



Lantern ACADEMY

‘Where every child shines’

Positive Behaviour Policy 25/26

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 26th September 2025

It is due for review in *September 2026* (up to 12 months from the above date).

Signature _____

Date _____

Headteacher

Signature _____

Date _____

Chair of Governors

Contents Page

1.1 Policy Introduction	Page 3
1.2 Lantern Academy Vision	Page 3
2.1 Policy Statement	Page 3
2.2 Overview	Page 3
2.3 Aims of the Policy	Page 4
2.4 Purpose of the Policy	Page 4
3.1 Behaviour Policy Principles	Page 5
4.1 Expectation of all adults	Page 5
4.2 The Headteacher	Page 6
4.3 The Deputy Headteacher	Page 7
5.1 Rewards and Recognitions	Page 7
6.1 Managing Behaviour	Page 8
6.2 Steps for Managing and Modifying Poor Behaviour	Page 8
6.3 Serious Incidents	Page 10
6.4 Restorative Practice	Page 10
6.5 Recording	Page 11
7.1 Exclusions	Page 11
7.2 Permanent Exclusion	Page 12
8.1 Language used by Adults	Page 12
9.1 Continuous Professional Development	Page 12
10.1 Children's Conduct Outside of our Academy	Page 12
11.1 Children with Social, Emotional and Mental Health Needs or are considered to be Neurodiverse	Page 13
12.1 Searching, Screening and Confiscation	Page 13
13.1 Power to Use Reasonable Force	Page 13
13.2 Reasonable force can be used to	Page 14
13.3 Reasonable force cannot be used to	Page 14

Appendices

1. The Lantern Academy Way, a one-page policy reminder for every classroom and common area	Page 15
2. The Teacher Standards	Page 16
3. The Lantern Academy Anger Arch	Page 17
4. Bespoke Behaviour Support including a template of an Individual Behaviour Support Plan with suggestions	Page 18
5. Individual Behaviour Support Plan Template	Page 19
6. Example Personal Reward Chart	Page 20
7. Behaviour Log	Page 21

1.1 Policy Introduction

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

1.2 Lantern Academy Vision

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

As educators we inspire the love of learning in children and are motivated to make a positive difference to every child's life. Together we 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 academy takes 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 ensure that we work in partnership with parents and carers keeping all regularly informed. Lantern is 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)

2.1 Policy Statement

Lantern Academy welcomes children from all backgrounds. The Learning Community Trust 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 own behaviour and encourage others to do the same.

2.2 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.

We proactively design our learning environments to be predictable and comfortable for all children. This includes having consistent and approachable teaching teams, visual schedules and clear routines, sensory regulation spaces and movement breaks and a flexible reward system that are tailored to individual needs.

2.3 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
- To ensure all adult use de-escalation and restorative practices when correcting or managing behaviour
- To provide information on how to support all children, regardless of their needs

2.4 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
- Incorporate a trauma-informed approach ensuring adults support emotional regulation and build trust
- Identifying children who may require additional support and creating individualised behaviour support plans
- Provide strategies or involving parents and the wider community in encouraging and expecting positive behaviour
- Training requirements to ensure the policy remains effective and inclusive

3.1 Behaviour Policy Principles

Our Behaviour Policy is based on the five principles laid out in the Learning Community Trust behaviour policy and incorporates both our academy vision and values as well as the Trusts.

The Learning Community Trust 	A Trust with a Heart	Successful Young People	Never Leave a Child Behind	Learning For All
	Thriving Community	Respect For All	Together We Are Stronger	Coping With the Challenges of Life
Principle 1	Principle 2	Principle 3	Principle 4	Principle 5
To know and understand our young people and their influences to create an inclusive community and culture where they belong, feel safe and confident.	Teach positive learning behaviours alongside managing misbehaviour. Where our young people, community and staff recognise the importance of being respectful, kind, well-mannered and accepting of others.	Install research driven, consistently applied behavioural policy that is embedded into our young people and staff habitual behaviour. A policy that drives and maintains a culture of high expectation and social norms at all times.	To know and understand how to use effective and consistent behaviour management strategies to support good classroom behaviour. Ensuring that all of our young people engage in a full curriculum offer alongside behavioural support strategies.	To create a school structure that enables the use of targeted and flexible approaches that meets the needs of individuals.
Lantern Academy Values 	We Respect		We Care	We Persevere

4.1 Expectation of all Adults

It is an expectation that every adult:

- Meet and greets the children on the playground and on the door in the classroom
- Refer to our academy values - 'We Respect, We Care, We Persevere'
- Model positive behaviours and build relationships with children and each other
- Discover 'ways in' for children displaying negative behaviours
- Plan lessons that engage, challenge and meet the needs of all learners
- Start each day by going through the visual timetable so every child knows the expectations for the day
- 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
- Never ignore or walk past learners who are displaying negative behaviour
- Always talk to children, staff, parents and the wider community the way you would want your child or family to be spoken to
- Recognise whether a child is being defiant or their neurodiversity is impacting their ability to communicate
- Provide space and time for a child to regulate, without adult intervention
- For children who present with greater challenges in regulating their behaviour, make time for them to discuss what is effective and not effective in helping them to regulate
- 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
- Follow up every time, retain ownership and engage in reflective dialogue with learners

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

Taken from the preamble of the Teachers' Standards:

'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.'

4.2 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 support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess our behaviour policy and practice

4.3 The Deputy Headteacher:

The Deputy Headteacher will deputise in the Headteacher's absence ensuring the expectations identified above are followed. Again, they are not expected to deal with behaviour referrals in isolation.

5.1 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.

6.1 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, particularly for those children who have or may have neurodiverse conditions. 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.

6.2 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. A focus on being positive.
2.Reminder	A reminder of our three simple rules/values: We Respect, We Care, We Persevere delivered 1:1/private. Children's behaviour should not be singled out in front of other learners. 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. Children's behaviour should not be singled out in front of other learners. If the behaviour does continue Use the phrase: 'Think carefully about your next step' Here part of playtime could be used so that redirection can take place. Celebrate something the child has done well, however small that maybe, and remind them they are in control of their behaviour. In early years, the children may have to spend some time away from the other children on the sad cloud.
4.Last Chance	Speak to the child 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. Use the following scripted intervention: • 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 sure you would like all of your lunchtime with your friends so I really don't want to have to use some of it so we can have a conversation. Make sure then a positive interaction follows e.g I know you can ... (make the right choice, show me you can improve, listen to what I have said) • I am going to give you a few minutes to think about/calm down ... • Because of that (behaviour), you need to ... (move to a different table, complete learning at another time) • 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 you'll be able to

	go out at playtime/lunchtime with your friends now ...
5. Time Out	Time out will be issued and will be away from their classroom, either with another teacher, in the office at the Concentration Station, with the Child and Family Support Officer or the Headteacher. Any staff member issuing a time out MUST inform the child's parent via a face-to-face conversation, by messaging on Class Dojo or over the telephone. 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. Child returns to class
6. Repair	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. Restorative Practice: • What happened? • Who was/has been affected by what happened? How do you think they have been affected and in what way? • What should we do to put things right? • How can we do things differently in the future? The following additional restorative conversation prompts may also be applicable to use, particularly with older children: • What were you thinking and feeling at the time? • What have you thought about it since? • How could things have been done differently?
Consequences	Up to 5 minutes of time missing break for in-class behaviour where a restorative conversation takes place Any work not completed should be done during a break-time or lunchtime. If work is persistently not completed during lesson time then it should be sent home 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. If this happens three times or more in a half term, then the Headteacher, Deputy Headteacher or Child and Family Support Officer should be informed so they can meet with the child. At this time a meeting with parents/carers could also be scheduled.
Follow-up	If a child has <u>three 'time out' sessions</u> 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. For any child receiving more than three time out sessions, the teacher should speak to either the Headteacher, Deputy Headteacher or Child and Family Support Officer to determine whether it is appropriate for the child to be placed on an Individual Behaviour Support Plan (a copy can be found in the appendices). As with Learning Plans, the parents/carers and child must be involved in the writing and review of this.

6.3 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 or Deputy Headteacher.

Serious incidents include:

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

6.4 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 emphasise 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.

Whilst this behaviour policy needs to be followed for all children, as staff we must recognise that there are some children who may require additional bespoke strategies to support them, particularly if it is considered they have an additional need, a neurodiverse condition or have suffered trauma during their life. The same steps must be followed, however, if any child is involved in a serious behavioural incident (bullet pointed in section 6.3).

6.5 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 and ensure steps are taken to put things right. 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.

7.1 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 times 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 (if the negative behaviour occurred during the after-school club itself).
- A move to a different classroom or the office so both the adults in the classroom and child have some time out to regulate before repairing the negative behaviour and relationship. This should be for no more than one lesson. Where this happens, it is the responsibility of the child’s class teacher or another staff member within their classroom to ensure any lost learning is delivered.
- An internal exclusion with either the Child and Family Support Officer, Deputy The length of time will be determined dependant on the behaviour exhibited. It is logical that if an internal exclusion has already occurred with either the Child and Family Support Officer or Deputy Headteacher and has not been successful that the next exclusion should be with the Headteacher.
- 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.

7.2 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.

8.1 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.

9.1 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.

10.1 Children's 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 child who attends 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

11.1 Children with Social, Emotional and Mental Health Needs or are considered to be Neurodiverse

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 a Learning Plan that follows the Assess Plan Do Review cycle to support them.

We also recognise that at times the behaviour policy may not be fit for purpose for certain incidents and bespoke strategies, known to be effective for individual children, are used instead. Suggestions include a

child spending a period of time in a dedicated 'Safe Space', regulation activities for example colouring, play dough, kinetic sand or Lego, brain breaks or walks. Adults should use their initiative to decide whether the child is ready to engage in a restorative conversation at this time or whether this should be held at a later point. Appropriate training is provided allowing all staff to recognise the difference between misbehaviour and a behaviour interruption.

With children fitting into these categories, 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, Think Bricks 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.

12.1 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.

13.1 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 child. (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, log the incident on CPOMS and inform the headteacher following a restraint.

13.2 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 child behaving in a way that disrupts an academy event or an academy trip or visit;
- prevent a child leaving the classroom or academy site where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts.

13.3 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

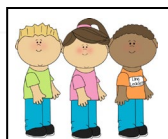
- We Respect
- We Care
- We Persevere

Relentless Routines:

Wonderful Walking



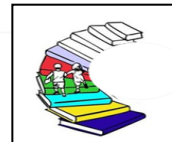
Legendary Lining-Up



Heroic Hands-Up



Terrific Transitions



Behaviour Management Steps

1. **Redirection** – A gentle nudge in the right direction, non-verbal cues, acknowledgement of the right behaviour
2. **Reminder** – A private reminder of our academy values/rules
3. **Caution** – A clear privately delivered verbal warning of the possible consequences should the behaviour continue
4. **Last Chance** – use of scripted intervention
 - * I have noticed that ...
 - * At Lantern We Respect, We Care, We Persevere ...
 - * I am sure you don't want to miss any of your play/lunchtime
 - * I am going to give you a few minutes to think about/calm down
5. **Time Out** – This will be away from their classroom. Staff issuing a time out **MUST** inform parent/carer
6. **Repair** – A conversation to be held at break/lunch and include the restorative conversation prompts

Restorative Conversation Prompts

These prompts MUST be used

- What happened?
- Who/what has been affected by what happened? How have they/it been affected?
- How could things have been done differently
- What should we do to out things right?
- How can we do things differently in the future?

These are additional prompts that could be used with older children

- What were you thinking and feeling at the time?
- What have you thought about it since

All restorative conversations need to be recorded as part of the behaviour log.

Lantern Academy Rewards

- Monster Points (EYFS)
- Behaviour Beads (Y1 – 6)
- Lantern Lights (teamwork)
- Stickers
- Celebration Assembly awards
- Postcard home
- Responsibility in the classroom
- Responsibility across the academy



Department
for Education

Teachers' 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, articulation 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.

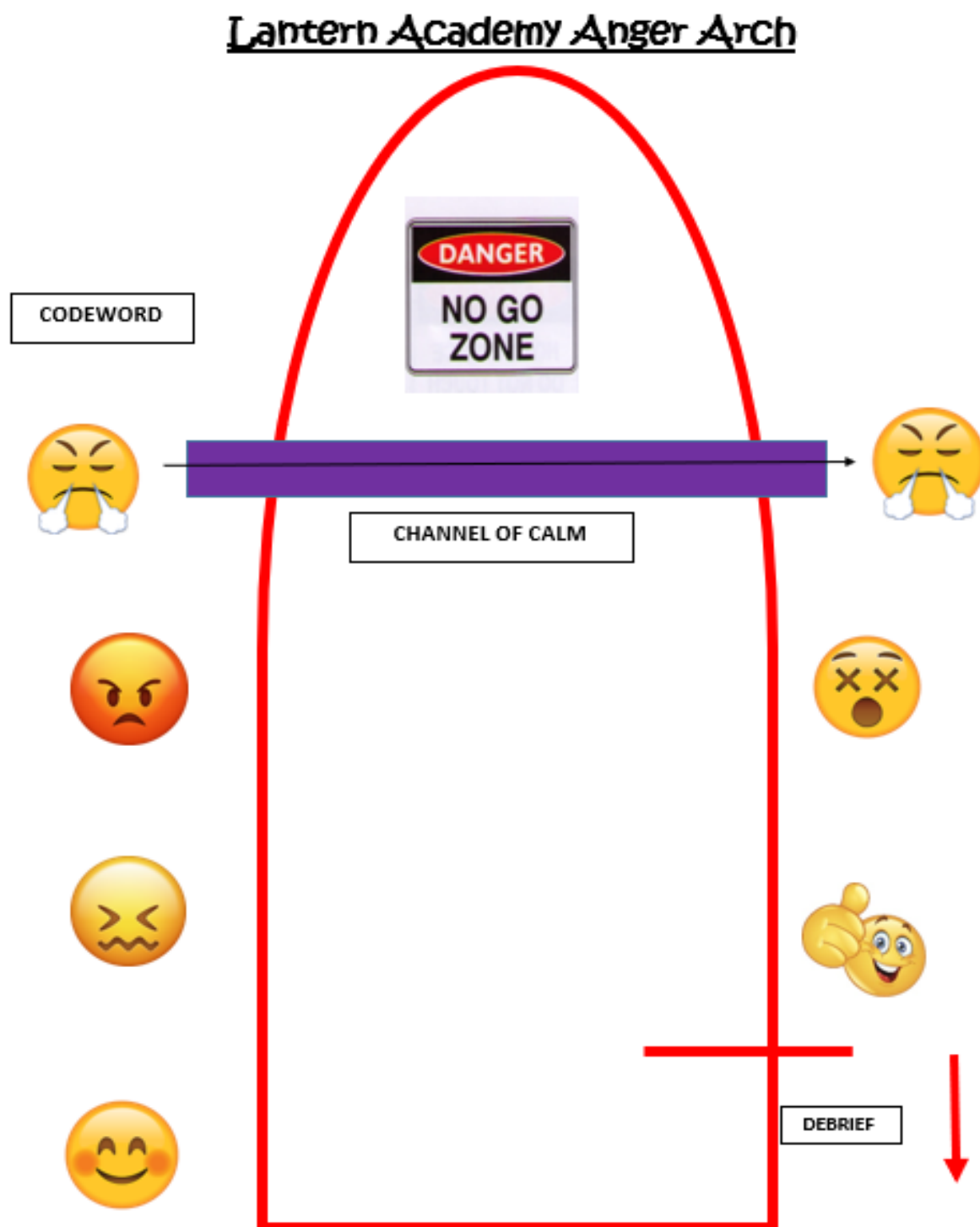
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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.

Lantern Academy Anger Arch

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.



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.

Individual Behaviour Support Plan

We recognise that some children have more difficulty in managing their behaviour and regulating their emotions. Children who receive more than three time out sessions will be moved to an Individual Behaviour Support Plan. The child may 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.

Below is the template for the Individual Support Plan with suggestions:

Child's Name:	Class and Year Group:	Date:
No. Support Plan:	Created By:	Staff Member Responsible:
Diagnosis/Identified Need: If you believe a child is neurodiverse, put this in e.g – using recognised strategies for a child with ADHD/ASD. Referral submitted/to be submitted to CAMHS		Preferred Communication Style: e.g when demonstrating refusal type behaviour prefers to be left alone to regulate with an adult checking in to see if he/she is ready for a conversation
Strengths: Describe the child's strengths, interests and preferred activities	Needs: Outline the child's sensory, emotional, social and learning needs e.g – prefers not to wear shoes when showing defiance prefers to be left alone Dysregulates when faced with a challenge, particularly when art related	Triggers: Identify known triggers that may lead to distress or dysregulation, e.g Art Adults shouting Losing a game Having to stay in for intervention Changes in their normal routine
Support Strategies: List proactive strategies to support the child and prevent escalation, e.g Use of safe space or a timer	Response to Behaviour Describe how staff should respond to behaviour, including se-escalation and restorative approaches e.g, distract using a conversation about football, offer a drink and/or food	Monitoring and Reviewing: Explain how the plan will be monitored, reviewed and updated. Include frequency and responsible staff
Child's Voice: Similar to that in Learning Plan	Parent/carers Voice: Similar to that in Learning Plan	External Agency Strategies: List a maximum of 3 strategies you are going to use from external agency recommendations

Individual Behaviour Support Plan

Child's Name:	Class and Year Group:	Date:
No. Support Plan:	Created By:	Staff Member Responsible:
Diagnosis/Identified Need:		Preferred Communication Style:
Strengths:	Needs:	Triggers:
Support Strategies:	Response to Behaviour	Monitoring and Reviewing:
Child's Voice:	Parent/carer Voice:	External Agency Strategies:

Example reward chart, where positive behaviours are collected. This is prepared with the child and involves them when completing. A copy for editing can be found in SharePoint:

??'s Reward Chart



Mon							
Tues							
Wed							
Thurs							
Fri							

- I will collect smiley faces for making the right choices.
- Each smiley face is worth 2 minutes in Conkers with Miss Kirsty at the end of the day
- Pine is a place I can go to help me calm down

Week beginning: _____

Mon	No of smiley faces
Tues	
Wed	
Thurs	
Fri	

Master Behaviour Log, copy can be found in SharePoint

Behaviour log for: _____ Week beginning: _____

Day	Time/code	Time/code	Time/code	Time/code	Time/code	Time/code	Time/code	Time/code	Time/code	Time/code
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Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Codes	A – Attitude	AB – Aggressive Behaviour	I – Not following Instructions	O – Off task	N – Not enough work	H – Heightened	R – Refusal	PI – Playground Incident
	U – Unkind	R – Refusing to work	RI – Refusing to follow instructions	L – Inappropriate Language	PA – Physical aggression	S – Swearing	T – Toilet Visit	LI – Lunchtime Incident