



LANDAU
FORTE
ACADEMY
MOORHEAD

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| Policy Name | Behaviour Policy |
| Policy Number | PL008 |
| Date of Issue | July 2019 |
| Author | Mrs A Eggleston |
| Reviewed by | Mrs R McNeil |
| Date of next review | February 2023 |

| Review date | By whom | Summary of changes made | Date implemented |
|----------------------|---------------------|--|-------------------------|
| February 2022 | Mrs R McNeil | Updated policy to include support rooms and rewards and sanctions | March 2022 |
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Introduction

Landau Forte Academy Moorhead Primary 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 high quality, effective teaching and learning can take place.

Using a consistent, positive approach to behaviour management, and building positive relationships through positive interactions (*as outlined in the **EMR³ method in the EEF Guidance Report for Improving Behaviour in Schools***), children develop strategies to support their emotional regulation, behaviour and self-control. This ensures they are developing positive attitudes and commitment to their education. At LFADM we use the EMR³ method, which focuses on Establishing, Maintaining and Restoring relationships ensuring children feel valued and are given opportunities to reflect on and improve behaviour choices.

Our emphasis will be on recognising and celebrating effort and success individually and collectively in classes, phases and House Teams, 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.

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

Legislation and guidance

This policy is based on the following guidance from the Department for Education (DfE):

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the

[Special educational needs and disability \(SEND\) code of practice.](#)

Aims

- To encourage good behaviour and respect for others within our school and wider community.
- To promote self-discipline and proper regard for authority among all pupils
- To state what is expected of our pupils
- To state what is expected from our parents and carers
- To provide guidance on possible rewards and sanctions
- To ensure that all staff are seen to be fair and consistent

Who is consulted?

The school Senior Leadership Team works with the Junior Leadership Team to agree what constitutes good behaviour and to develop this policy, in consultation with parents, pupils and staff. All pupils are consulted at the beginning of each academic year on the rules, rewards and sanctions.

Relationship to other policies

This Policy is linked to the following policies:

- **Child Protection and Safeguarding**
- **Anti-bullying**
- **Exclusions**
- **Equality**
- **Home-School Agreement**

Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the school.

The Principal

The Principal is responsible for reviewing and approving this behaviour policy and implementing it in the school. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- SLT (senior leadership team) will support staff in responding to behaviour incidents.

At Landau Forte Academy Moorhead Primary School, we expect to see from all of our staff, governors and visitors, the following adult behaviours:

- Calmness,
- Humour,
- Empathy,
- Consistency,
- Reflective practice,
- Recognise and praise good conduct publicly,
- De-escalation.

We expect children to:

- Be respectful and kind
- Show resilience and bravery
- Be ambitious and curious
- Be proud of themselves and our school

We expect parents to:

- Work collaboratively
- Support the actions of the school
- Have open dialogue with school
- Promote the positive attitudes of the school
- Provide a good example of behaviour
- Treat all staff with respect

We expect all STAFF to:

- 1) Meet and greet children
- 2) Use personal, sincere praise all day
- 3) Use more positives to negative comments
- 4) Use Class Dojo to acknowledge and reward children making the right choices, posting regular good news onto Class Dojo story to inform parents and carers.

5) Contribute to Class Learning Journey Books to celebrate and evidence achievements and events through the school year.

6) Reinforce we are a no shouting school

We expect Senior Leaders to:

1) Be visible at the beginning and end of the day, play times and lunch times

2) Carry out regular learning walks to support, coach and model expectations of aspirational teaching and learning to positively impact on behaviour.

Conduct

Pupils are expected to be polite and show consideration towards each other, school staff and visitors.

Pupils are required to follow the school's Anti-bullying Policy.

Pupils, whether in or out of school, are expected to have:

- **Respect for others:** their feelings, opinions, cultures, limitations including any differences.
- **Respect for themselves:** pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- **Respect for the environment:** their own, the school's and other people's property and the community in which we live.
- **Respect for the future:** the belief that we can all make a difference by our contribution to the local, national and global community.

School Rules

Pupils are required to observe the following basic rules in the classroom:

- Arrive on time, dressed in correct uniform and a smile.
- Practice active listening to peers and adults.
- Follow instructions promptly and accurately.
- Stay in the allocated seat or workspace unless given permission to move.
- Respond to the classroom code of how and when to ask and answer questions.

The school has a **Code of Conduct** which sets out in detail the expectations of conduct for staff and visitors to the school.

Every class has their own **Class Charter** on display.

Behaviour management

The EMR³ Method Evidence Based Research – EEF Improving Behaviour in Schools

Whilst the **EMR³** Method involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive

relationship, it is used to support **all learners** at LFADM and is evident throughout the strategies used to promote exceptional behaviour and attitudes with all pupils. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.

Establish – Intentional practices to cultivate a positive relationship with each student (*i.e. building trust, connections and a shared understanding*)

Maintain – Proactive efforts to prevent relationship quality from diminishing over time (*i.e. ongoing positive interactions*)

Restore (R³) – Intentionally repairing harm to the relationship after a negative interaction (*i.e. reconnecting with student*)

| | Establish | Maintain | Restore (R ³) |
|-----------------------------|---|---|---|
| Definition | <i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i> | <i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i> | <i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i> |
| Practical strategies | <ul style="list-style-type: none"> Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely | <ul style="list-style-type: none"> 5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities | <ul style="list-style-type: none"> R³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving |

Improving Behaviour in School: Guidance Report. Education Endowment Foundation

Using **EMR³** consistently in school, we aim to provide a stimulating and supportive environment where high standards are set and every small achievement is celebrated. We endeavour to develop the self-esteem and confidence of all pupils, ensuring to the best of our ability that none of our pupils experience a sense of failure. **We recognise that the ethos of the school depends upon the quality of the relationships within it.** Adults endeavour to present good models of behaviour thus creating an atmosphere of mutual respect. We believe the EMR³ method secures the bedrock for these positive relationships.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Follow the learning environment policy expectations to support behaviour for learning
- Promote and celebrate good behaviour in the classroom using class dojo – and make regular posts on the class dojo story to inform parents and carers
- Create a calm space for reflection within the classroom and a home for the Class Worry Monster
- Display the pupil code of conduct or their own classroom charter
- Develop a positive relationship with pupils, to include:
 - ✓ verbal and non-verbal praise
 - ✓ Class Dojo points
 - ✓ positive conversations with parents at the beginning or end of the school day or on class dojo
 - ✓ Constellation Award certificates
 - ✓ Hot chocolate Friday with Forest Schools
 - ✓ Headteacher award nominations
 - ✓ Positive phone calls home
 - ✓ Postcards sent home
 - ✓ Raffle prizes
 - ✓ Restorative conversations
 - ✓ Recognition in the Class Book
 - ✓ Access to Gaming Room
 - ✓ Access to Sunflower Room
 - ✓ Access to Hygge Room
 - ✓ Access to Sensory Rooms
 - ✓ Access to Forest School

Some of the strategies we use to establish readiness for learning and maintain a positive climate are:

- meeting and greeting
- openly showing we care *ie botheredness*

- high staff visibility at playtimes/lunch time
- giving attention to positive behaviour, not negative
- being assertive
- ensuring access to materials and resources
- Visible class dojo recognition board in each classroom an in use

Pupil support

The school recognises its legal duty under the **Equality Act 2010** to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SEND and Inclusion Leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil /Peer support systems

We have the following pupil / peer support systems in school:

- Peer to Peer mentoring
- Pupil-led activities
- Junior Leadership Team JLT
- Buddy system – Reading / Playground
- Career related learning job swap days
- Mini Police
- Mini Playleaders
- Y6 'employment' opportunities

Searching pupils

School staff can search pupils with their consent for any item.

The Principal and staff members authorised by the Principal, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited/dangerous item.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

Phones and other electronic devices

If an electronic device that is prohibited by the school rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible.

Use of reasonable force

In some circumstances, all staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

Incidents of physical restraint must always be used as a last resort and;

- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

The restraint record should include the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the child(ren) involved
- when and where the incident took place
- names of staff and child(ren) who witnessed the incident
- the reason that force was necessary and the degree of force used
- behaviour of the child(ren) which led up to the incident
- any attempts to resolve the situation
- how it was applied and how long it was used for
- the child's/children's response and the eventual outcome
- details of any injuries suffered by either staff or child(ren)
- details of any damage to property
- details of any medical treatment required (an accident form will be completed where medical treatment is needed)
- details of follow-up including contact with the parents/carers of the child(ren) involved
- details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a verbal account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the Retention of Records Policy.

Rewards and sanctions

Rewards

We believe that rewards can be more effective than punishment in motivating pupils. Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin our Behaviour Policy.

It is school policy to recognise, acknowledge and reward individual achievements by pupils. The following are examples of areas considered to be worthy of individual recognition:

- displaying school values of ; **be brave, be curious, be kind** in or out of school
- consistently improved standards of work
- good or outstanding pieces of work
- effort in class or for home learning projects
- outstanding effort or achievement in extra-curricular activities
- service to the school, local community or charities

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationship between teachers and pupils. We may reward pupils in the following ways:

- verbal praise by staff
- approving signs/acknowledgments
- class dojo points
- sent to another teacher or Principal with work
- stickers and stamps
- personalised letters to parents
- phone calls home
- celebration award assemblies
- special privileges
- timetabled access to gaming, forest, hygge, sensory or enchanted learning rooms
- gold stars and house team points
- class dojo credits/merits/prizes
- constellation certificates
- Invitation to Headteacher's special afternoon tea event

Sanctions

Our 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.

The school has a range of disciplinary sanctions that may be implemented as appropriate. Sanctions include:

- withdrawal of privileges and/or responsibilities
- coloured chance cards
- lunchtime detentions
- repetition of work
- referral to senior staff
- warning phone call to parents
- behaviour contract report card
- in school exclusion
- fixed-term exclusion
- permanent exclusion.

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

We will not remove the pupil's morning break time for any sanction, however this may be taken in an alternative space with good peer role models.

Chance and Choice Cards

1 – A **blue chance card** is placed in front of a child to indicate to them that their behaviour is unacceptable (with NO teacher interaction)

The child is given 3 minutes take up time to rectify the behaviour

The card is removed once the behaviour is meeting expectations followed by praise and recognition

2 – Should the behaviour continue, the child is given a **purple choice card** as a second warning (with NO teacher interaction)

The child is given 3 minutes take up time to rectify their behaviour

The card is removed once the behaviour is meeting expectations followed by praise and recognition

3 – If behaviour continues call for session support (dial 5000)

Session Support – Member of SLT will support in classroom

Behaviour Target Plan – created by class teacher and Family Support Worker, pupil and parents to support and monitor behaviour, set targets and rewards according to child's interests to be reviewed weekly.

Behaviour Contracts

If the behaviour of a child does not improve a meeting with the child, parents/carers, and SEND Inclusion Leader will be called to initiate a Behaviour Contract (example template below).

During the meeting, staff, parents and carers and the child will discuss the reasons for the need for a behaviour contract and identify the behaviours that are needed to be more evident.

Support and provision will be identified within this meeting to provide clarity to all parties and ensure the child understands the expectations.

Collectively, two positively phrased, achievable targets are created for the child to work on with rewards and consequences for both school and home identified to ensure everyone is working together to support the child to improve their behaviour.

A success criteria will also be created collectively to ensure the child understands what they need to do in order to achieve their reward.

An example of a target may be; *to have positive interactions with staff members on 18/25 occasions.*

Behaviour Target Plan

| | | | | | |
|--------------------------------------|----------------|--------------|--|---------------------|------------------|
| Target 1 | | | | | |
| Target 2 | | | | | |
| Rewards for achieving targets | | | Sanctions for not achieving targets | | |
| At home | | | At home | | |
| At school | | | At school | | |
| | Morning | Break | Lunch | End of Lunch | Afternoon |
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |
| Target score = | | | | | /25 |

Behaviour Contract meeting template:

| | |
|---|---|
| BRILLIANT BEHAVIOUR CONTRACT ; Name | |
| Reasons for behaviour contract | |
| <ul style="list-style-type: none"> • A series of bullet points explaining what behaviours are presented by the child | |
| What does BRILLIANT behaviour look like? | |
| <ul style="list-style-type: none"> • What behaviours would we like to see? | |
| Consequences for not being BRILLIANT | |
| <ul style="list-style-type: none"> • Paying time back with teacher - loss of lunchtime • Parent/carer to support in school • In school exclusion • Fixed term exclusion | |
| Supportive Strategies | |
| Provision | Key adults |
| <ul style="list-style-type: none"> • What are we doing differently to help the child show BRILLIANT behaviour | <ul style="list-style-type: none"> • Which adults will help? |
| Signed | |

| | |
|----------------|--------------|
| | Child |
| | Parent/carer |
| | School |
| Reviews | |
| Date started | |
| Review date | |

Behaviour Contracts and Target Plans are reviewed weekly at a time convenient for both parents/carers and members of staff involved.

These meetings review the targets set for the previous week and share successes and areas for development for the upcoming week.

Copies of all behaviour contracts should be kept by the class teacher, given to parents/carers and copies given to the SEND Inclusion leader to monitor.

After implementation of a behaviour contract, if there are **three successful reviews** in which targets are met the behaviour contract is stopped and the impact is shared with the Senior Leadership Team.

After implementation of a behaviour contract, if there are **two unsuccessful reviews** in which targets are not met and no improvement in behaviour choices is seen, the SEND Inclusion Leader and another member of SLT will join the weekly behaviour contract meeting to escalate the concerns further.

Should there be no improvement, the Principal will join the meeting to discuss the behaviour and next steps for the child.

Further consequences for poor behaviour choices

Should it be deemed necessary, there are additional consequences for children displaying negative behaviour choices or extreme behaviours. These are only considered, after speaking to multiple stakeholders involved in the de-escalation process for behaviours, and are not decisions taken lightly by school leaders. These may include:

- Parents/carers being asked to support their child in school
- In school exclusion in a different class within our school
- Fixed term exclusion for a fixed period of time
- Permanent Exclusion from school

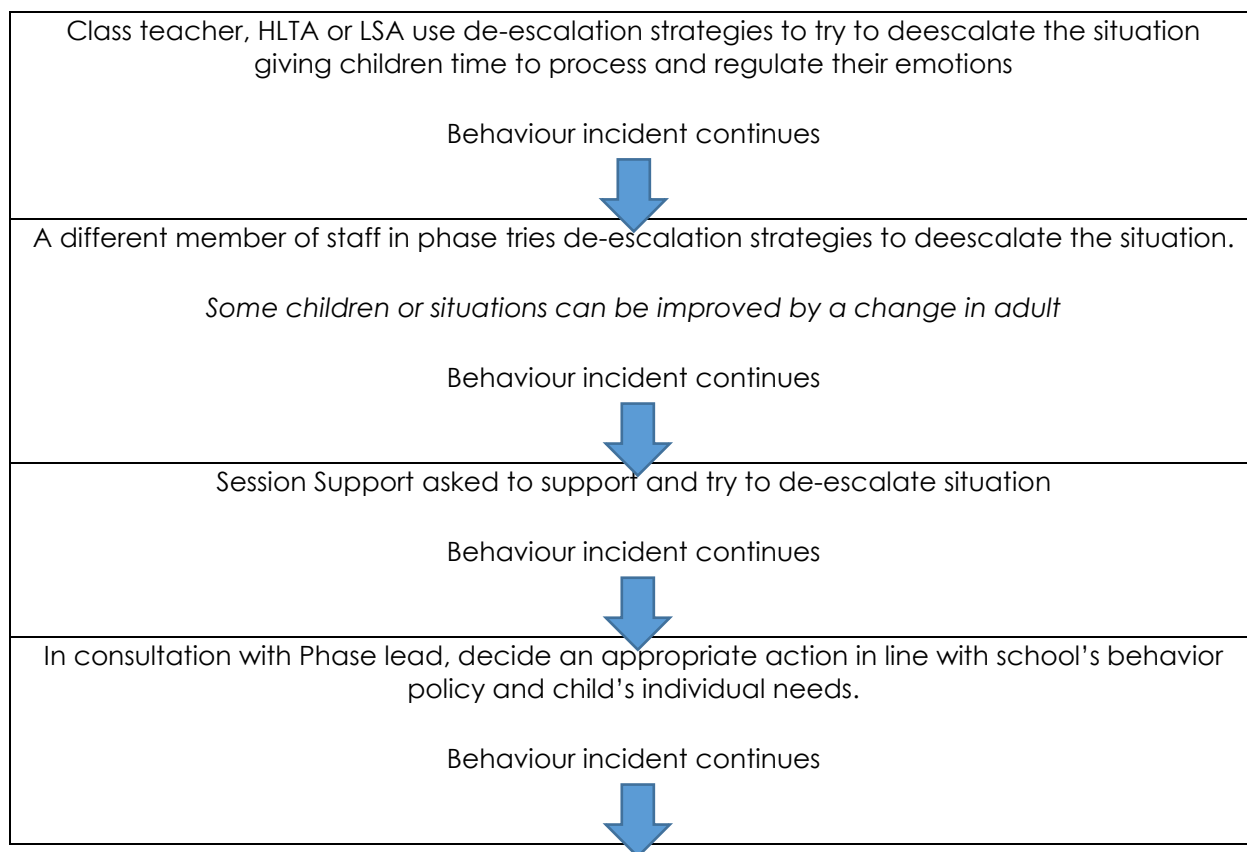
If it is deemed necessary that a child receive an exclusion of any sort, it is paramount that it is decided what will be different for that child when they return to support their reintegration back into class or school. This will occur within class and phase teams for children having in school exclusions and as part of the reintegration meeting on the first day back for a child receiving a fixed term exclusion.

Supporting and de-escalating challenging behaviour

Staff are trained to actively challenge and resolve incidents of undesirable behaviour as they arise, to ensure incidents are dealt with immediately. It is the professional duty for all staff to challenge all incidents of negative behaviour to create a culture where behaviour is everyone's responsibility. Classroom teaching staff are responsible for supporting the children's behaviour within their class as they know their children the best. Incidents of negative behaviour in classrooms are infrequent but when incidents do arise there is a clear flow chart to follow as shown here:

FLOW CHART FOR DE-ESCALATING CHALLENGING BEHAVIOURS/SITUATION

BEHAVIOUR INCIDENT



Principal to support with dealing with the situation and decide an appropriate action in line with the school's behavior policy and child's individual needs

Areas of school to support with de-escalation of behaviour

Throughout school there are areas that can be used to support when a child needs some time to regulate their emotions or de-escalation of behaviour is required.

Light Sensory Room – Dark Sensory Room - Hygge Room - Gaming Room - Forest Room – Sunflower Room – Cabinet of Curiosities – Narnia Room – Book Corridor

ADD Risk Assessments

ADD Trauma Informed Attachment Aware Approach

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the end of the term or year to inform the next. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

Pupils in Y6 moving onto Secondary education will receive transition visits and information throughout the whole of the Spring and Summer terms in readiness for the next stage of their journey.

Exclusions

Permanent or fixed-term exclusion are possible sanctions for a breach of school policy. The school will follow government guidance on exclusions. The school aims to operate within the principles of fairness and natural justice.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

Malicious allegations against staff

Where a pupil or parent/carer makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal 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.

Staff training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

Bullying

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.

Partnership with parents/carers

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 endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

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.

Outside of school - We also expect

- Good behaviour on the way to and from school.
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, they include:

- behaviour charts to enable celebration of good behaviour
- increased communication between home and school
- support from the SEND and Inclusion Leaders, Family Support Worker, identified teaching assistants, teachers
- small group work or 1:1 support in self-esteem, emotional literacy.

Monitoring, evaluation and review

The Principal will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- number of detentions and analysis of behaviour
- instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the Junior Leadership Team, pupils, staff and parents on the effectiveness of the policy.

This effectiveness of this policy will be reviewed at least once a year by the Education Advisory Committee Governing Body. The policy will be reviewed every year by the Trust.



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| Date | March 2019 |
| Change Made | Version 1.0 |
| Made By | Mrs R McNeil |