

Behaviour Management Policy - Primary

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Related Policies:	Meridian Trust Special Educational Needs and Disability Policy Meridian Trust Antbullying Policy Meridian Trust Behaviour Statement of Principles Meridian Trust Equality, Diversity and Inclusion Policy Meridian Trust Physical Restrain Guidance Meridian Trust Search and Confiscation Policy
Related Document:	Behaviour and discipline in schools: advice for headteachers and school staff, 2016 Behaviour in schools: advice for headteachers and school staff 2022 Searching, screening and confiscation at school 2018 Searching, screening and confiscation: advice for schools 2022 The Equality Act 2010 Keeping Children Safe in Education Exclusion from maintained schools, academies and pupil referral units in England 2017 Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022 Use of reasonable force in schools Supporting pupils with medical conditions at school It is also based on the Special Educational Needs and Disability (SEND) Code of Practice

This policy has should be read in conjunction with the DfE guidance:

[Behaviour in Schools - Advice for Principals and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

‘Too often we forget that discipline really means to teach, not to punish.

A disciple is a student, not a recipient of behavioural consequences.’

Dr Dan J Siegel

Introduction

Policy Aims and Vision:

Our Belief as a Meridian School:

Every child has the right to learn, but no child has the right to disrupt the learning of others. Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse. All academies are an inclusive setting; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

It is expected that all adults – staff, volunteers and Academy Councillors – will set excellent examples to the children at all times. We seek to give every child a sense of personal responsibility for his/her own actions.

We expect that pupils will demonstrate through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly. This is reflected in our college and trust values:

- *Valuing people*
- *Achievement for all*
- *High quality learning environment*
- *The pursuit of excellence*
- *Extending the boundaries of learning*

At The Lantern, we aim to create a safe, caring, positive, happy and healthy learning environment. This will be somewhere pupils can be challenged to achieve their full potential.

We strive to promote a sense of pride in all we do, through our learning journey.

We challenge our pupils and staff to achieve their best, in order to prepare them for success in their future.

We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible of any harm accept responsibility for the impact of their actions.

Together with parents and carers, we strive to create a positive and motivating environment which enables all children to learn and achieve their very best.

We reward good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We aim to prepare every child for their future. We do this by providing a broad and balanced education that offers challenge in a safe and stimulating environment. This involves developing every child's personal, social, academic and community life.

In addition to the above values the school supports and promotes British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Roles and responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole. The policy will not have an impact on learning unless everyone applies it comprehensively and consistently.

Academy Councillors

The Academy Council will establish, in consultation with the Headteacher, staff and parents, a statement for the promotion of desired behaviour and keep it under review. The Academy Council, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, culture, religion, gender, disability or sexuality. Trustees will support the school in maintaining high standards of desired behaviour of pupils and staff. The Academy Council will support the Headteacher should it become necessary to update this policy to reflect emerging needs during the course of an academic year.

The Headteacher

The Headteacher and the Senior Leadership Team will be responsible for the implementation and day-to-day management of the policy and procedures. They have overall responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the behaviour policy is essential. They have a responsibility, with the support of all other school staff, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. All leaders have a responsibility for proactively and systematically, monitoring appropriate behaviour data to identify and respond to issues and evaluate the impact of the policy and its implementation.

Teaching Staff

The role of the classroom teacher is pivotal in achieving and maintaining good behaviour. Academy staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our pupils.

The focus of our behaviour policy is to help teachers manage the more frequently occurring types of behavioural problems which can inhibit effective learning for all pupils. We build on existing good practices ensuring that teachers know 'Our Way' and can explain and teach this to our pupils.

We expect teachers to adopt a range of strategies when responding to instances of poor behaviour. Interventions need to be carefully judged by teachers based on their knowledge of individual pupils or class groups.

Support Staff

Support staff play a vital role in the implementation of our behaviour policy. All support staff are supported to challenge behaviour that does not meet the expectations outlined in this policy as well as acknowledging and positively reinforcing good behaviour.

All support staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our pupils. They play a pivotal role in reinforcing our expectations, identifying trends or specific needs and supporting individual pupils.

Pupils:

As soon as pupils join our school, they are inducted into the values held by the school community.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of 'Our Way', procedure and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour and will be aware of the rewards they can earn for meeting the behaviour expectations, and the reflections/consequences they will face if they don't meet the standard.

Families

Families are expected to know the school's values and standards when applying for admission for their child(ren). They are expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school and work in partnership with the school to assist in maintaining high standards of desired behaviour and are encouraged to raise with the school any issues arising from the operation of the policy. Our families are expected to take responsibility for their child's behaviour and attendance and support the school's core beliefs on positive behaviour management.

Families should support the school in carrying out consequences and celebrating success, communicate appropriately with the school when concerns arise and ensure their children are punctual, attend regularly, bring the necessary equipment to school and also ensure that any homework set is completed on time.

If a child behaves in such a manner that criminal damage is committed to school property, the school considers it reasonable for compensation to be paid by parents/ carers to cover the loss or damage to the school. This standpoint applies to any damage that may be caused to any transport provided for the pupils.

The school's role outside the gate

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as support staff.

This may take place when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school, including the use of social media.

The school may look to take action when any misbehaviour:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or could adversely affect the reputation of the school

Learning to behave

It is the responsibility of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour, this is achieved through explicit teaching of:

- Displaying helpful politeness and good manners to everyone at the school and to all visitors to the school
- Speaking quietly and politely to others
- Listening carefully and thinking about what others are saying
- Reflection
- Empathy and tolerance
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion and the use of specific, shared vocabulary
- Articulate thoughts clearly in order to enhance communication skills
- Walking quietly and sensibly around the school buildings
- Developing positive attitudes to learning and play
- Accepting personal responsibility for actions
- Showing care and respect for the property of others
- Understanding that rules are important and the value of following these rules
- Showing internal discipline, self-regulation of behaviour and a sense of responsibility for positive behaviour.

Recognition

Recognition opportunities are a way to identify pupil effort, progress and achievement, and help to motivate others. They are a key way of building relationships with our pupils. We utilise a range of recognition opportunities at the school that are given e.g. in lessons, during assemblies or celebratory comments that are also shared with home. See **Appendix 4** for Rewards Strategy.

Community Values and Consequences

We expect all pupils to meet our expectations. Consequences provide a deterrent, show pupils that a behaviour is unacceptable and help them to develop a sense of right and wrong. They should be applied fairly, consistently and proportionately. Consequences used at the school are outlined in **Appendix 3**.

This school has a legal right to detain pupils after school. Pupils may be asked to repair a mistake at the end of a school day, but this will take no longer than 5 minutes. Although not a legal requirement, we believe giving parents one day's notice of reflection time after school of more than 10 minutes, remains good practice. Legally, parents do not need to give consent and do not have the right to withdraw their child from school reflection times.

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the way to or from school or via cyber bullying.

Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Cyberbullying is often linked to discrimination, including on the basis of gender, race, faith, sexual orientation, gender identity or special educational needs and disabilities. All school staff are required to undertake regularly updated safeguarding and child protection training, which includes understanding, preventing and responding to cyberbullying.

Intervention and Support

We will use a wide range of appropriate support and intervention plans to support the needs of the individual. Parents will be kept fully informed of any additional support provided to their children. Examples of such interventions are:

- Support from an Attendance and/or Family Support/Welfare Officer
- Access, Plan, Do and Review (APDR Paperwork)
- Stepped Behaviour Plan: Class teacher targets, SLT Pastoral Support Plans (PSPs)
- Mentoring
- Personalised Timetable
- Alternative provision within another Trust or Alternative Provision school
- EHA – Early Help Assessment
- Risk Reduction Plan
- Local Authority Behaviour Panel
- Therapeutic Intervention

This list provides examples of interventions used to support the progress of identified pupils. It is not exhaustive, and all interventions will be designed to support the individual.

Bullying and Child-on-child Abuse

The Academy Council and staff believe that all pupils at the school are entitled to receive their education free from humiliation, intimidation, oppression, and abuse. It is the responsibility of all adults in the school to ensure that this takes place.

Peer on peer abuse can include:

▪ Verbal	name-calling, sarcasm, spreading rumours, teasing
▪ Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
▪ Physical	pushing, kicking, hitting, punching or any use of violence
▪ Racist	racial taunts, graffiti, gestures
▪ Sexual	unwanted physical contact or sexually abusive comments
▪ Homophobic	because of, or focusing on the issue of sexuality
▪ Cyber	All areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities

Measures used to prevent bullying and deal with incidents of bullying are outlined in the **Anti-Bullying Policy**. Any Child-on-child abuse will be logged on Pupil Asset and then reviewed by the Headteacher/Designated Safeguarding Lead or Deputy Designated Safeguarding Lead with appropriate consequences should this be deliberate or repeated.

Race relations & Discrimination

The school has a duty to promote good race relations and will deal appropriately with racial incidents and record these. Racism and other forms of discrimination are dealt with as part of the school's curriculum and the application of consequences for discriminatory behaviour is seen as an integral part of the school's duty to educate young people. Racism and other forms of discrimination are recorded on Pupil Asset.

Equality Act 2010

The policy acknowledges the school's legal duties under the [Equality Act 2010](#), in respect of safeguarding and in respect of pupils with special educational needs/disabilities (SEN/D).

Reasonable force

The use of reasonable force covers a range of interventions that involve physical contact with pupils and is based on the current DfE advice on [Use of reasonable force in schools](#)

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment
- Be recorded and reported to parents/carers.

We want our staff to be able to meet the needs of the children with confidence, whilst safeguarding themselves and those in their care. Physical contact is necessary and justifiable when it meets the needs of the pupil.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. The leadership team should be made aware of any reasonable force that has been used. Full statement and incident management arrangements will be used.

The Academy Council of the school has agreed that the Headteacher or person deputising may carry out the procedures listed above.

Suspensions and Permanent Exclusions

We do not wish to suspend any child from school, but sometimes this may be necessary. Suspension will only be used in cases of very serious or persistent indiscipline. The Headteacher alone will decide, under advice from

Senior Leadership, whether to exclude. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year.

Permanent exclusion is only used in the case of very extreme or repeated indiscipline and is subject to confirmation by the Academy Council.

Suspension

Behaviours that could lead to suspension are:

- Premeditated violence
- Actions which put the pupil or others in danger
- Use of abusive or offensive language to staff or other pupils
- Vandalism of the school or an individual's property including school transport
- Racist, homophobic or disablist incidents
- Arson
- Theft
- Possession of illegal substances
- Bringing dangerous items into the school
- Serious misuse of technology
- Smoking/vaping on the school site, or to and from school
- Challenging the authority of the academy
- Acting in a manner which causes damage to the academy and its pupils' reputation
- Persistent unacceptable behaviour which other consequences and strategies have not been successful in modifying

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that suspension is an appropriate consequence. In most instances fixed-term suspensions will increase in length as used.

A senior leader will coordinate the collection of work for pupils to do whilst suspended.

Pupils may be internally suspended, i.e. suspended from the school population on site, if deemed more appropriate than being at home. 1-1 tuition may be provided for a pupil to work apart from others for a temporary period.

Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the school. We feel that it is important to uphold the principles of natural justice. i) the right to present a case (the defense) ii) the right to be represented and iii) the right of appeal. Our permanent exclusion procedures are as follows:

- i. Parents are phoned and informed of the decision
- ii. Letter home within 24 hours giving parents the opportunity to discuss

- iii. Permanent Exclusion Report compiled. Copies to parents, Chair of Disciplinary Hearing Committee, Local Authority (if necessary, to support potential re-provision of education) and Academy Councillor representatives.
- iv. Permanent exclusion hearing within 15 school days of decision with notification to Chair of Disciplinary Hearing Committee, Councillor representatives, pupils, parents (and parent representative if requested), and relevant Academy staff.
- v. Academy Council make decision to uphold or reinstate the permanent exclusion.
- vi. Parents given 15 school days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Hearing
- vii. The Hearing outcome and any appeal outcome must be copied to the Chair of Academy Councillor, the parents and the Local Authority.

Additional Consequences and Measures

Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via any other platform will be taken very seriously and may involve the associated technology company and local authority. This is also the case for any online bullying towards other pupils or child on child abuse that is disclosed to the school during this time.

Searching and confiscation

Searching

In line with the Department of Education Advice (July 2022) on 'Searching, Screening and Confiscation', school staff have the power to search a pupil for any item if the pupil agrees. Further to this, the Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury.

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched, for example mobile phones, devices or vapes. Staff may examine data files held on personal devices during a search.

Two members of staff **must be present** when searching a pupil (including at least one Designated Safeguarding Lead/ member of the Senior Leadership Team).

Confiscation

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The school and school staff will not be liable for any damage or loss during the period of confiscation.

Refusal to hand over any item requested by a member of staff will be classed as defiance and escalated in line with the consequences section of this policy (**Appendix 3**).

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

The Academy Council will review this policy annually at minimum. Assess its implementation and effectiveness and make improvements as required. ('Behaviour' is a standing item for review and discussion at each meeting).

Complaints and Appeals

Families are required to use their best endeavours to support the school in ensuring that their children's behaviour does not prevent others from learning effectively.

Families are entitled to an explanation of actions taken by the school, particularly the application of consequences and the treatment of anti-social behaviour.

If families are unhappy with the way a behaviour management or disciplinary situation has been dealt with they should address their concerns to the Headteacher informally in the first instance. Families whose concerns are unresolved have recourse to the school's Formal Complaints Procedure, details of which can be found on the school's website.

Supporting staff



All Meridian Trust Primary staff have been trained using the *Thrive* approach to working with all children. It is based on neurological evidence which addresses brain development so that all children learn to regulate their emotional responses, develop resilience and manage disappointment and frustration.

What is Thrive ?

Thrive is a systematic approach to the **early identification** of emotional developmental need in children so that differentiated provision can be put in place quickly by the adults working most closely with the child. It is preventative, reparative, pragmatic and easy to use.

What are the four guiding principles of the Thrive Approach?

- Every child is a unique person, constantly developing and learning in different ways and at different rates, each with his/her own abilities, talents and potential to be fulfilled.
- Children's healthy development, emotional well-being and learning are crucially dependent upon, and promoted through, positive relationships.
- Children flourish when they are confident, self-assured, capable and resilient.
- Children thrive in enabling environments, in which their individual development, learning experiences and needs are understood, responded to and supported through strong partnerships with parents/carers.

What are Vital Relational Functions?

Vital Relational Functions are the tools used in Thrive to address a child's emotional state during a crisis.

- **Attune:** This is where you are alert to how they are feeling. You demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or special experience of the child's emotional state.
- **Validate:** This is where you are alert to the child's experience. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings.
- **Containment:** This is where you demonstrate that you understand the pitch, intensity, quality of their feeling or mood and that you can bear it. This is where you show that you can take their deep distress, raging anger or painful sorrow and make it a survivable experience. **Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces.** This builds trust for the child: in you, in adults and in the world.
- **Soothe, calm, stimulate:** This is where you must be alert to how they are feeling and demonstrate emotional regulation by soothing and calming their distress. **Catch it, match it** and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves.

Zones of Regulation

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red. Children in Nursery/Preschool and Reception can use The Colour Monsters variation. Zones of Regulation® complements the Thrive Approach to working with children.



- **Blue Zone** - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.
- **Green Zone** - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- **Yellow Zone** - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- **Red Zone** - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

De-escalation/Behaviour Management Strategies:

De-escalation is aimed at calmly communicating with a pupil in order to understand, manage, resolve their concerns and move the situation onto a positive outcome.

Non-verbal

- Glance/look at the child to alert them that their behaviour has been noticed
- Stand by the child to closely observe them

Positive phrasing, e.g.

- "Stand next to me."

- "Put the toy on the table."
- "Walk beside me."
- "Thank you to all those pupils who have..."

Limited choice, e.g.

- "Put the pen on the table or in the box."
- "When we are inside, Lego or drawing?"
- "Talk to me here or in the courtyard."

Disempowering the behaviour, e.g.

- "You can listen from there."
- "Come and find me when you come back."
- "Come down in your own time."

Use of a de-escalation script, e.g.

- Use the person's name – "Jack"
- Acknowledge their right to their feelings – "I can see something is wrong."
- Tell them you are there – "I am here when you are ready to talk."
- Offer help – "Talk to me and I will listen."
- Offer a "get-out" (positive phrasing) – "Come with me and..."

Restorative Approaches

We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible for any harm accept responsibility for the impact of their actions. These approaches provide an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.

Restorative approaches allow:

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

Staff are encouraged to use these questions as part of their daily dialogue as well as for use in the preparation and running of formal restorative meetings and conferences.

Restorative Conversations

During an incident a child's behaviour may be influenced by anger, frustration or disappointment. It must be remembered that the child will not be ready to engage in anything until they have calmed sufficiently. Once it is considered the child is ready for the restorative process, this can take place and should involve all relevant persons. **Appendix 2** can be used to help pupils Reflect, Repair and Restore.

Avoid

- Asking 'Why?'
- Thinking you already know what happened
- Giving your opinion
- Interrupting
- Losing patience
- Leading interventions when YOU have been affected.

Find Out...

- What happened?
- What were you thinking about when it happened?
- Could you tell us what happened?
- What did you think when you realised what had happened?

Acknowledge...

- Who has been affected by what happened?
- How do you think... has been affected?
- How do you feel about what happened?
- What has been difficult about this for you?

Responsibility...

- What do you need to happen to make things right?
- What do you need to happen next?
- What do you need to do to make things right?
- What do you think needs to happen next?

Use Restorative Questions

- ✓ What was happening just before the problem started?
- ✓ Can you tell me what happened?
- ✓ What were you thinking/feeling at the time?
- ✓ How have you been thinking/feeling since it happened?
- ✓ Who do you think has been affected by your actions?
- ✓ How were they affected?
- ✓ What could you do now to help make things right?
- ✓ How can we prevent this from happening again in the future?
- ✓ What can I do to help you?

Implement the appropriate type of consequence:

Protective consequences - required to protect the rights of others:

Time out: the child is given time out to spend time alone or to calm down in a position visible to an adult for not more than 5 or 10 minutes.

Sent to another adult: the child is sent to see another member of teaching staff. After playtime or lunchtime incidents, the midday supervisor reports incidents to the class teacher. The incidents are followed up when they occur.

Loss of playtime: playtime may be removed for a predetermined period of time. During this time the child will be expected to complete a reflection activity.

Differentiated teaching space.

Taken to Senior Leader/Headteacher.

Educational consequences - required to motivate and support the child to behave differently next time:

Rehearse/model situations through intentional teaching of pro-social behaviours.

Ensure child completes the task that they have disrupted.

Provide educational opportunities for the child to learn about the impact of certain actions and behaviours.

Provide opportunities for the child to put things right through a process of reflecting, repairing and restoring relationships.

Adult behaviours that support learning

Often, what we do as staff, can have a huge impact on how our pupils respond and ultimately learn, inside and outside of the classroom. There are many impactful but subtle actions that we can take which means that negative behaviours are less likely to happen in the first place. **Appendix 1** provides guidance for adults.

Staff actions that support Behaviour for Learning

1. Meet and greet at the door/on the playground/at the gate (chance for positive reinforcement and reminders)
2. PIP & RIP (*Praise in Public, Reprimand in Private*)
3. Non-verbal gestures before words
4. Simple redirection "What should you be doing, **thank you.**"
5. Simple requests "Name, sit down, **thank you.**"
6. Positive feedback when earned
7. Five Bs before Me (Brain, Book, Board, Buddy, Boss)
8. Teach standing up and circulate often (live marking)
9. Have a Do Now/Retrieval task ready at the start of each lesson
10. Catch pupils doing the right thing and praise
11. Check-backs (pupils recall instructions) to demonstrate listening
12. Staff model positive social skills all the time – 'If you see it, you can be it'.

The 'Lantern Way'



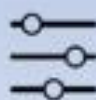
All adults are visible role models.

- ✓ Meet and greet with a smile: when lining up, at the door, on the playground, for every session
- ✓ End and send routine at the correct time after each lesson
- ✓ Actively model polite and respectful actions
- ✓ Showing pupils what it means to 'Be Lantern'



Share a common language.

- ✓ "XXXX, your choices have not been kind because..."
- ✓ "XXXX it's great to see you are choosing to be kind by..."
- ✓ "I am here to keep you safe."



Clear behaviour expectations.

We expect everyone to uphold our school values around the school.

- ✓ Caring – help everyone be successful
- ✓ Teamwork – everyone's responsibility
- ✓ Perseverance – keep high expectations
- ✓ Confidence – praise the pro-social and call out the anti-social



Use restorative questions.

- ✓ What was happening just before the problem started?
- ✓ Can you tell me what happened?
- ✓ What were you thinking/feeling at the time?
- ✓ How have you been thinking/feeling since it happened?
- ✓ Who do you think has been affected by your actions?
- ✓ How were they affected?
- ✓ What could you do now to help make things right?
- ✓ How can we prevent this from happening again in the future?
- ✓ What can I do to help you?



Stepped Consequences (in and out of lessons).

- ✓ Reminder
- ✓ Verbal Warning
- ✓ Follow the behaviour ladder
- ✓ Reflection Time
- ✓ Restorative Conversation



Reward over and above behaviours.

- ✓ Catch pupils being good and praise (intrinsic motivation)
- ✓ House Points, also linked to the behaviour ladder
- ✓ Community celebration
- ✓ Positive Communication home

REFLECTION

REFLECT, REPAIR AND RESTORE



What happened?



What did I do?



What did others do?



How did I feel?
What zone was I in?



What could I have done
differently?



How am I going to
fix this?

Reflection Sheet

Date:	Time:
Name:	Class:

 What happened?	 What did I do?	 What did others do?
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Why am I on reflection?

Hurting someone 	Talking when shouldn't 	Not doing my work 	Throwing things 	Not listening 	Being rude 	Unkind words 
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What happened?

How do I feel?

 Sad	 Angry	 Worried	 Frustrated	Other feelings:   
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 What could I have done differently?	 How am I going to fix this?
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What could I do to make my behaviour better?

 Talk to someone	 Be kind	 Listen to others	 Work sensibly	 Ask for help	 Be polite	 Time and space
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What could I do?

How can I repair this?

 Apologize	 Write a letter	 Ask for help	 Be part of the team	
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What might that look like?



Appendix 4: Rewards Strategy

Intent

At our school, it is important that all staff in their professional practice include ways to recognise pupils' efforts and achievements. Using different rewards, a positive culture is realised where our pupils' will be motivated to give of their best and contribute to the life of the school. The key is to make every child feel valued and really appreciated for their efforts to demonstrate the school's values and to try their very best.

Implementation

- **Recognition opportunities** are our way to identify pupil effort, progress and achievement, and help to motivate others.
- Recognition opportunities are mapped against our Curriculum Aims to ensure that we reward and celebrate pupils for the things that are important to us at The Lantern.
 - o Weekly celebration. We celebrate pupils who have demonstrated our values weekly in assemblies.
 - o We celebrate on our Facebook page, academic, sporting and personal achievements as well as in end of term assemblies with certificates, badges and through a range of prizes.

We utilise a range of recognition opportunities at The Lantern Academy:

- o **Verbal Praise** (acknowledging pupils by name and genuinely appreciating their positive contributions and developing intrinsic motivation)
- o **House Points**
- o **Communication Home** (telling families how well their child has done via phone calls, e-mails, letters and the school newsletter)