

DRAFT Behaviour Policy (Local - LCA)

This policy applies to 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. Each rule is based on one of our values and is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to feel safe and 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. We follow a set of 4 'C's that encourage appropriate conduct around school and fit alongside our values and golden rules.

2.4. We treat all children fairly and apply this behaviour policy in a consistent way, with appropriate measures taken to differentiate according to the needs of each pupil.

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 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. Values, Rules and Rewards ¶

6.1: We have 6 value driven golden rules:

- **Value:** Integrity **Rule:** We are honest
- **Value:** Gratitude **Rule:** We are responsible and respectful
- **Value:** Resilience **Rule:** We try our best
- **Value:** Understanding **Rule:** We listen

- **Value:** Oneness **Rule:** We are kind and caring
- **Value:** Support **Rule:** We are helpful

Each classroom will have a visual representation of a feelings scale in EYFS and KS1 this will have 3 colours: green, orange and red; each colour will have a visual representation of a feeling e.g. red = angry or sad, orange = worried, or upset, green = happy and calm. Children will self-register each day by placing their name on the colour/face that represents how they are feeling (Parents will support children in Reception or may wish to do it on the child's behalf to indicate to the class teacher how the morning has been so far. In KS1 children will take responsibility for putting their own names up. In KS2 pupils will become familiar with a 5 point scale which will include green = happy/calm, blue = not sure yellow = a bit worried or sensitive orange = very worried or upset and red = angry or distressed. They will work as a class on recognising these feelings within themselves and will learn how it feels for them.

The intention of the class visuals is to a. alert the teacher to each child's emotional state and readiness for learning and b. to encourage children to communicate about their own feelings and begin to understand that others have feelings to develop understanding and resilience (2 of our key values in school) The visuals can be differentiated or altered sensitively according to children's individual needs and are not meant in any way to make children feel uncomfortable.

Each class will also have a visual depicting the different stages of the behaviour system. The visual shows the stages with the gold star being at the top, beneath gold is silver, beneath that sun and beneath that white clouds and black clouds. The values will be displayed alongside the behaviour visuals to reinforce the belonging of all pupils in the class and show that no matter what behaviour we see they are still cared for and valued as a member of that class. KS2 classes will display the same visuals but staff will decide how best to ensure that pupils take responsibility for their actions, either through displaying their names or through rewards and sanctions as set out in this policy.

6.1. Rewards:

6.1.1 We believe that a positive and empathetic approach to behaviour creates a safe environment for all pupils to flourish.

6.1.2. All adults within school will praise children and acknowledge correct choices in behaviour. Praise will always focus on children's effort and to what extent they adhere to the

values of their school community. Adults in school will always be explicit in their praise according to which value the pupils are demonstrating.

6.1.3 Every child in school will be allocated to a house. For displaying our school values through their conduct in school pupils can receive house points, in the form of a coloured counter. Each classroom will have a pot for collecting house points, the colours of the counters will represent each house and on an allocated day of the week, house captains will collect the pots from each class and add them to the house pots in the hall. Children in KS1 and KS2 will have the opportunity to put their name forward to become house captain for their key stage. They will be expected to speak to their year group about why they feel they would be a good house captain (e.g. being a good role model) and the pupils will vote in one house captain for each house per year group. This will be repeated every year and pupils who have already been house captains will not be able to re-run so that as many pupils as possible have the opportunity to put their names forward. Each house will also be allocated a member of staff who will be 'head of house' they will be unbiased in their use of the behaviour system but will be responsible for encouraging the team work of their house, sharing in celebrations and if necessary implementing appropriate sanctions or holding reflection time with pupils who demonstrate negative behaviours in their house.

6.1.4 Each half term class teachers and/or teaching assistants will volunteer to run an enrichment activity that will involve mixed age groups coming together to engage in some extra-curricular experiences and learning opportunities. These clubs will vary, but can include for example baking activities, gardening activities, creative opportunities such as painting or music as well as sports, fitness and well-being activities such as outdoor games, yoga and mindfulness there may also be opportunities to extend interests such as reading and sharing books (book club or library time), films (watching and talking about films and visual literacy) and science (experiments). All children will be included in the enrichment activities and once per half term there will be an opportunity to celebrate each other's achievements in a celebration assembly where the house with the most points will be announced; this assembly will also be an opportunity to share and learn from the different ways in which individuals have demonstrated the key values.

6.1.4. Each week we nominate children from designated year groups to be included in our Special assembly; the selections will be based on our 6 values and children's conduct in school. We take this assembly as an opportunity to celebrate not only children's achievements but their effort, determination and resilience in managing their time at school

successfully.

6.1.4. The Headteacher praises effort with 'Headteacher's Award Stickers' for good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school and their conduct around the school building.

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 values and golden rules, the types of incidents

which would incur sanctions and the procedures.

Value/Golden Rule	Inappropriate behaviours	Action
<p>Integrity We are honest</p>	<p>Telling lies at any time.</p> <p>Repeated lies or lying in connection with a serious incident.</p>	<p>EYFS/KS1 Move name to white cloud. KS2 Stop and think card shown to inform the child they are on a warning and need to modify their behaviour.</p> <p>EYFS/KS1 Move name to Black cloud. KS2 Red consequence card. Red form completed. Reflection/thinking time (this may include loss of play time or time to reflect in another classroom)</p>
<p>Gratitude We are responsible and respectful</p>	<p>Damage to classroom items e.g. marking tables/chairs, rough or inappropriate use of toys or equipment.</p> <p>Being rude to anyone (swearing, arguing, being verbally aggressive or threatening)</p> <p>Serious/deliberate damage to school property/resources.</p>	<p>EYFS/KS1 Move name to white cloud. KS2 Stop and think card shown to inform the child they are on a warning and need to modify their behaviour.</p> <p>EYFS/KS1 Move name to white cloud. KS2 Stop and think card shown to inform the child they are on a warning and need to modify their behaviour.</p> <p>EYFS/KS1 Move name to Black cloud. KS2 Red consequence card. Red form completed. Reflection/thinking time (this may include loss of play time or time to reflect in another classroom) In any case of damage to property the child would be expected to repair damage (e.g. cleaning off any pen marks) In cases of serious and significant damage the school may request that parents/carers pay to repair the damage.</p>

<p>Resilience</p> <p>We try our best</p>	<p>Lack of respect for their own/others work. Poor work ethic/off task behaviour.</p> <p>Time wasting, work refusal, not completing work or persistent examples of above.</p>	<p>EYFS/KS1 Move name to white cloud. KS2 Stop and think card shown to inform he child they are on a warning and need to modify their behaviour.</p> <p>EYFS/KS1 Move name to Black cloud. KS2 Red consequence card. Red form completed. Pupils will be expected to pay back time wasted and complete any uncompleted work in their recreation time e.g. play time, lunch time or enrichment/reward time.</p>
<p>Understanding</p> <p>We try our best</p>	<p>Poor listening, talking over others, calling out inappropriately, other low level disruption to learning time.</p> <p>Deliberate defiance/refusing to do as asked or persistently and deliberately not following adult's instructions.</p>	<p>EYFS/KS1 Move name to white cloud. KS2 Stop and think card shown to inform he child they are on a warning and need to modify their behaviour.</p> <p>EYFS/KS1 Move name to Black cloud. KS2 Red consequence card. Red form completed. Pupils will be expected to pay back time wasted and complete any uncompleted work in their recreation time e.g. play time, lunch time or enrichment/reward time. The child may be asked to apologise to other children or adults for disrupting learning sessions.</p>
<p>Oneness</p> <p>We are kind and caring</p>	<p>Rough play, any play that reasonably upsets other children.</p> <p>Serious examples of the above, deliberately pushing, kicking, fighting, hurting others.</p> <p>Making fun of others, name calling, deliberately leaving</p>	<p>EYFS/KS1 Move name to white cloud. KS2 Stop and think card shown to inform he child they are on a warning and need to modify their behaviour. EYFS/KS1 Move name to Black cloud. KS2 Red consequence card. Red form completed. Reflection/thinking time (this may include loss of play time or time to reflect in another classroom)Children will be strongly encouraged to apologise for any upset or damage caused by their actions and to take responsibility for their actions by repairing</p>

8. Further Information ¶

8.1. If a child's name is on the black cloud or in KS2 has been given/shown a red consequence card, a member of staff will complete a behaviour record (red form). The red form will include information regarding what led up to the incident, what support if any was offered, factual information about the behaviour witnessed and what consequences have been actioned. As a school we recognise that all behaviour is communicative, we also understand that there are many factors that may lead to negative behaviours; it is for this reason that pupils are encouraged to self-register and reflect throughout the day on their feelings scale so that staff can pre-empt where support is needed to avoid challenging situations and support pupils to manage and develop resilience to challenges.

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 leadership team 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 usually 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 staff will use a daily behaviour log to track incidents and this will be automatically be sent each day to the office for a member of the leadership team to sign – even if there are no incidents that day. Parents will always be informed/consulted if it is felt appropriate for their child to be subject to a behaviour log. 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. The Executive Headteacher discusses the golden rules, school values and conduct around school with the children during Assemblies. In addition to the school's values each class may write its own class motto which sets out their ethos of belonging and supporting each other.

8.6. 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.

8.7. 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.

8.8. 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 learning environment and class ethos reflects the school values at all times and that golden rules are enforced in their class. Class teachers are also responsible for monitoring the pupils in their class in terms of their conduct in school as well as that of other pupils. When moving around school as a whole

class pupils and adults must adhere to the 4 Cs:

- Calm, cooperative, caring community.
- Courteous corridors.
- Considerate classrooms.
- Clean cloakrooms

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 reinforce the values and “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 a Profile or Pastoral Support Plan. The SENCO may, for example, discuss the needs of a child with the Educational Psychologist, NeedBright Solutions (behaviour support) The Working Together Team (social communication outreach). 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 Headteacher ¶

11.1. It is the responsibility of the 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 Headteacher to ensure the health, safety and welfare of all children in the school.

11.2. The 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 Headteacher keeps records of all reported serious incidents of misbehaviour.

11.4. The 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 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 Headteacher or Chair 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 Headteacher in carrying out these guidelines.

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

14. Fixed-Term and Permanent Exclusions ¶

[Please see the Exclusion Policy](#)

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 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 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 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 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.

Reviewed by: Ruth Clark

Provision Committee Review Date: Thursday 01st September 2016

Governing Body Review Date: Wednesday 15th March 2017

Originally created on Thursday 18th August 2016