

Behaviour Quality Mark – Moderation Summary Report

School: Lea Community Primary School

Name of Moderator: Jen Macdonald, PSHE consultant, LPDS.

Date: 2nd September 2025

Accredited with: Gold Standard



	Criteria for Silver	A Criteria for Gold	Comments/Next Steps
Policy	All the criteria have been met and evidenced.	<p>Lea have worked hard over the year to develop a relational policy that reflects and supports the needs of the children. On an annual basis, this is reviewed with all staff officially and shared with wider stakeholders. Parents were quick to mention that they feel clear on the expectations of the children at Lea and speak highly of how staff support their children to thrive.</p> <p>The relational policy is fully embedded within school and there is a dedicated team devising any adjustments that may be needed to support children who may need it.</p> <p>Staff were proud to discuss that there is an open-door policy and that everyone feels that they are clear on the policy, expectations and implementation of this across school.</p> <p>Non-teaching staff feel fully included in the development of this policy and are in attendance for training annually, so they are confident to support children too.</p> <p>The shared respectful language in Lea is clearly set out in policy and embedded in practices across school with high standards of training to ensure consistent application.</p> <p>Children are confident to talk about the expectations in the policy. They also talk about behaviour for learning expectations and can discuss confidently that 'some children get other things to help them learn better but it means we can all still learn'.</p> <p>The emphasis on relational approaches and trauma-informed practices is embedded throughout the school policies and well-embedded through day-to-day practices within school. It is clear from parent voice that this also extends beyond school and families feel supported by the policies and procedures in place to support their children across all areas of learning.</p>	<p>Outreach work takes place to support other schools through the inclusion hub and through the specialist behaviour support offered to other schools too.</p> <p>Policy development work has been offered to other schools on the cohort model demonstrating a commitment to being a 'beacon' school for the BQM.</p>

		All stakeholders are consulted on the behaviour policy and this is shared with governors along with regular dialogue about any changes that may have been made.	
School Culture	All the criteria have been met and evidenced.	<p>Parents are quick to discuss how there is a 'family feel' and that children feel safe when attending Lea. The culture for behaviour for learning is fully-embedded with a whole school approach to ensuring that children can access their learning by being calm and regulated in school.</p> <p>Children know who they can speak to if they feel unsure or worried about anything and were able to share who their '5 trusted adults' were and why upon discussion. This was reiterated with the school assembly to start the year where children were confident to engage with talking about what it means to them to be at Lea. School values are highly present and referred to and embedded across all aspects of school life. The values develop a strong foundation on which a culture of respect, honesty and resilience are built.</p> <p>Children are taught to understand and recognise their emotions from their very first days and there is a commonality of language that helps the children to address this.</p> <p>Staff embody a culture that supports children to thrive and take pride in the learning environment to ensure that they can do this. Each classroom is equipped with a regulation/quiet space which they are taught to use to self-regulate when needed.</p> <p>Further to this, there is a regulation corridor which offers alternative spaces for self-regulation/co-regulation as needed.</p> <p>Children here understand that adults are here to help them with one child writing in a station for other children who visit 'they don't give up on us here'.</p> <p>All adults are respectful to one another and to the children and are confident to support them in thriving in school. There is an inclusive culture within Lea that means that all children feel valued, respected and cared for.</p> <p>Governors were able to comment that they also feel a part of this and can feel it upon the welcome to school they receive from children and staff alike when they visit.</p>	
Relationships	All the criteria have been met and evidenced.	Positive relationships are central to Lea's success and to fostering positive behaviour among its children. This begins with a culture of strong, respectful connections among staff, who feel recognised, listened to, and well-supported. There is dedicated support in place	There are lots of opportunities taken by other schools to visit and see the

		<p>for staff which is highly valued and the sense of 'togetherness' means that there is a strong bond between staff relationships where they strive for successes together.</p> <p>This ethos of care extends beyond the staff team to the children, who feel valued and nurtured. Pupils are quick to express the positive atmosphere, with one child saying, "There are lots people who can help us," and another noting, "there is always someone to talk to if we are worried and it will always get sorted out. They are really good at listening to everybody here even if we don't agree or always follow the rules." As conversations with children continued, they shared sentiments such as, "Everyone is friendly in this school and there is always someone to play with if you ask them."</p> <p>The school's ethos recognises and embodies the philosophy that behaviour is a form of communication, and staff work diligently to understand and meet the underlying needs. All staff have received CPD on behaviour, enabling them to follow clear protocols and respond consistently.</p> <p>School also use the Thrive Approach to identify children who may need additional interventions for emotional support and these are delivered to the children to support them successfully.</p> <p>Staff feel confident in co-regulating with children, supporting them emotionally and behaviourally. The wider community appreciates the school's commitment to building strong relationships with governors recognising that many additional places are requested for children to attend due to the reputation of school.</p> <p>Relationships are strong and the ethos shared with visiting members of staff also feeling they belong and are included. This has been noted by the school EAL tutor who has become an integral part of the Lea family and has supported the children to access their learning as well as working to build strong relationships with children in the wider school. There is a strong feel of inclusion and respect across all the relationships within school which means that (in the words of one child at play time) 'oh, we are all happy here!'</p>	<p>working relationships in action.</p>
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		Relationships are highly praised by the parents too with one commenting how much their child has grown in confidence thanks to the faith that the staff have in her little boy.	
Conduct Around School	All the criteria have been met and evidenced.	<p>Children are welcoming and polite to visitors in school but are also confident to check who is in their school and check that they are safe to be there. Children would ask who I was (politely) and wanted to check my identification. This shows that they understand school is (and should be) their safe place and to this end are cautious of those entering it.</p> <p>All stakeholders have clear expectations of what conduct around school 'looks like' and this is true of both lessons and unstructured time. Training has been to a high standard and continues with regular briefings for all staff on Friday to share key messages, individual strategies in place for children as needed and any identified 'hot spots that may need addressing.</p> <p>Pupils are clear on expectations of how they move around school and the rules and routines around lunchtime and playtimes. Staff are utilised well during unstructured times with calming activities available with staff if they are needed. Staff during playtimes and lunchtimes are familiar with the children and there has been a change in routines this year at lunchtimes that has just been introduced.</p> <p>Conduct around school, routines and expectations are clear. This is well embedded and evident given that with no reminders, on their first assembly back for the year, the children were clear on what to do and how to conduct themselves.</p> <p>Children are also free during playtimes to access their lockers in the corridor/go to the toilets but know the rules about this and adhere to them even without other adults present. Without an adult present, children will move around school sensibly and orderly and then will engage positively when interacted with by others.</p>	Gather some pupil feedback about the changes at lunchtime to see what the impact has been and why.
Curriculum and Learning	All the criteria have been met and evidenced.	The environment has been developed to ensure that children are able to learn effectively. Each classroom is designed around the	

needs of the individuals within it with consistency of behaviour approaches as per the policy.

Staff have thought carefully about creating a learning space that is calm and reduces cognitive overload and which also promotes a sense of independence for the children. The classrooms are well-resourced and reflect the individual needs of the children to ensure that learning is accessible and meaningful.

Children are aware of some of the support devices that are in place for some of the children and when asked about this they were quick to share that 'some children need certain things to help them learn and if we didn't get it for them, it wouldn't be fair'. They were quick to challenge an injustice if I asked what would happen if a child couldn't use a sensory room asking 'why would they not be allowed to if they need it? We are allowed that here'.

There are two sensory spaces in place this year which are well-utilised and planned to support children as needed through planned interventions or to support regulation if needed. Staff have received training on SEMH needs and how to develop the curriculum inputs to support neurodiverse learners to thrive.

Children are highly motivated to learn and understand the expectations of them in lessons and their attitudes to learning are positive. They are clear on the values and how these are demonstrated through all aspects of their curriculum and learning.

Children are intrinsically motivated in a way which is deepened by their knowledge that their teachers believe in them.

The restorative approach is taught through the at various points throughout the school year and through the PSHE lessons as needed. Teachers are adaptable to address issues as they arise and adapt curriculum sessions if needed to do so.

Having been visiting on the first day, I was able to see first hand how new children were welcomed on their first day and settled into school and shared the expectations with others. Having spoken to them again at playtime and asked how they were

		settling in they said 'I'm having the best day, I've already got lots of friends to play with'.	
Inclusion, pupil support and intervention	All the criteria have been met and evidenced.	<p>Lea has worked hard to foster a strong sense of inclusive practice and meeting the needs of the children. There is a strong sense amongst staff that there is an inclusive feel to school which is embodied by the ethos and pupils feel they belong.</p> <p>Lea is an outward looking school. They are keen to develop and improve practices for children by working with the local authority to seek advice should they need it. The staff are constantly seeking opportunities to develop through their CPD (formative assessment projects, Maths Hub, Early Years Leading Teacher) and honing their crafts to ensure that the children receive the best inclusive support and teaching and learning possible. To this end, they are able to develop interventions that are purposeful and suit the needs of children which means that the children feel happy within school.</p> <p>Similarly, it ought to be noted that Lea is instrumental in supporting other local schools (particularly around inclusion) by leading the inclusion hub and supporting BQM launch days to share their good practice. They are open to supporting others and improving outcomes for all to ensure that children are included and their needs met.</p> <p>Staff work hard to ensure that they are adaptable and open to new strategies and evolve to meet the needs of the children who walk through the door.</p> <p>Governors are well-informed of the steps that are being taken to support the children who may need additional support. Similarly, any instances where action may have need to be taken in response to an incident, school are quick to share this with stakeholders and the actions taken.</p>	Continue to support the launch days with the 'journey to inclusive practice' session.
Safety	All the criteria have been met and evidenced.	School are pro-active in keeping the children safe and educating them about the world and community they live in. The dedicated team responsible for safeguarding have built strong relationships with the children and their families which is based on trust and	Continue to develop the PSHE curriculum to reflect the new guidance to be implemented by

		<p>this makes families feel supported. They invest heavily in support to make sure this is right for the children.</p> <p>Lea is confident to adapt and address issues as they arise to ensure that any safety concerns are addressed and that there are a number of key adults and safe spaces available for children to access at vulnerable times. Children feel that they know who these people are and where these spaces are meaning that they can offload their concerns and be heard. Children were able and confident to talk about how the teachers in the school keep them safe and what rules there are to ensure that they remain safe both in school and beyond.</p> <p>The children are exposed to a robust, progressive PSHE education where the lead continually develops this to meet the changing needs in the cohorts.</p> <p>Children were clear on what the procedures and processes would be if they felt someone was being treated unkindly and know that action would be taken to help resolve these issues.</p> <p>There is a clear calendar of events that school uses to promote an anti-bullying culture with a respect for all cultures. Bullying instances are rare and are dealt with highly effectively with the right members of staff for the children involved in solving things using a restorative approach.</p>	<p>2026 with opportunities to rehearse difficult situations and develop the oracy skills to make good choices in the wider world.</p>
<p>Staff support and development</p>	<p>All the criteria have been met and evidenced.</p>	<p>There is a full evidence bank of training that has been put in place and disseminated effectively to staff to ensure that behaviour is good in school. Staff meetings are adaptive to need and will change if issues arise.</p> <p>Weekly briefings for all staff ensure that messaging is consistent and clear so communication is good across school.</p> <p>All staff are invited to the initial training of the year which focuses on behaviour, expectations and safeguarding so all members of the team are clear on the procedures. Non-teaching staff were positive about this and feel that it helps them understand how to better communicate with families and the children.</p>	<p>Continue to offer support for schools embarking on the BQM as a beacon school.</p>

		<p>Supply staff are included in the training that is relevant to them to support behaviour and as part of induction, SLT support training on policies and expectations. There is always support for new members of staff which has been echoed in reports from governors about the support offered to ECTs.</p>	
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There is a heavy emphasis on upskilling all staff to ensure they can react appropriately to situations as they arise.
The colleagues within school were quick to explain how communication is strong and it helps them be aware of any particular 'hot spots' or specific children who may need a different approach to intervention based on their needs.

Children (and their families) trust leaders to take rapid action to resolve concerns and know that they are skilled and trained to do so.

Thank you very much for allowing me to visit school for your moderation day. Lea has been instrumental in the development of the BQM and embodies the highest standards of it to ensure that the children here thrive.

We will look forward to welcoming you to the award ceremony where you will be awarded your gold accreditation.

On behalf of Lancashire County Council, please extend my congratulations and thanks to all who make Lea Community Primary School such a special and happy place to be.

Jen Macdonald.