

Landau Forte Academy Moorhead

DREAM, BELIEVE, ACHIEVE

Behaviour Policy

Our vision - Dream, believe, achieve

At Landau Forte Academy Moorhead we aim to provide opportunity for all our children to develop resilience, self-belief and aspirations to achieve. These beliefs form our vision which shapes all aspects of school life.

Resilience, Aspiration, Achievements and self-belief are the golden threads that prepare our children to become the positive citizens of the future.

At Landau Forte academy Moorhead we aim, through inspirational teaching, to provide a safe and nurturing learning environment where children are confident to take risks.

We are ambitious for all, embedding the self-belief that anything is possible.

We inspire and motivate learners to achieve by expanding their experiences of the world around them.

We are proud to work in partnership with our community and together we challenge ourselves to achieve more.

At Landau Forte Academy Moorhead our philosophy is that all children have a right to learn in a classroom that is free from disruptive behaviour. This document serves to define a whole school vision to promote and maintain exemplary behaviour within the school. It aims to promote an environment in which everyone feels happy, safe and secure.

We believe that good behaviour is essential to allow all of our pupils to achieve their full potential. Good behaviour promotes effective learning. The policy aims to promote good relationships. It is an expectation that everyone behaves in a considerate way towards others. We treat all children fairly and apply this policy in a consistent way.

We will build on positive patterns of behaviour that children have already learnt and we will talk to the children about our expectations of the behaviour we expect from every child while they are a pupil at the school. We give recognition for good behaviour as we believe it will develop an ethos on kindness and collaboration.

A Moorhead child will:

- ✓ Show respect
- ✓ Be kind and caring to others
- ✓ Celebrate difference
- ✓ Take care of property
- ✓ Listen to others
- ✓ Try their best at all times

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- ✓ Be proud of belonging to the school community

We have a few explicit school rules based on our vision

- ✓ Be responsible
- ✓ Be respectful
- ✓ Be safe
- ✓ Be resilient

- A consistent behaviour procedure exists across the school – ‘The traffic light System’ is a comprehensive reward and sanction system that is consistent across the school.
- Rewards can be given for positive behaviour or good learning
- Points or stars will be rewarded by any member of staff.
- Any children who have produced particularly pleasing work can be sent to the Deputy or Headteacher for praise/stickers.
- Parents will be informed of good behaviour, good learning or something special achieved that day.

The colours red/amber/green plus a star will be displayed in each class and used by every member of the school staff. These visual representations are a method of giving warnings and rewards without giving undue attention to negative behaviour.

The Traffic light System – How does it work?

All children commence each day on green, should outstanding behaviour be observed the child will move forward to the Star. **If the child is on the Star at the end of the day a sticker will be rewarded. All children on the star will be put into a daily ‘dip in the box’ to win a small prize.**

If a child is exhibiting inappropriate behaviour they have an informal warning pointing to amber and reminded about the correct option using appropriate language. If the child rectifies their behaviour they are given praise through a smile or verbal acknowledgement that they have made the right choice.

If a child continues with the inappropriate behaviour, they are verbally reprimanded and told their picture/name could be moved to amber or for more serious incidences red, reminding them that they have a choice. Staff should be explicit saying to stay on green you need to ...

Should the inappropriate behaviour persist, the child’s picture/name is moved to red and time out within the classroom to reflect upon their actions. (This is not timed it is an opportunity for the child to have a period of reflection as to the choices made, but should be no longer than 15mins). The child returns to the activity when they are able to behave in accordance with expectations. A child can move between the colours throughout the day. All names are rest at lunchtime.

If inappropriate behaviour persists after the ‘time out’ then the child is sent to a partner class (next door) for a minimum of 5 minutes and a maximum of 15 taking their learning with them. If this sanction has been applied the teacher will inform parents either in person at the end of the day or by a phone call. **This is recorded on the Arbor system. (behaviour, incidents) and is reported to the IEB.**

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If there is constant refusal or disruption the family support worker will be called into class to take the child into the partner class or to sit next to them whilst they clam down and reengage, allowing the class teacher and class to continue with the learning. If this has happened the child works with a designated LSA during lunchtime to think about their behaviour using the restorative approach. The child and LSA discuss how the behaviour has affected the child and others and how this can be put right.

Children can be rewarded with points by any member of the staff (recorded by the class teacher) if they show the key values of

- Be responsible
- Be respectful
- Be safe
- Be resilient

The aim is to create a praise rich environment that all staff contribute to in a proactive manner. When children are awarded stars/points these are added to class dojo and the Arbor system. When children have accrued enough points they are awarded a certificate in a weekly assembly. Certificates need to be completed by the class teacher and handed to Mrs Tatem by Thursday lunchtime. Certificates are awarded in 50's and they will receive bronze, silver, gold or platinum badge. When a child gets to 50 they go to the headteacher to receive a bronze, silver, gold or platinum prize. These are located in the Headteachers' office. As a guide it should take about half a term (6 weeks) to earn 50 points).

The role of the staff

All teachers have a duty of care to the children and cannot abdicate responsibility to support staff. It is the responsibility of all staff to ensure that the school rules are enforced in the classrooms and that their classes behave in a responsible manner during lesson time. Where other staff take small groups of children (or individuals), it is their responsibility to communicate the behaviour to the class teacher. If necessary staff will liaise with the SENCo, safeguarding officer and the Headteacher to discuss formally involving parents/cares/external agencies. Staff will use the policy consistently and appropriately.

Report cards

If a child is persistently in amber/red over a sustained period of time as deemed by the class teacher, they may be placed on report in a bid to improve their behaviour and or attitude to learning. The child's parents must be informed that their child is at risk of being put on report before this action is taken and the process must be explained to them once the report card is issued. The child will score between 0 and 3 for each period of the day including break and lunchtime (0 for inappropriate behaviour, 1 for poor attitude and behaviour, 2 for minor disruption and 3 for expected behaviour and attitude). Each day the report card will be signed by the class teacher and taken home to show parents. Children will be given a target score each day beginning at 18, moving on to 19 after a full week successfully achieving 18 (failing to meet the score will result in a lunchtime detention the following day) until the child achieves a full week of 20. They will no longer be on report but may be placed back on report in the instance of repeated, continuous poor behaviour and or attitude.

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If a child is on report they discuss their behaviour with the class teacher at the end of each session, if necessary they discuss their behaviour at lunchtime with the designated LSA.

Fixed term and permanent exclusions

The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year; 15 days each term. In extreme and exceptional circumstances, the headteacher may decide to exclude a child permanently. If circumstances warrant, it is also possible for the headteacher to convert a fixed term exclusion into a permanent exclusion.

If the headteacher excludes a child, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time the headteacher makes it clear that the parents/carers can appeal the decision to the governing body. The school informs the parents how to make such an appeal if they choose to do so. All exclusions are communicated in writing to the parent/carer, LA, governing body and any appropriate external agencies.

The headteacher informs the trust and the governing body about any permanent exclusion and about any fixed term exclusions.

When an appeal panel meets to consider any exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the appeal panel decided that a child should be reinstated the headteacher must comply with this ruling.

Behaviour at lunchtime/playtime

The schools value system and associated rules are applicable at all times of the day including lunchtime and playtimes.

All play leaders carry a laminated green, amber, red card with them at all times. When children are in green play leaders use the positive language associated with green behaviour. If a child misbehaves they are shown the amber card. If a child continues to misbehave they will receive a short time out. The class teacher will be informed.

If a child is shown a red card they will be excluded from playtime into the care of a the designated LSA and/or will spend time out in the dining room.

Use of reasonable force and use of calm areas

Staff may use reasonable force in schools when necessary to keep children safe. Staff must consider the following guidelines when deciding whether or not to use force.

- There is clear and unequivocal emphasis on the right of all children to be kept safe at all times
- Physical intervention should be used when
- The situation is or is likely to become dangerous for children and/or staff
- There is a risk to the maintenance of good order

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- A criminal act is being committed
- Property is being damaged
- Or when previous history suggests that failure to act promptly will result in any of the above

And

- The potential consequences of not intervening are sufficiently serious to justify considering the use of force
- The chances of achieving the desired result by other means were low
- The risks associated with not using force outweighed those of using force.

When children become distressed, the school may take the decision to employ the use of a nurture/quiet room, providing that this is in the child's best interest. The school will assess each case individually to decide how long a child will stay in the nurture/quiet room and the activities they will complete in there.

This should be read alongside the Moorhead positive handling policy. Dfe2014 behaviour and discipline in schools and dfe 2013 use of reasonable force.

Monitoring and review

SLT monitor the effectiveness of this policy on a regular basis and communicate this to the headteacher. They make recommendations for further improvements and modifications.

The school keeps records of any child who is excluded for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the schools administers them fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by DCSF guidance 9.5.

The school also keeps a record of any incidents of positive handling which is kept by the headteacher.

The policy has been reviewed September 2018 and will be reviewed annually.

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Report card

Name

Start Date

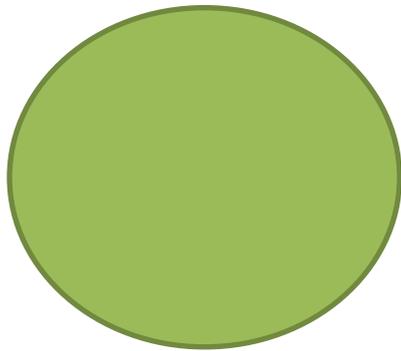
Completion date

	Session 1	Playtime	Assembly	Session 2	lunchtime	Session 3	Session 4	Total	Teacher	Parent
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

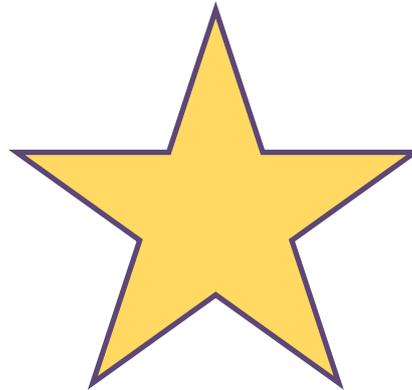
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Start on green

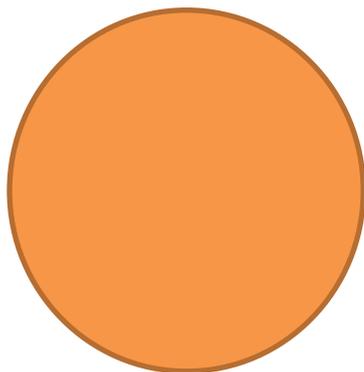


Tell parents / give sticker

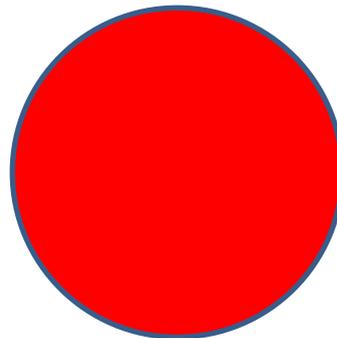


First Warning

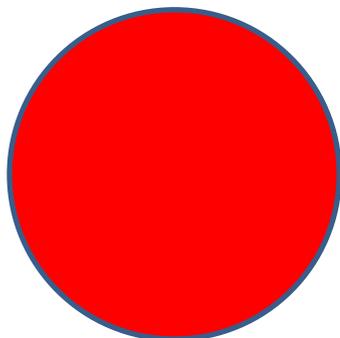
Second warning



Third warning – time out within classroom



Fourth warning – time out in another classroom



Dangerous behaviour – LSA or if needed family support worker will take the child out of the room and remain with them.

Report cards.

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Restorative approaches

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

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The Restorative Approach and use of consequences

Encouraging - Tell me some more about that?

Summarising - So there seem to be several things bothering you, And earlier you said....

Reflecting - So you..... (Repeating back last few words)

Checking - So did I hear you say.... Am I right in thinking.....

Empathy - It's understandable that you are worried / upset about this; sounds tough;

Affirmation - Thanks for telling me that; I appreciate you talking about this with me

Clarification - Can you help me understand that more...