

Behaviour Policy (Local - MSA)

This policy applies to Mount Street 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 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/Head of School 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 |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We are gentle | Pushing, kicking, fighting, hurting etc. | <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> |
| | Serious examples of above, causing injuries or biting. | <i>Black cloud immediately. Red form to go straight to the leadership office and parents/carers will be informed.</i> |
| We are kind and helpful | Spiteful behaviour, including name-calling, making fun of another child etc. | <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> |
| | Racial or disability discrimination or proven bullying | <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> |
| We work hard | Lack of respect for own or another's work; poor work ethic/off-task behaviour. | <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> |
| | Time-wasting in the line or toilets/absconding. | <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> |
| We look after property | Deliberate damage to classroom items, e.g. scribbling, drawing on table, rough and inappropriate use of toys and equipment | |
| | Serious deliberate damage of property e.g. playground equipment, toilets, particularly where there is | |