehaving to stop, and what will happen if he/she does not. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of frustration or anger, or to punish the pupil.

9.3. Key members of staff are trained in Team Teach and will work towards diffusing situations before resorting to physical restraint. If a child has to be restrained all staff involved will complete a positive handling form to log the incident on the same school day and this will be submitted to the Executive Headteacher by the end of that day.

9.4. If an incident escalates to such a degree that the staff involved require support they will send either another adult or a responsible pupil to the office with their badge. This will signify that they need help in dealing with the situation.

9.5. Physical intervention can take several forms. It might involve staff:

- Physically interposing between 2 pupils
- Blocking a pupil's path
- Holding
- Guiding a pupil
- Leading a pupil

9.6. Staff other than teachers, are also able to use reasonable force if necessary, provided they have been authorized by the Executive Headteacher to have control or charge of pupils and have received Team Teach training.

9.7. When a child has had to be forcibly removed from a situation a record of the incident is kept in school giving the following details:

- The name of the pupils(s) involved
- When and where the incident took place
- Why force was deemed to be necessary
- Details of the incident, including all steps taken to diffuse the situation
- The nature of the force used
- The pupil's response
- The outcome of the incident
- A description of any injuries suffered by the pupil or others and/or any damage to property during the incident.

The forms can be downloaded from here.

9.8. This is in accordance with guidelines set out by the DfE.

## 10. The Role of the Class Teacher

10.1. It is the responsibility of the class teacher to ensure that the golden rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and when children are moving around the school. When moving around school as a whole class pupils and adults must walk on the left in silence.

10.2. The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

10.3. The class teachers and teaching assistants treat each child fairly and enforce the "golden rules" consistently. The teachers and teaching assistants treat all children with respect and understanding.

10.4. If a child misbehaves repeatedly in class, the procedures outlines above should be followed.

10.5. In the case of children with emotional and/or behaviour difficulties, the class teacher liaises with the SENCO who will involve external agencies where appropriate, and parents/carers, to support and guide the progress of each child using behavioral targets on an IEP or behaviour plan. The SENCO may, for example, discuss the needs of a child with the Educational Psychologist, NeedBright Solutions (behaviour support) Pathfinder Outreach (St Christopher's). This may also involve use of an individual rewards/sanctions system that is deemed appropriate for the child's individual needs.

10.6. The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The family support worker may also become involved if support is needed in the home.

10.7. If there is no improvement in the pupil's behaviour and exclusions become likely, the head of school will work with the SENCO and family support worker if appropriate. Other professionals may become involved to put in place a plan of action to support the child and the family in making sufficient improvements to the child's behaviour to ensure they have the opportunity to successfully access the curriculum without disruption to the learning of others.

## 11. The Role of the Executive Headteacher

11.1. It is the responsibility of the Executive Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school.

11.2. The Executive Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

11.3. The Executive Headteacher keeps records of all reported serious incidents of misbehaviour.

11.4. The Executive Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. When there are repeated or very serious acts of anti-social behaviour, the Executive Headteacher may exclude a child for a fixed term or permanently.

## 12. The Role of Parents/Carers

12.1. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

12.2. Parents/carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavors to ensure that their children's behaviour does not prevent others from learning effectively.

12.3. A copy of the Behaviour Policy is available to parents/carers and made reference to in the Home-School Agreement.

12.4. 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/carers immediately if we have concerns about their child's welfare or behaviour.

12.5. Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

12.6. If the school has to use reasonable sanctions, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Executive Headteacher or Chairman of governors. If these discussions cannot resolve the problem, a formal complaint, or appeal, can be implemented.

## 13. The Role of Governors

13.1. 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 Executive Headteacher in carrying out these guidelines.

13.2. The Executive Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Executive Headteacher about particular disciplinary issues. The Executive Headteacher must take this into account when making decisions about matters of behaviour.

## 14. Fixed-Term and Permanent Exclusions

14.1. Only the Executive Headteacher, Head of school (or the acting Headteacher) has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If a fixed term exclusion of 5 days or more is deemed necessary it is the responsibility of the Executive Headteacher to arrange for the child to be educated off site until the child returns to school. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

14.2. If the Executive Headteacher excludes a pupil, he/she will inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

14.3. The Executive Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

14.4. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

14.5. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

14.6. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers, and considers whether the pupil should be reinstated.

14.7. If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

## 15. Searching Pupils

15.1. School staff can search pupils with their consent for any item which is banned by the School.

15.2. The Executive Headteacher Head of school and SENCO have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

15.3. Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same sex in the presence of the pupil and another member of staff of the same sex where possible.

## 16. Malicious Allegations against Staff

16.1. Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Executive Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff (s) affected.

## 17. Bullying

17.1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-Bullying Policy will be followed.

## 18. Monitoring and Review

18.1. The Executive Headteacher, with support of the school SENCo, will evaluate the impact of this Policy by collecting and analyzing data by year group, gender and ethnicity on:

- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour;
- instances of bullying and action taken;

18.2. The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents on the red forms. The Executive Headteacher records those incidents where there has been a serious breach of the behaviour policy. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident to the class teacher and where appropriate record incidents in the accident book.

18.3. The Local Governing Body reviews this policy annually. It will be reviewed by staff every two years.

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Provision Committee Review Date: Thursday 01st September 2016

Governing Body Review Date: Wednesday 15th March 2017

*Originally created on Thursday 18th August 2016*