



Lantern ACADEMY

'Where every child will shine.'

Positive Behaviour Policy 23/24??

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 ???

It is due for review on ??? (up to 12 months from the above date).

Signature _____

Date _____

Headteacher

Signature _____

Date _____

Chair of Governors

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.

Aim of our Academy – Inclusion for all

Lantern Academy welcomes children from all backgrounds, faiths and no faith. The Sponsors of the Academy are committed to developing an inclusive school that reflects the diversity of whole community in Telford and the West Midlands area. [add 'the' of THE whole](#)

1. 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 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. [the ACADEMY'S positive behaviour policy](#)

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.

OUR 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 will shine.

OUR ACADEMY VALUES

- We Respect
- We Care
- We Persevere

OUR STATEMENT OF PRINCIPLES

At Lantern Academy, we know that our children are taught effectively and have the opportunity to learn through a variety of quality experiences. It is our intention that children should be safe and happy throughout the academy day.

To enable this to happen, we believe that all members of the academy community, children, all staff, parents/carers and governors should:-

- * ensure consistency in adhering to this policy
- * expect good behaviour to be rewarded and negative behaviour to have consequences
- * involve parents in helping children at each stage
- * respect and support each other, demonstrating a responsibility for others
- * show respect for the academy environment and equipment
- * care about the safety of everyone
- * help themselves and others to learn
- * have high expectations for their own and others' behaviour
- * be listened to and listen to others
- * treat others in a fair, consistent and calm way
- * expect the relationship between, children, parents and teachers to be one of trust
- * recognise achievements
- * make a positive contribution and recognise the contribution of others

OUR ACADEMY ETHOS

Our ethos is based on our distinct Christian values. These are the values which underpin the academy's this policy. Our strategies for promoting good behaviour are based on children understanding that they make decisions about their own actions. Children are rewarded for making the right decisions (following our values and rules) and supported to deal with the consequences if they make the wrong decisions. [the academy's 'THIS policy?](#)

We understand the importance of positive reinforcement and as a whole academy we support our children through a variety of age appropriate rewards. It is essential that boundaries of acceptable behaviour are consistently applied by all staff. This will be completed through team/staff briefings.

Positive Behaviour

We strongly believe that promoting the importance of positive behaviour, living out our core values and being consistent in approach will enable us to achieve our aims.

Children are expected to uphold our academy rules and values at all times – in the academy and when representing the academy externally. It is important to show appreciation of the children who are making the right decisions and following the academy values and rules. The whole academy community must promote respect for each other, respect for learning and respect for property. The academy values and rules as well as this policy are used to lead and support this goal. This policy is designed to

promote good behaviour for the benefit of everyone in academy and its community. The academy must challenge the unacceptable behaviour to support the development of responsible young people.

Rewards

Rewarding children is a more effective tool in promoting good behaviour than punishments, although the applications of sanctions may be necessary on occasions. Effective rewards should motivate children, and as such they should have some ownership of the systems in place.

To reinforce good work/learning behaviour, good social behaviour and positive attitudes we use a range of rewards such as:-

- Verbal praise
- Behaviour Points – Beads which can be exchanged at the Behaviour Shop
- Stickers and certificates
- Praise and recognition in weekly celebration assemblies through staff selection (certificate)
- Golden Table and Cup of Kindness awards every Friday
- Personal Behaviour goals which are collected across the half term/term and will go towards a special behaviour treat
- Specific awards for attendance at individual and class level

It is important that all stakeholders recognise and understand that once a consequence has been actioned that the 'slate is wiped clean.' Every day is a new day and a fresh start.

How do we manage unacceptable behaviour?

An agreed series of consequences have been written to deal with unacceptable behaviour both during class and non-class activities.

Stepped Approach Consequences

Stage 1 – Child is on green: Possible consequences for minor unacceptable behaviours:

- Quiet verbal reminder
- Discussion with teacher/TA/Lunchtime Supervisor on behaviour and how to modify it and why
- Explain to the child that if their behaviour continues they will be moved to amber on the behaviour system
- Time out within classroom/lesson/playground e.g. sit out of the lesson for set time/spend time in the Calm Corner
- Often praising good behaviour (e.g. 'Thank you to all of you who are....') has a positive effect on those not making the right decisions

Stage 2: If stage 1 strategies have not worked then:

- The child's name would be moved amber on the behaviour system. 'to' amber
- Sanctions used in stage 1, including using a time out space to calm down, could be used again
- Pupils may be asked to miss part or of their playtime
- Adults would continue to remind the pupil/s of good behaviour and expectations and continue to remark on pupils acting as good role models
- Adults will talk to the child in order to establish the root of the behaviour so that the issue can be addressed
- An adult may use restorative practice, where appropriate, so a pupil has the opportunity to put right their actions

Stage 3: If the previous actions are still not working

- The child will be moved to yellow on the behaviour system
- The pupil will be reminded they have lost one of their behaviour points which could affect whether they can participate in the end of term treats
- The child will be isolated from their peers and have to sit on a table on their own. If the child has persistently been misbehaving an internal exclusion maybe executed here.
- The child has to miss part or all of their lunch time and/or break times
- Calm down spaces and time out can still be used where necessary
- Restorative practice will be used so a pupil has the opportunity to put right their behaviour or actions occurring from their behaviour
- Dependant on the behaviour the child or member of staff may have to call the child's parent/carer to explain their behaviour to them. Staff may also choose to speak to parents at the end of the school day.
- The pupil will be reminded of further consequences if their behaviour does not improve
- Role models within class continue to be used to emphasise good behaviour
- Staff and/or SLT members will remind the child of what could happen if their behaviour does not improve.

Stage 4: If behaviour is still not improving and the child presents a risk to themselves or others within the academy then:

- The child will be moved to the red section of the behaviour. This requires the staff member to complete a quick log on BromCom explaining the behaviour.
- Discussions will be held with the child regarding the incident/s and a decision made as to an appropriate sanction. Sanctions include losing all or part of their playtime and/or lunch break, internal exclusion, external exclusion and meeting with parents.

- Some behaviours may warrant moving a child directly to the red section of the behaviour system without going through the previous colours. Children who display violence towards a member of staff or another child will automatically trigger a red behaviour. Bullying and racial incidents are also other behaviours which would automatically be logged as a red incident.

Because all behaviour incidents are dealt with at the time of happening every child's name will return to green at the beginning of the new day, this allows a fresh start for all.

On the first day of each new week every child will return their name to superstar and the behaviour system will start again.

Physical restraint/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 and training undertaken; 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)

Statement on the use of Physical Interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. to comfort a pupil in distress (so long as this is appropriate to their age);
2. to gently direct a pupil;
3. for curricular reasons (for example in PE, Drama etc);
4. in an emergency to avert danger to the pupil or pupils;

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

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 sanction – 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.

Discipline beyond the academy grounds

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from the academy, taking part in any academy organised or academy related activity, wearing academy uniform or in some way identifiable as a pupil at the academy), the academy may enforce its right to apply a consequence to a pupil in the academy.

Examples of this may include:

- continued bullying of a pupil outside of the academy
- use of cyber bullying outside of the academy
- inappropriate behaviour taking place close to the start/end of day when pupils are in academy uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the academy
- behaviour that could adversely affect the reputation of the academy

FURTHER SANCTIONS

Internal Exclusion

Internal exclusion will be at the discretion of the Leadership Team and will be in response to a culmination of behaviour incidents or extreme and serious single incidents. Internal exclusions will only happen after reaching red on the behaviour system and if it is deemed necessary. Any pupil on internal exclusion will not be allowed out to play and must spend lunchtime with a member of the teaching staff. Parents will be made aware that an internal exclusion sanction has been issued and the reasons why.

Fixed Term Exclusion.

- Only the Headteacher has the power to exclude a child from the academy. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one academy year. Parents have the right to make representation to the Governing Body but the Governors cannot overturn the decision, neither can they convert a fixed term exclusion into a Permanent Exclusion.
- A decision to externally exclude will only be taken when all other possibilities and strategies have been implemented or the severity of the incident warrants this procedure to be actioned
- Parents will be called and informed of the reason for the exclusion by a member of staff
- A letter will be provided to the parent signed by the Headteacher, or chair of the governors, in her absence. The letter will state the reason for exclusion, the time period the child will be excluded for and a date and time for a post exclusion meeting
- The chair of governors will be informed of all Fixed Term Exclusions
- A post exclusion meeting will be held with a relevant member from of the Lantern Academy team before the child is reintegrated back into class.
- Once the Fixed Term Exclusion has been completed the child will move their name back to green and the behaviour policy stages will start again

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Trigger point	Action	By whom?	Recorded
3 internal exclusions	Headteacher to write a letter to parents warning that child is at risk of external exclusion, and offer a meeting with them	Headteacher	Head teacher letter home
2 external fixed term exclusions	Chair of Governors to write to parents stating that pupil may be at risk of permanent exclusion.	Chair of Governors	Governors letter home.

Permanent Exclusion Procedure

A child should only be permanently excluded from the academy if they have seriously or persistently broken the academy's behaviour policy and it would seriously harm the education or welfare of themselves or others if they stayed in academy.

Parents have the right to challenge the exclusion by making representation to the Chair of Governors. If the governing body appeals panel decides that a child should be

reinstated, the headteacher must comply with this ruling. If the governing body uphold the decision an appeal can be made to an Independent Appeal Panel (IAP).

ROLES AND RESPONSIBILITIES

Behaviour Management is the responsibility of **all** staff at Lantern Academy

Roles of the Headteacher

It is the responsibility of the headteacher to implement this behaviour policy consistently throughout the academy, and to report to members from the Governing Body, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the academy.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the academy governing body have been notified. Permanent exclusions are only taken after the governing body have been notified.

Role of the Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of behaviour and discipline, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher have the day-to-day authority to implement the academy behaviour and discipline policy, but the governing body can give advice to the headteacher about particular disciplinary issues. The headteacher can take this into account when making decisions about matters of behaviour. **the headteacher HAS the day-to-day**

Role of the class teacher

It is the responsibility of class teachers to ensure that the positive behaviour policy is consistently applied both in the classroom and around the academy.

It is the responsibility of the class teacher to ensure that the academy values and rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our academy have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

The class teacher adheres to the agreed consequences.

If a child makes the wrong decisions repeatedly in class, the class teacher keeps a record of all such incidents.

Where necessary, the class teacher liaises with the special needs co-ordinator and with external agencies, where relevant, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-academy policy.

Where necessary, it is the responsibility of the class teacher to offer bespoke behaviour systems to support individual pupils with managing their behaviour. These systems are based around being positive and with more frequent rewards for doing the right thing. Relevant paperwork needs to be completed in order to log this behaviour system.

Role of Support Staff and Lunchtime Supervisors

It is the responsibility of all teaching assistants to work with the class teacher to ensure the positive behaviour policy is consistently applied both in the classroom and around the academy.

It is the responsibility of all lunchtime supervisors to ensure the positive behaviour policy is consistently applied both in the classroom during 'wet dinnertimes' and around the academy. The agreed consequences are applied to children who behave in an inappropriate manner during lunchtimes.

Role of Parents

Partnership with Parents.

- Read and support this policy.
- Let your child know the standard of behaviour you expect and how hard we expect them to work.
- Parents have responsibilities which contribute towards the good conduct of their children.

- Talk to teachers if they have any concerns about their child's learning and wellbeing.
- Support the academy when sanctions have been used.
- Behave respectfully towards those within the academy community both verbally and in written communications.

These include ensuring:

- Regular attendance and punctuality.
- Their child has suitable clothing.
- Their child has with them any reading books.
- That homework is properly completed on time and actively encourage and reward progress.
- Home and academy need to work together to give children high standards and to let them know what is expected of them.

The academy has zero tolerance for verbal or written abuse towards its members of staff from children or members of the wider community. Parents are made aware of the academy Code of Conduct at the start of each academic year or at the point of when the child joins the academy. Adults who are verbally abusive towards staff will be immediately asked to leave the academy premises and the Police informed if necessary. Evidence of written abuse may be used in conjunction with further action by the academy and the Police if necessary.

Behaviour of children outside of the academy day

The academy will impose a consequence, where the academy is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the academy premises or under lawful control of a member of staff, could, in the opinion of the academy:

- have repercussions for the orderly running of the academy;
- pose a threat to another child, a member of staff or member of the public; or
- could adversely affect the reputation of the academy.

BEHAVIOUR MONITORING

The following systems are in place to monitor behaviour:

- Each class has a visual behaviour tracker where children move their names up and down as and if necessary. This should be used as part of the daily classroom practice
- When a child is moved to the red section of the behaviour tracker an incident report should be completed on BromCom
- Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.
- Serious incidents are dealt with by a member of the teaching team and/or headteacher

Should a child exhibit one of these behaviours the headteacher should be notified:

- racist, sexist or homophobic remarks (these are recorded separately and reported to governors)
- An appropriate member of staff will follow up all logged red behaviour incidents i