

DRAFT Behaviour Policy (Local - LCA)

This policy applies to Lincoln Carlton Academy.

Document Index

1. [Introduction](#)
 2. [Aims and Expectations](#)
 3. [Who was Consulted?](#)
 4. [Publication](#)
 5. [Scope](#)
 6. [Values, Rules and Rewards](#)
 7. [Sanctions](#)
 8. [Further Information](#)
 9. [Physical Interventions and the Use of Force](#)
 10. [The Role of the Class Teacher](#)
 11. [The Role of the Headteacher](#)
 12. [The Role of Parents/Carers](#)
 13. [The Role of Governors](#)
 14. [Fixed-Term and Permanent Exclusions](#)
 15. [Searching Pupils](#)
 16. [Malicious Allegations against Staff](#)
 17. [Bullying](#)
 18. [Monitoring and Review](#)
-

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.