



Lantern ACADEMY

'Where every child shines'

Positive Behaviour Policy 24/25

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on 24th September 2024

It is due for review in *September 2025* (up to 12 months from the above date).

Signature _____

Date _____

Headteacher

Signature _____

Date _____

Chair of Governors

At Lantern Academy we endeavour to help everyone achieve their potential. We work together as a team to ensure that every child shines.

Lantern Academy Vision

We will build a community at Lantern Academy where the children are more than educated. They will feel valued, respected, safe and supported. All staff will act as good role models empowering children to be able to stand up and be pillars of the community.

As educators we will inspire the love of learning in children and be motivated to make a positive difference to their lives. Together we will strive to remove all barriers towards success and the fear of failure. Children will engage in experiences which will help shape their lives. We will provide a culture of mutual respect and acceptance.

Our school will take pride in leading the children on their journey – both educationally and for life; enabling them to drive their own futures as well as prepare them for living in an ever-changing world.

We will ensure that we work in partnership with parents and carers keeping all regularly informed. Lantern will be the beacon of the community.

Lantern Academy – Where every child shines.

‘You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.’ (Paul Dix, Pivotal Education)

Policy Statement

Lantern Academy welcomes children from all backgrounds. The Trust for the Academy are committed to developing an inclusive school that reflects the diversity of the whole community in Telford and the West Midlands area. Together we are committed to creating an environment where everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Overview

It is a primary aim that every member of the academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on our respect, love and perseverance. The academy’s positive behaviour policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

It is a means of promoting good relationships, so that we can all work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way. It aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.

Aims of the Policy

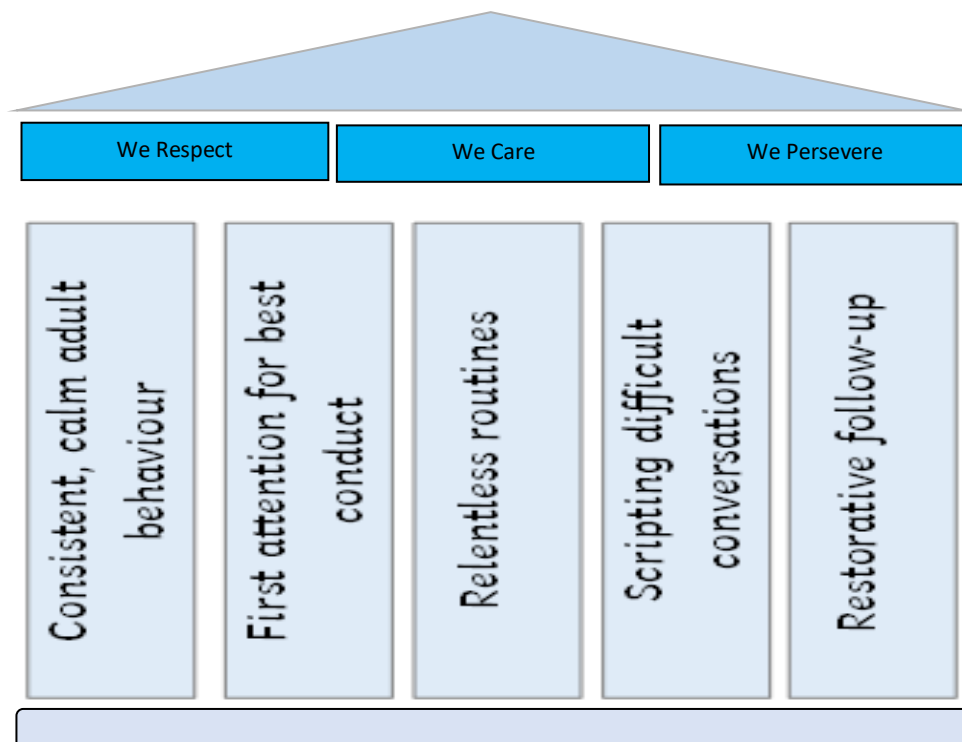
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly and shown respect
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice and embeds our academy values.



Expectation of Adults

We expect every adult to:

- Meet and greet at the door
- Refer to 'We Respect, We Care, We Persevere'
- Model positive behaviours and build relationships with children and each other
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every day
- Be calm and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly
- Walk their class out to the playground and collect them at the end of each transition
- During lunchtime and playtime duty position themselves so they can engage with children and observe playground behaviour. Not stand with other members of staff, playtime and lunchtime are still learning opportunities and children require adult interactions. A number of activities should be available for the children to play with – busy children prevent opportunities for unwanted behaviour

Teaching Staff will uphold the Teachers' Standards (See appendices for a copy of these)

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Be a visible presence around the academy to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go over and above expectations
- Encourage use of Positive Postcards and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here' in most cases

The Headteacher:

The headteacher is not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

The headteacher will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at transitions
- Celebrate staff, leaders and learners whose effort goes over and above expectations
- Regularly share good practice
- Support teachers and middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess our behaviour policy and practice

Recognition and Rewards

We will pay particular emphasis on those learners who go above and beyond our standards. Our staff understand that the use of praise promotes a positive atmosphere in the classroom and that this atmosphere leads to a good environment for learning. Developing positive relationships is the key to effective behaviour management, including with those learners who are the hardest to reach. Children and staff will be recognised for going above and beyond in terms of demonstrating our core academy values, upholding the school rules and displaying a positive attitude. Older children will be given the opportunity to apply for jobs giving them responsibility for promoting and supporting others in managing their behaviour.

At Lantern Academy, we recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
Learning and Effort	Monster Points Behaviour Beads	For good effort in learning and behaviour both in the classroom and around the academy children will be awarded behaviour beads (monster points in EYFS). Children can use these behaviour beads/monster points to exchange for prizes in the behaviour shop
Learning Attitudes	Star of the Fortnight Award	These awards will celebrate efforts and achievement in learning. Teachers will write the certificates and they will be collected by the Head/Deputy boys/girls and shared during our fortnightly Friday celebration assembly.
Learning and behaviour achievement	Friday Celebration Assembly	Every other Friday at 8.50am the school will join together to share the efforts of children across the academy. Certificates will be given out to reward excellence in learning, reading, behaviour, following our values and headteacher's award.
Behaviour, teamwork	Lantern Lights	Teamwork is pivotal in supporting all in high expectations. Children will be rewarded a Lantern Light for working and co-operating together as a team. Examples include during lessons, transitions in and out at playtime and lining up. One Lantern Light can be

		issued for each time the class are seen to be working and supporting each other as a team. The Lantern lights will be counted and the winning class announced in Celebration Assembly. The winning class will choose a reward e.g extra playtime, non-uniform day
Values and Behaviours	Positive Postcard	These will focus on going 'above and beyond' in terms of the academy values and children's behaviour. These will be sent home to the children.
Learning Attitudes, Values and Behaviours	Positive Calls/Messages Home	Any member of staff can call or send a Dojo message home to the parents/carers of a child to celebrate successes at any time, especially when improvement over time has been recognised.
Attitudes, Values and Behaviours	End of term reward	Children who have received three red behaviours or less will be able to join the rest of the academy in a behaviour treat. These take place at the end of each term.

Managing Behaviour

Engagement with learning is always our primary aim at Lantern Academy. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Lantern praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given take up time in-between steps.

Steps for Managing and Modifying Poor Behaviour

Learners are held responsible for their behaviour. Staff at Lantern Academy deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct.

Steps	Actions
1.Redirection	Gentle encouragement, a nudge in the right direction, non-verbal cues, acknowledgement when the right behaviour is seen
2.Reminder	A reminder of our three simple rules: We Respect, We Care, We Persevere delivered 1:1/privately. The adult makes the child aware of their behaviour and the learner has the choice to do the right thing. De-escalate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders and adjustments if necessary. Praise should be given if the learner is able to make changes and demonstrate improved behaviour as a result of the reminder.
3.Caution	A clear verbal warning delivered privately, wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. If the behaviour does continue move the child's name to yellow. Use the phrase: 'Think carefully about your next step'

4.Last Chance	<p>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to a previous example/s of good behaviour.</p> <p>Use the following scripted intervention:</p> <ul style="list-style-type: none"> • I have noticed that you are ... (e.g having trouble getting started, wandering around disturbing others etc) right now. • At Lantern Academy We Respect, We Care, We Persevere • I am going to have to move your name to amber if you can't make the right choices and I don't want to do that because I know you can ... (make the right choice, show me you can improve, listen to what I have said) • Because of that, you need to ... (move to a different table, complete learning at another time) • See me for (E.g) 2 minutes after class/during break (maximum time is 5 minutes) • Do you remember yesterday/earlier/last week when you ... (refer to a positive choice/behaviour they exhibited)? • That's who I expect to see today, I knew you could do it, I am so proud of you, well done ... • Thank you for listening, because you are making better choices, I am moving your name back to yellow, I know you can get it back to green, just keep doing what you are doing now
5.Time Out	<p>The child's name will be moved to red. Time out will be issued and will be away from their classroom, either with another teacher, the Child and Family Support Officer or the headteacher.</p> <p>Any staff member issuing a red behaviour MUST inform the child's parent via a face-to-face conversation, by messaging on Class Dojo or over the telephone.</p> <p>Once the time out is up reset expectations, focus on something they have done well in the past and let them know you believe they are able to show that behaviour again.</p> <p>Child returns to class</p>
6.Repair	<p>This should be a quick chat at break time either in or out of the classroom or a more formal meeting. The following restorative questions MUST be used during this conversation.</p> <p>Restorative Practice:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking and feeling at the time • What have you thought about it since? • Who was/has been affected by what happened? How do you think they have been affected and in what way? • How could things have been done differently? • What should we do to put things right? • How can we do things differently in the future?
Consequences	<p>Up to 5 minutes of time missing break for in-class behaviour</p> <p>Up to 5 minutes of time standing at designated area for in-playground behaviour</p>

	Additional work to be completed at break-time or in the evening, countersigned by the parent/carer and returned to school the next morning. This imposition is so children understand that there are consequences and they need to take responsibility for making up lost learning time but this won't be spent with the teacher.
Follow-up	<p>If a child has three red incidents the class teacher must inform parents/carers. Methods of communication can be via Class Dojo, face-to-face, via the telephone. During this exchange it is important that the teacher emphasises they believe in the child and know they can turn their behaviour round. It should also be made explicit that the teacher and other adults in the classroom are all available to offer support and guidance.</p> <p>If a child has more than three incidents requiring reflection, a face-to-face meeting with the teacher and parent/carer must be arranged. The child and family support officer or head teacher might be invited if deemed appropriate.</p> <p>Any child requiring a behaviour plan will have this shared with their parents.</p>

Serious Incidents

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of all school staff. All serious behaviour matters must be referred immediately to the headteacher.

Serious incidents include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults

Restorative Practice

Lantern Academy uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom and worn on all staff lanyards. Any form of shouting (unless a child's safety is in question), humiliation or sarcasm is not acceptable and staff members found to be doing this will be challenged. Every effort will be made to ensure that other learners are not impacted by a child's misdemeanours. It is all staff's responsibility to establish the truth of a situation and not jump to conclusions because certain children's behaviour isn't always exemplary. A 'cooling down' period may be advisable. During this time, it might be appropriate to advise the child to think about their side of the story and emphasis the consequence won't be as serious if they take responsibility for their behaviour. Respect is earned when children demonstrate honesty. ("While you are calming down, I am going to give you a few minutes to think about exactly what happened. I'd really appreciate it if you took responsibility for your behaviour as it would make me believe I can trust you").

Issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Recording

Our behaviour incidents are logged on CPOMS under the category 'Behaviour'. Staff have access to blue behaviour forms which can be used to gather evidence and also actions regarding the incident. These forms include the restorative conversation. It is an expectation that staff have restorative conversations, when the child is able to address the behaviour. The child should always be given the chance to explain what happened and also what they need to do to put it right. When the restorative conversation has been actioned, this should be noted on the behaviour log.

Exclusions

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' Paul Dix

At Lantern Academy, we believe that exclusion should be used as a last resort as they are not an effective means of moving behaviour forward. Often children excluded from their peers and classroom for long periods of time believe they are being abandoned and isolated by the adults they are supposed to be building a positive relationship with. Nevertheless, in order for children to achieve their maximum academic potential in school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy a Team Around the Child (TAC) meeting will be scheduled at the earliest convenience to determine the next step. Where exclusions do happen it is the responsibility of the classroom staff to ensure that any missed learning is taught. This will ensure that learning gaps are not created. Assembly time, sending work home or giving the child the option of missing some of their free time are all acceptable opportunities for ensuring the missed learning is taught.

Exclusions can take the form of:

- Exclusion at playtime/lunchtime from the playground
- Exclusion from an after-school club
- Internal exclusion with the child and family support officer. This time will be spent looking at cause and effect. A spidergram with how, why and who has been affected by their behaviour will be produced and a conversation had. A discussion will take place with steps to prevent a similar thing happening again. The spidergram will be shared with the class teacher so, if necessary, it can be discussed if a similar incident arises. This exclusion will last between 1 lesson and half a day. The length will be determined during the TAC meeting when the seriousness of behaviour is discussed in full.
- An internal exclusion with the headteacher. This will take place either in the headteacher's office or in the bungalow and will last between half a day and a full day. Again, the length of time will be determined in the TAC meeting. It is logical that

if the internal exclusion with the Child and Family Support Officer has already been used and has not been successful that this is the next step

- If it is felt that keeping the child in school would seriously harm the welfare of the child or others in school, the headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the child to complete at home. Relevant paperwork identifying the misdemeanour and reason for exclusion will be made explicit and provided for parents. Following a fixed-term exclusion a reintegration meeting must take place to discuss the best way to move forwards in supporting the child.

Each day is a new day and once the behaviour has been dealt with it is expected that the child will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education says that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion.

The Local Governing Body of Lantern Academy agrees that all policies and procedures are in place to support the inclusion of all pupils,

Permanent exclusion should only occur when a risk assessment indicates the child/ren remaining in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Language used by Adults

At Lantern Academy, staff understand that children are learning about themselves, their emotions and those of others. They understand that sometimes children make poor choices or behave in response to physical changes in the brain's chemistry. Adults at Lantern Academy will never use emotive, outdated and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender'. This is language associated with the criminal justice system.

Continuous Professional Development

Constant reminders regarding supporting children and their behaviour are provided to staff. We use time within our staff development calendar to embed our behaviour strategy. In staff briefings the team are reminded about approaches to managing behaviour needs and how different children require adapted approaches. The Lantern Way is displayed on the minutes to staff and around the academy, so we use a consistent voice. Teachers and Learning Support Mentors come together for training and also receive training specific to their roles.

Childrens' conduct Outside of our Academy

Section 89(5) of the Education and Inspections Act (2006) gives headteachers and teacher a specific statutory power to discipline children for misbehaving outside of the school

premises. In these circumstances they are able to regulate a child/rens behaviour in these circumstances 'to such an extent that is reasonable'.

Subject to the academy behaviour policy the teacher may challenge inadequate behaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to and from the academy
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another child or member of the public
- Could adversely affect the reputation of the academy

Children with Social, Emotional and Mental Health Needs

Children who exhibit behavioural problems as a result of identified Social, Emotional and Mental Health (SEMH) needs are placed on the school's SEND register and provided with an Assess Plan Do Review plan to support them.

In these cases, the Child and Family Support Officer and/or SENDCo will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as ELSA, Time to Talk, Drawing and Talking Therapy as advised by the Child and Family Support Officer and/or SENDCo, outside agencies, and according to advice from the educational psychology service where appropriate.

Searching, Screening and Confiscation

We follow the Department for Education (DfE) advice and statutory information regarding this (Searching, Screening and Confiscation: February 2014, DfE). If it is deemed that a child requires searching, screening or an item confiscated a member of staff will let the child's parent/carer know why it has happened. If there is a need for more frequent searches, screening and confiscation of items a risk assessment will be drawn up and signed by the child's parent/carer. This risk assessment will need to be regularly reviewed.

Power to Use Reasonable Force

Physical contact may be used by all members of the academy staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by Telford and Wrekin Local Authority. Children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Only academy staff that have received appropriate training will physically restrain a pupil. (Further reference and guidance can be made to the Academy

Physical Restraint Policy). If a child's safety is in question, then any staff member can restrain a child. Again, staff should refer to the Academy Physical Restraint Policy, complete the necessary paperwork and inform the headteacher following a restraint.

Reasonable force can be used to

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts an academy event or an academy trip or visit;
- prevent a pupil leaving the classroom or academy site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force cannot be used

- as a consequence – it is always unlawful to use force as a sanction.
- Any occasions when reasonable force is used will be recorded.

The academy will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

The Lantern Academy Way:



At Lantern Academy we:

- Have high expectations of each other and ourselves
- That our behaviour and respect to each other underpins everything we do

Visible Adult Consistencies

- Meet and greet
- First attention to the more positive examples of behaviour
- Calm and
- caring

Lantern Academy Rules

- We Respect
- We Care
- We Persevere

Going Above and Beyond

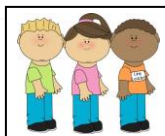
- Values
- Attitude
- Effort
- Initiative

Relentless Routines:

Wonderful Walking



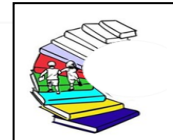
Legendary Lining-Up



Heroic Hands-Up



Terrific Transitions



Behaviour Management Steps:

1. **Redirection** a nudge in the right direction
2. **Reminder** a private reminder of our three simple rules: We Respect, We Care, We persevere.
3. **Caution** a clear verbal warning outlining behaviour and consequences. Move child's name to yellow and use the phrase: **Think carefully before your next step**
4. **Last Chance** speak to the child privately and give them one final chance to engage. Use script to support.
5. **Time Out** child's name will be moved to red and time out issued in a safe space, another classroom, nurture room
6. **Repair** Lantern Academy restorative practice to be used here.

Last chance script

- I have noticed that you are ... (e.g having trouble getting started, wandering around disturbing others etc) right now
- At Lantern Academy We Respect, We Care, We Persevere
- I am going to have to move your name to amber if you can't make the right choices and I don't want to do that because I know you can ... (make the right choice, show me you can improve, listen to what I have said)
- Because of that, you need to ... (move to a different table, complete learning at another time)
- See me for (E.g) 2 minutes after class/during break 8 (maximum time is 5 minutes)
- Do you remember yesterday/earlier/last week when you ... (refer to a positive choice/behaviour they exhibited)?
- That's who I expect to see today, I knew you could do it, I am so proud of you, well done ...
- Thank you for listening, because you are making better choices, I am moving your name back to yellow, I know you can get it back to green, just keep doing what you are doing now

Restorative Practice:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who was/has been affected by what happened? How do you think they have been affected and in what way?
- How could things have been done differently?
- What should we do to put things right?
- How can we do things differently in the future?

The Teacher Standards



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

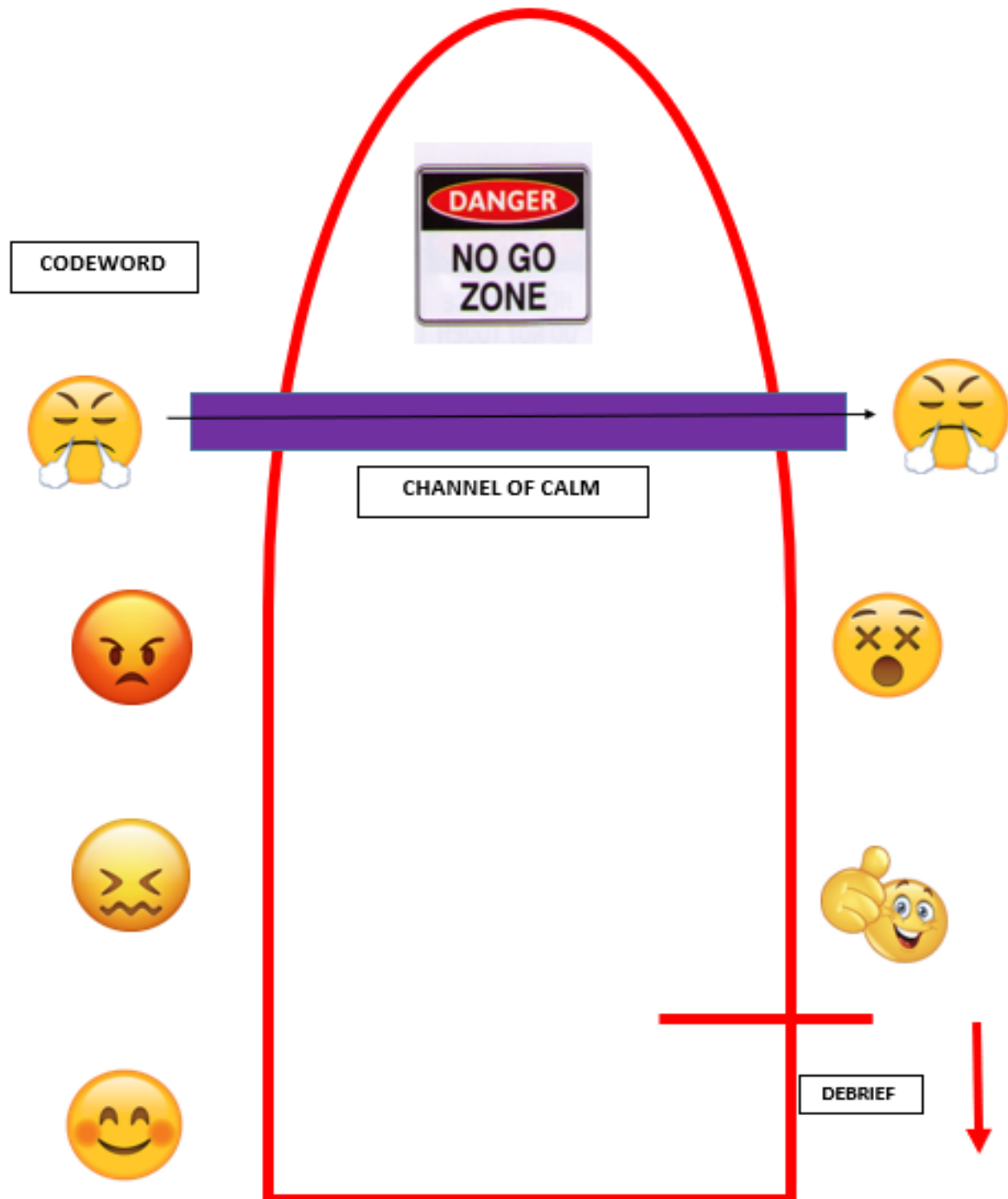
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

For some children trying to engage in a conversation when they are in a heightened state is not appropriate. Some children require time to regulate and prefer to communicate through actions and pictures. The Lantern Anger Arch may be used as a tool for the child to demonstrate the stage of frustration they are showing. A restorative conversation should still always happen at the end of the Anger Arch being used. Copies of these can be found in the staff room.

Lantern Academy Anger Arch



Bespoke Behaviour Support

We recognise that some children within our academy present with reasons where controlling behaviour outbursts requires support above and beyond this policy. Building positive and consistent relationships is key to supporting these children. Bespoke plans and reward systems may be implemented to make the expectations chunked into manageable portions.

If, and when necessary, we will consult with external agencies, such as the Behaviour Support Advisory Team and the Educational Psychologist for guidance and advice. Working together we implement plans including safe spaces which children can access when needing time to regulate their behaviour and timetabled brain breaks enabling them to always work to a reward.

Behaviour Action Plans

We recognise that some children have more difficulty in managing their behaviour and regulating their emotions. Children who receive more than three reds will be moved to a behaviour action plan. The child will choose a 'trusted adult' who is different to their teacher or LSM. Initially the child will meet with either the Child and Family Support Officer or the Headteacher to set and agree the targets. The child should be leading this discussion and taking ownership for their behaviour and ways they can improve it. For younger children or children with more entrenched behaviours one target maybe appropriate initially. Once the targets are set the child and trusted adult will share them with the class teacher. Parents/carers should also be informed here, and the action plan shared with them. It MUST be added to the behaviour folder on Sharepoint. Weekly meetings will take place with the child and trusted adult to discuss, reflect and adjust targets.