



LANDAU  
FORTE  
ACADEMY  
AMINGTON

<b>Policy Name</b>	<b>Behaviour Policy</b>
<b>Policy Number</b>	<b>AMN005</b>
<b>Date of Issue</b>	<b>July 2020</b>
<b>Author</b>	
<b>Reviewed by</b>	<b>Dr J Morris</b>
<b>Date of next Review</b>	<b>July 2021</b>

## **Purpose of the Policy**

Our aim is to establish high standards of behaviour at Landau Forte Amington. This is important so that the Academy is a warm, caring and happy place where students can achieve their full potential.

## **Policy Detail**

Children will be rewarded for good behaviour and the positive choices they make and consequences will be imposed where students misbehave and decide to make the wrong decisions.

Student's behaviour around the Academy should be of the highest standard; every lesson students should be focussed on learning, free from distractions.

Every student and every staff member should be able to feel calm and happy, confident that their working environment is one where people treat each other with mutual respect and care.

Everyone has to follow the rules so that the systems work and everyone benefits. Our Behaviour for Learning system and policy is based on the principle that, once students know the rules and consequences, they can make the right choices for themselves and others. When children thrive at school or at home, it is usually because there are clear boundaries and consequences.

At Landau Forte Academy we believe that all students have a right to learn in a happy and safe environment. This should enable every young person to achieve their full academic potential, whilst developing confidence as well as the social and emotional skills to succeed in all aspects of academy life and beyond.

We recognise that students can only reach their potential if standards of behaviour are consistently high, and if students' learning is not disrupted by the behaviour of others.

## **Our Core Values**

The Core Values which underpin our Behaviour for Learning Policy are:

- A fair, simple and transparent consequences system which is followed consistently by all staff.
- to move towards restorative practices which give both staff and students the opportunity to reflect and to put things right before the next lesson.
- promoting an ethos where staff can teach, students are ready to learn and all members of the Academy strive for a successful future.
- relationships based on mutual respect, tolerance and understanding. Bullying and discrimination will not be tolerated at Landau Forte Academy.
- we recognise that students may need additional support for a range of individual needs.

## **Application**

The Governors and the Principal intend that the Academy rules and the consequences provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of students when they are away from Academy premises and outside of the jurisdiction of the Academy. This will normally be where the conduct in question could have repercussions for the orderly running of the Academy, affects the welfare of a member or members of the Academy community or a member of the public, or which brings the Academy into disrepute. This is not an exhaustive policy and the Principal may make amendments and decisions, which are not included in this policy, in order to ensure the safety of students and the orderly environment of the Academy.

## September 2020 Return

We understand that returning to school may stir up feelings of anxiety for parents/carers, students and staff. The Coronavirus outbreak and lockdown has affected us all, and for some it is time for another big change in coming back to the Academy.

We also know the importance of setting high behaviour standards to ensure everyone's safety when in the Academy. Consequently, a revised behaviour policy has been created to ensure the safety of those on site. This is especially important given the guidance the government has released on safety and ensuring social distancing.

### Year Group Zones

In order to reduce the number of contacts between children and staff, year groups have been allocated separate zones to create 'bubbles'. In order to maintain this distance and keep 'bubbles' secure, the following amendments have been made to the behaviour policy:

- Detentions will take place in year group zones.
- Should a student receive a C4 they will be isolated in their year group zone.
- Should a student bring in items from home, which are not required for their studies, or share resources with students from a different bubble, they may receive a C4 as a minimum.
- Should a student receive a C4 and fail to comply with a staff members' instructions to leave a classroom, this will be regarded as a serious safety risk and may invoke a more serious consequence, including a fixed-term exclusion.
- Should a student purposefully enter another year group bubble zone, or mix with students from another bubble, this will be regarded as a serious safety risk and may invoke a more serious consequence, including a fixed-term exclusion.

### Hygiene and Transmission

As a result of COVID-19, a number of behaviours are now considered more serious, since they may result in spreading the virus to other individuals, such as friends and family. The following amendments to the behaviour policy have therefore been made:

- Students should promptly and conscientiously follow the Academy's instructions for hygiene, including handwashing, sanitizing and adherence to the catch it, bin it, kill it procedure.
- Should a student fail to follow these instructions, they will be isolated pending parental contact and adherence to the Academy's hygiene procedures.
- Should a student intentionally cough, or sneeze, on another student or staff member, they will receive a minimum sanction of a C4
- Should a student intentionally enter the 2m isolation space of a staff member they will receive a minimum sanction of a C4
- Should a student spit at another student or staff member, this will be regarded as a serious safety risk and may invoke a more serious consequence, including a fixed-term exclusion.
- Should a student experience any symptoms of the coronavirus they should inform a staff member immediately.

## **Remote Learning**

Should the Academy be closed due to the activation of a local lockdown, the Academy will transition to remote learning. While further information can be found in the Academy's Acceptable Use Policy, the following points are particularly pertinent:

- Students should adhere to the same positive conduct online, as they would in the Academy.
- Where peer-on-peer abuse between students may occur online, this may result in termination of access to systems, or a fixed term exclusion.
- Where abuse of staff from a student or students occurs online, this may result in termination of access to systems, or a fixed term exclusion.

This September 2020 update policy is not exhaustive and is designed to offer guidance in regards to ensuring students adopt positive behaviour, which ensures the safety of themselves and others. Please note, all behaviour consequences and decisions rest with the Principal.

## Academy Expectations

The Academy expects:

- staff and students to be familiar with the Behaviour for Learning Policy and to follow it at all times
- staff to apply the Behaviour for Learning Policy fairly and consistently at all times
- staff and students to arrive to school and lessons on time
- teachers will stand at the door to 'meet and greet' their classes and to supervise the entry/exit of students and control movement in the corridors.
- students to follow instructions from staff at all times
- students will sit in places allocated by a teacher according to a seating plan
- students will complete a Do Now Activity provided by the teacher at the start of every lesson
- class register will be taken at the start of the lesson for ALL teaching periods
- teachers will implement high expectations in relation to presentation and completion of class work.
- homework is set in accordance with the homework policy
- teachers keep students in the classroom until it is the end of the session
- students will be dismissed in an orderly way
- teachers do not leave any class unsupervised
- teachers set high expectations and clearly communicate these to the class
- teachers will attempt never to 'punish' the whole class for the action of a few; it is rarely fair or appropriate
- all students and staff have a right to be able to work in an atmosphere that is conducive to good learning
- classrooms are places where students have the right to learn undisturbed by others in a calm and safe environment.
- parents/guardians to support the Academy and ensure their child is following the behaviour policy to the highest standards.

## Conduct

The Academy expects that:

- students should follow the directions and guidance of any member of staff
- students must arrive punctually to all lessons, prepared to learn with the correct equipment and book;
- students will work hard to complete all tasks set to their highest standard
- students will take pride in the presentation of their work
- homework must be completed and handed in on time
- students will remain in the seats allocated by the teacher and must not leave the lesson until they have been dismissed by the teacher, leaving their chairs tidy
- electronic devices will not to be used inside the Academy grounds or building, with the exception of the canteen during break and lunch
- eating should only take place in the Academies canteen
- the Academy uniform will be worn at all times, this includes when leaving the Academy
- any item of clothing that is not part of the Academy uniform should be removed as soon as students enter the school buildings
- academy property including books or equipment should be kept graffiti free
- academy property or the property of another person should be respected
- chewing gum should not be used in Academy
- energy drinks should not be consumed in the Academy
- students are polite and do not use foul or inappropriate language

Failure to meet these expectations is likely to result in consequences. Consequences may include after school detentions to engage in restorative conversations with staff. The aim is to resolve the issue and to prevent future occurrences.

The Academy will not accept the following behaviour:

- verbal assaults on staff or other students
- physical assaults on staff or other students
- damage to academy property including the building
- substance abuse
- racially motivated incidents
- homophobic or other discriminatory behaviour/language
- behaviour which is against the criminal law
- bullying, this will also include Cyber-bullying which often takes place away from the Academy
- intimidation
- any illegal substances, i.e. alcohol, tobacco or drugs, in Academy
- knives or other offensive weapons
- behaviour offsite/outside of the Academy that is likely to bring the Academy into disrepute.

The above behaviour will be deemed to be a serious breach of Academy Behaviour for Learning and are likely to invoke a more serious consequence including internal exclusion, temporary placement at another school (managed move), fixed-term exclusion or permanent exclusion.

Repeated breaches of Academy rules may result in students going on report to their tutor, pastoral leader, behaviour lead or vice principal, for a set period of time to monitor improvements in behaviour.

## CALM

The Academy has adopted the CALM approach to school:



This is displayed in every classroom within the Academy to display a simple message to students on what we expect.

## Non Negotiables

Students are reminded on what staff will not tolerate within the Academy.



This can be seen around the Academy and in classrooms to show students what we will not accept at Landau Forte Amington



### **Poor behaviour: use of consequences**

The Academy understands that the use of consequences must be reasonable and proportionate to the circumstances of the case. We also believe that account should be taken of a range of individual student needs in determining the appropriate use of such consequences, including the student's age, any special educational needs or disability and any religious requirements affecting the student.

Staff at the academy will challenge poor behaviour whenever it occurs. A range of in class strategies will be used to prevent children breaking academy rules or disturbing learning.

These will include:

- Clear and firm instructions
- Verbal warnings
- Moving seats
- Moving closer towards students to encourage adherence to rules
- Restorative conversation with the student, in or out of the class.

Students will be given 2 chances to rectify poor behaviour in lessons before escalation:

- C1: A verbal warning
- C2: A second verbal warning
- C3: A 20 minute detention
- C4: A 40 minute detention. Students are also removed from the classroom and taken to Isolation for the remainder of that lesson.

If the student still refuses to comply with these sanction then they may later face more serious consequences. This includes 60 minute detentions for missing a detention or receiving more than one detention in a day.

Instance C3 or C4 detentions may also be issued for more serious poor behaviour in lessons or around the Academy.

The Academy has the following range of consequences that may be implemented as appropriate:

- Verbal warnings (C1 and C2)
- After school detentions (C3 and C4)
- Session Support
- Detentions which may include a restorative conversation C4
- Central Detentions for failure to attend previous detention.
- Internal Isolation
- Fixed term exclusion
- Managed Move to another school
- SLT or Governors' Panel
- Permanent exclusion

### **Detentions**

We operate a system of next day detentions within the Academy. Students may be placed into a detention for 20 minutes, 40 minutes, or 1 hour depending on the consequence. A detention takes priority over any other activity within the Academy and the Academy will consider it an extension to the school day and therefore compulsory to attend.

Parents will be given notice by text message if their child is expected to attend a detention by 3.30pm the day before. On the rare occasion that a student has a medical appointment, parents will be required to contact the Academy and we will rearrange the detention. Parents are expected to support our efforts in maintaining order and discipline throughout the Academy.

Failure to attend the same day detention will result in a 1-hour central detention the following day. A text will be sent home to parents to inform them that their child will be in detention. Failure to complete any of these detentions will result in the student spending a day in Isolation.

Any student who truants a lesson will be set a C4 detention for truancy. When detentions have failed to improve behaviour, students may be put on a behaviour report or more serious sanctions considered.

### **Isolation**

The isolation room is an alternative to Fixed Term Exclusion and is used for serious breaches of the behaviour policy, or repeated occurrences of lower level disruptive behaviour.

They will be able to go for lunch however this is supervised by members of the Pastoral Team. A student will complete work in the core subjects and during the day there will be a period of behaviour recovery interventions to support students in making the right choices in the future.

On return from a fixed-term exclusion, we would expect a student to spend a period of time undertaking behaviour recovery intervention delivered by staff within the isolation room. This is to ensure that students are supported to understand how to make better choices in the future.

### **Behaviour outside the Academy**

In all cases of misconduct, including those outside of the Academy, the Academy will consider whether the police should be notified of the disciplinary action taken. The police will always be informed where the student's behaviour is criminal or poses a serious threat to a member of the public.

### **Exclusions**

The Academy will follow local government guidance, unless there is a good reason to depart from it. The Academy aims to operate within the principles of fairness and natural justice.

Exclusions can take the form of:

- Fixed term exclusions
- Permanent exclusions

The Academy's policy on exclusions applies to serious breaches of Academy discipline occurring on Academy premises and also outside of the Academy.

### **Malicious allegations against staff**

Where a student 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 against the student, in accordance with this policy.

Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

### **Use of physical intervention**

Any use of physical intervention by staff will be reasonable, proportionate and lawful. 'Reasonable force' will be used in accordance with the DfE guidance. Physical intervention will only be used when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its students, whether that behaviour occurs in a classroom or elsewhere

Where physical intervention is used by staff, this is recorded in writing and the students' parents/guardians will be informed about serious incidents involving the use of force. Force is never used as a form of punishment.

### **Searching students**

Searching is seen as an important tool in maintaining a safe and supportive environment for students to learn within. We have a random search policy as well as searches where we have suspicion that students have with them a banned item or items.

Searches without consent: In relation to prohibited items, as defined below, staff are authorised and may search a students' possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession. Searches will be conducted by two members of staff.

Prohibited items: Means energy drinks, knives or weapons, alcohol, legal or illegal drugs and stolen items, tobacco, e-cigarettes and cigarette papers, other smoking paraphernalia, fireworks, pornographic images, laser pens and any other items as defined as such from time to time. It shall also include any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person including the student; any item banned by the Academy rules identified as being an item which may be searched for; and any other items as defined in law as such from time to time.

Searches generally if staff believe a student is in possession of a prohibited item. It may be appropriate for a member of staff to carry out:

- a search of outer clothing;
- a search of Academy property, e.g. students' lockers
- a search of personal property (e.g. bag or pencil case within a locker).

Searches will be conducted in such a manner as to minimise embarrassment or distress.

### **Parents and carers**

Parents and carers can help their child to contribute positively towards the disciplined learning environment by:

- taking responsibility for their child's behaviour, both inside and outside the academy.
- attending meetings, Parents' Evenings and other activities to support your child's achievement, attendance and punctuality or behaviour.
- working in partnership with the Academy to maintain high standards of good behaviour, including supporting consequences in the home.
- making it clear to their child what is and what is not acceptable.
- rewarding good behaviour and applying consequences for inappropriate behaviour.
- promoting courtesy, co-operation and consideration for other learners and members of the community.
- ensuring all accurate contact information is provided to the Academy and updated when appropriate.

## Appendix 1 - Guidance for Staff

We all have a shared responsibility to ensure that students observe the Behaviour policy to ensure we maintain discipline and reduce disruption to teaching and students' learning.

### Consequence System

		Consequence	Interventions
<b>C1 &amp; C2</b>	<ul style="list-style-type: none"> <li>Talking inappropriately</li> <li>Off task</li> <li>Distracting learning</li> <li>Lack of work</li> <li>Shouting out</li> <li>Not following instructions</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warning</li> <li>Impact and issues explained to help rectify the behaviour</li> <li>Move seats</li> </ul>	<ul style="list-style-type: none"> <li>Restorative conversation to identify issues</li> <li>Opportunity to rectify behaviour</li> </ul>
A C2 will be issued as a second warning if the student continues to demonstrate poor behaviour			

		Consequence	Interventions
<b>C3</b>	<ul style="list-style-type: none"> <li>Third log of poor behaviour</li> <li>Failure to arrive fully equipped</li> <li>Failure to ensure their exercise book is kept in good condition</li> <li>Failure to complete work set</li> <li>Arriving late to sessions</li> <li>Poor corridor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>C3 detention (the following day)</li> <li>Parental contact</li> <li>Late report (Persistent)</li> </ul>	<ul style="list-style-type: none"> <li>Placed on report.</li> <li>Pastoral Intervention</li> <li>Parental meetings</li> </ul>
A C3 will warrant a 20 minute detention with 50 lines			

		Consequence	Interventions
<b>C4</b>	<ul style="list-style-type: none"> <li>Fourth log of poor behaviour</li> <li>Truancy</li> <li>Walking out of session</li> <li>Poor corridor behaviour</li> <li>Dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Placed in temporary isolation</li> <li>C4 detention (the following day)</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour reflection journal</li> <li>Restorative conversation with member of staff issuing the consequence</li> <li>Placed on report</li> <li>Behaviour Mentoring.</li> </ul>
A C4 will warrant a 40 minute detention with 100 lines			

		Consequence	Interventions
<b>Multiple Detentions</b>	<ul style="list-style-type: none"> <li>Receive more than 1 C3/C4 in a day</li> </ul>	<ul style="list-style-type: none"> <li>Picked up by a member of the pastoral team and will receive a 1 hour detention</li> </ul>	<ul style="list-style-type: none"> <li>Restorative conversation with member of staff issuing the consequence.</li> <li>Placed on report</li> <li>Behaviour Mentoring</li> </ul>
	A 60minute detention with 150 lines		

<b>Refusal to attend detention</b>	<ul style="list-style-type: none"> <li>Placed in Isolation Session 5.</li> <li>Serve detention in Isolation</li> </ul>	<ul style="list-style-type: none"> <li>Picked up by a member of the pastoral team during session 5.</li> <li>Receive a 1 hour detention.</li> </ul>	<ul style="list-style-type: none"> <li>Restorative conversation with member of staff issuing the consequence.</li> <li>Placed on report.</li> <li>Behaviour mentoring</li> </ul>
	A 60minute detention with 150 lines		

		Consequence	Interventions
<b>Isolation</b>	<ul style="list-style-type: none"> <li>Multiple C3 &amp; C4 consequences</li> <li>Fighting</li> <li>Bullying</li> <li>Theft</li> <li>Vandalism</li> <li>Persistent truancy</li> <li>Dangerous Behaviour</li> <li>Persistent defiance</li> <li>Rude to staff</li> </ul>	<ul style="list-style-type: none"> <li>Day(s) in Isolation</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour reflection journal</li> <li>Placed on report.</li> <li>Pastoral Intervention</li> <li>Parental meetings</li> </ul>

### Stages of Intervention

<ul style="list-style-type: none"> <li>Subject/Teacher Intervention</li> </ul>	<ul style="list-style-type: none"> <li>Teacher informs Curriculum leader of issues. Strategies put in place.</li> <li>Phone call home to discuss concerns.</li> <li>Student on a two week plan.</li> <li>Email Personal Tutor and Pastoral Leader of strategies being used.</li> <li>Improvement: students comes off intervention.</li> <li>Failure: Personal Tutor calls home, student is moved up to PT report.</li> </ul>
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<ul style="list-style-type: none"> <li>Personal Tutor report</li> </ul>	<ul style="list-style-type: none"> <li>Personal Tutor calls home</li> <li>Personal Tutor to inform Pastoral Leader</li> <li>Student on weekly report for 4 weeks.</li> <li>Round robin completed.</li> <li>Personal Tutor and Parent/Guardian must see report daily</li> <li>Improvement: student comes off report</li> <li>Failure student moves up to PL report.</li> </ul>
<ul style="list-style-type: none"> <li>Pastoral Lead report</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Leader holds a meeting with parents and student, Behaviour contract agreed and signed.</li> <li>Student on daily report for a term</li> <li>Second round robin completed, and strategies discussed with learning tutors.</li> <li>Student pursuit completed</li> <li>Pastoral Leader Parents/Guardians and PT must see the report daily.</li> <li>Improvement: students taken off report.</li> <li>Failure: student moves up to Behavior Lead Report.</li> </ul>
<ul style="list-style-type: none"> <li>Behavior Lead Report</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Lead meet with Parents/Guardians a behaviour contract is agreed and signed.</li> <li>Student on daily report for a term.</li> <li>Behaviour Lead must see this daily and it must also be signed by Parents/Guardians.</li> <li>Hot spot timetable put in place.</li> <li>Improvement: student's moves back down the scale to Progress Leader Report.</li> <li>Failure: meeting with parents. Last warning. Interventions discussed.</li> </ul>



<b>Date</b>	<b>June 2020</b>
<b>Change Made</b>	<b>Covid-19 Protocol addition</b>
<b>Made By</b>	<b>Mr G Clarke</b>