



Oreston Community Academy

Behaviour for Learning Policy

Date Reviewed by the Governing Body: Autumn 2022

Next Review date: Autumn 2025



Oreston Community Academy **Behaviour for Learning Policy**

All pupils are expected to behave in a responsible manner, both to themselves and to others, showing consideration, courtesy and respect for other people at all times. The emphasis lies in positive reinforcement, rewards and praise, rather than on sanctions and punishments. Setting and expecting high standards of behaviour and mutual respect is our aim. We also strongly believe that building positive relationships with each child is at the heart of enabling all children to succeed.

This policy sets out to promote positive reinforcement and to reinforce the behaviour procedures acceptable to all, with a commitment from all staff to endorse the guidelines. We will educate all school members to understand their responsibility in making our school a happy and safe place in which to develop. Children are taught positive social values, appropriate behaviours as well as conflict resolution techniques. The ethos of the school is central in establishing and maintaining high standards of behaviour.

We strongly believe in working with parents to ensure that children can achieve their full potential. Parents will be regularly informed and will be encouraged to visit the school to discuss difficulties and solutions will be sought together as well as to identify and diffuse potential behavioural and emotional problems.

Principles:

We consider that the best way to encourage good standards of behaviour in school is a consistently clear code of conduct in conjunction with a balanced combination of rewards and sanctions within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction. The core of our Behaviour for Learning Policy is as follows:

- Clearly – children need to know what is expected of them, where, when and why.
- Calmly – to guide effectively we need to understand and consider children's emotions and viewpoints and to achieve this effectively, we need to remain calm and focussed.
- Caring – we care enough to be clear and / or compassionate as required. We also know that a child who feels well liked, appreciated and respected is more likely to behave better than one whose self-esteem is low.
- Consistently – however we want our children to behave, all children require predictability of expectation and response as well as being able to trust the adults they work with.
- Cheerful – all individuals respond effectively when approached positively, and therefore, when supporting children, we will endeavour to approach their behaviour in a positive way.

Purpose:

The school has codes of behaviour that both children and their parents are made aware of. This will ensure that everyone in the school is working to the same standards and fully understand them. Discipline is the responsibility of all teaching staff to be led by the Team Leaders and the Senior Leadership Team including the Headteacher. There must be consistent agreement on rule infringement, rewards and sanctions throughout the whole school.

Aims:

- To create a secure, stable, caring environment in which effective learning can take place.
- To have mutual respect for all.
- To set acceptable standards of behaviour, using positive ways of maintaining high levels of behaviour.
- To ensure that all standards are meaningful, attainable, discussed and adhered to by all.
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.

We promote the use of pupil voice when completing policy reviews and our School Council have developed and agreed the following Code of Behaviour:

Our Code of Behaviour

In Our School:

- I will show mutual respect to children and staff
- I will come to learn and show pride in my work
- I will use kind hands and friendly words
- I will care for everyone's safety and their things
- I will take my turn and listen to other people
- I will be part of the team

- I will look after the school and it's equipment

Rewards:

At Oreston Community Academy, we provide a range of opportunities in which pupils can excel and be rewarded in addition to the silver and gold element of the behaviour system. Our purpose in giving rewards is to recognise achievement and to praise children. Using positive reinforcement, children are taught appropriate behaviour using both variable reward systems within class and praise that is recognised in whole school assemblies:

Nursery	Foundation	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Verbal praise • Sharing child's work with rest of the class • Sharing work with other staff / team • Rewarded with an instant sticker on clothing 	<ul style="list-style-type: none"> • Verbal praise • Written feedback on work • Sharing child's work with rest of the class / team • Sharing work with other staff including with Team Leaders and SLT • Dojo Points • Weekly certificate of achievement • Kindness cup and certificate will be awarded for consistent kind behaviour 	<ul style="list-style-type: none"> • Verbal praise • Written feedback on work • Sharing child's work with rest of the class / team • Sharing work with other staff including with Team Leaders and SLT • Dojo Points • Wow Stamps • Weekly certificate of achievement • Kindness cup and certificate will be awarded for consistent kind behaviour 	<ul style="list-style-type: none"> • Verbal praise • Written feedback on work • Sharing child's work with rest of the class / team • Sharing work with other staff including with Team Leaders and SLT • Dojo Points • Wow Stamps • Weekly certificate of achievement • Kindness cup and certificate will be awarded for consistent kind behaviour

Dojo Points

These are used to reward good work / effort / behaviour in any aspect of school life for children in Foundation up to Year 6. Children earn dojo points for individual recognition and these are added to the weekly and termly team totals, which awards the team with the highest number of points. On a Friday morning, the weekly totals are announced in the Friday Celebration Assembly. These will also be announced in the newsletter each week.

Sticker Hands and Wow Stamps

Sticker Hands and Wow stamps are awarded for 'Wow' achievements and can be given out by class teachers and teaching assistants. If the child receives 5 stickers on their Sticker Hand in Foundation and 10 Wow Stamps in Years 1-6, they can visit the Headteacher for special stickers that go in the Wow Stamp book and on uniform to show parents at the end of the day.

Certificates

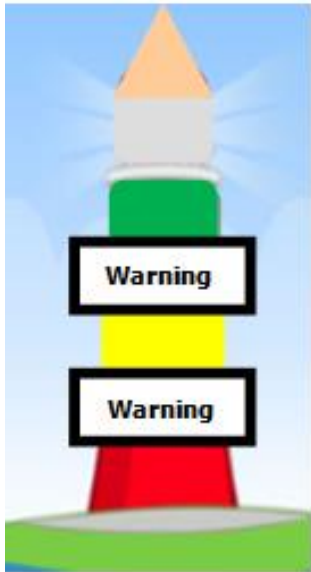
The following certificates are awarded each week in our Friday Celebration Assembly:

- Certificate of Achievement
- Kindness Cup
- Lunchtime Awards
- Writing Champion of the Week (awarded in Team Assemblies)

All certificate winners will be published in the newsletter. For those children with permission to use photos on social media, we upload the photos to our social media pages.

Procedures – Lighthouse Behaviour System:

Each class has a behaviour system displayed in their classroom with all the names of the children displayed. For children in Year 3 and above, names begin on 'Green' each day. For those in Years 1 and 2, names begin on 'Green' at the start of the morning session and the start of the afternoon session. For those children in nursery and foundation, the child's name returns to green after some time out has been had.



- If a child is working well in class and above expectation, the child has the opportunity to be moved up to silver. If the child ends the day on silver, the child will be rewarded with a special silver sticker.
- If a child is working exceptionally well in class well above the expectation, the child has the opportunity to be moved up to gold. If a child ends the day on gold, a gold sticker is given for recognition of this achievement. When a child receives their first gold award (usually Foundation) the children will receive a special gold pencil. A certificate is awarded in the celebration assembly to recognise this achievement further.
- If a child needs reminding about the expected behaviour in the classroom, they will be given a warning and move down the system to 'Warning'. If the child takes this on board and rectifies their behaviour, this will be quickly recognised by one of the staff and they will move back to Green celebrating the hard work.
- If a child continues the same behaviour, they will move down the chart further to yellow. This means, they will lose 10 minutes off the next break time completing a reflection sheet supervised by the class teacher.
- If after this time, a child continues with the poor behaviour that disrupts the learning of others, another warning will be issued and if the behaviour does not improve, then the name will be moved to red. If a child does reach red on the lighthouse, the child will need to be removed from their classroom and go to the agreed link class to complete their reflection sheet and then curriculum work. The class teacher, alongside the Team Leader if necessary, will meet with the child once removed to discuss the sanction and plan for improvement once this has been completed.
- Any red incidents are recorded centrally.
- For any red incidents during learning time, parents will be informed to discuss how the behaviour can be resolved together.
- Year 6 - If a child receives a red then they will lose their responsibilities as a key representative of the school for that week. There will be an opportunity for the child to earn their responsibilities back as guided by the class teacher.
- Fast Track – The behaviour system must be used in steps to allow the child the opportunity to self-correct their own behaviour with a variety of strategies used by staff to support the child to do this. However, if a child is disrespectful to a member of staff, then the first sanction of yellow will be used without a warning. If a child is physical with another person or uses poor language choices, then the sanction will immediately move straight to red.
- Any child who has been on red in the current week are not eligible for any certificates in the Friday celebration assembly. This will reset after the assembly.
- All classes have a link class where their red will take place. For some children with specific behaviour or emotional needs, an agreed place to complete their reds will be discussed as a reasonable adjustment. This could be the library or another agreed class.

EYFS follow the same system and procedures but the sanctions are more immediate. A yellow incident within class means the child will need to take time out of their activity for 2 minutes and then re-join once

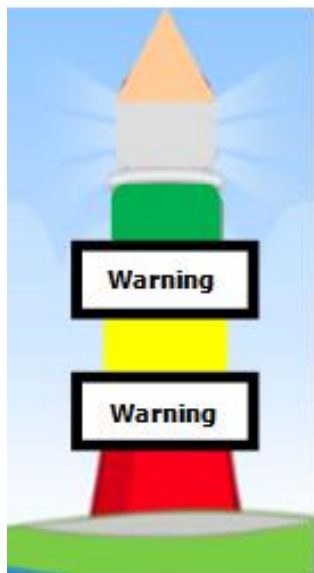
complete. Any red incidents take place in the adjacent classroom with the use of a 5-minute timer for Foundation. Nursery children will take their time out within the Nursery class. Where needed, an adult will sit with the child to support them to complete their time out. For repeated red incidents, a member of the Nursery team will accompany the child to Foundation to speak to the Team Leader and complete their time out.

For children with specific behavioural needs or a continuous use of red sanctions (three or more in the same week), an individualised behaviour plan will be put into place that will involve parents to promote the positive link between home and school and will focus on supporting the child to make the correct behaviour choices. This may be further supported through the use of an Individual Education Plan.

Breaktimes and Lunchtimes:

During breaktimes and lunchtimes, the same Lighthouse Behaviour for Learning system applies.

- If a child is playing very well on the playground and above expectation, the child will receive a lunchtime silver sticker award and be nominated for a lunchtime award.
- If a child is playing exceptionally well on the playground, well above the expectation, the child will receive a lunchtime gold sticker award and will be nominated for the lunchtime award.
- Any child who has remained on green for lunchtime is open to nomination for the lunchtime award for each year group.
- If a child needs reminding about the expected behaviour during lunchtime, they will be given a warning and move down the system to 'Warning'. If the child takes this on board and rectifies their behaviour, this will be quickly recognised by one of the lunchtime staff and they will move back to green.
- If a child continues the same behaviour, they will move down the chart to yellow. Any yellow incidents that occur on the playground as a result of a child not being proactive in rectifying their behaviour following the initial warning, will result in the child needing time out. If the child is in Years 3 -6, they will need to spend 10 minutes 'sat out' on a bench completing a reflection sheet. If the child is in Years Foundation – Year 2, the children will be required to sit out on a bench for 5 minutes.
- If after this time, a child continues with the poor behaviour then the child is moved to red and the full lunchtime is lost. The child will need to spend the rest of the lunchtime completing their reflection sheet and red in the studio. If the child is in Year 1 or 2, they will need to spend this time completing a reflection sheet. Children in Foundation must have 10 minutes' time out.
- The time out for red is 1 hour. The MTA must record when the red started on the reflection sheet so the teachers know when they are able to return to class. If children miss any learning time this must be recorded on CPOMs.
- All yellow and red incidents are reported back to the class teacher and red incidents are recorded centrally. If the behaviour persists, the parents will be informed to discuss how the behaviour can be resolved together.
- Fast Track – The behaviour system must be used in steps to allow the child the opportunity to self-correct their own behaviour with a variety of strategies used by staff to support the child to do this. However, if a child is disrespectful to a member of staff, then the first sanction will be used without a warning. If a child is physical with another person or uses poor language choices, then the sanction will immediately move straight to red with the child needing to leave the lunchtime session and go straight to the library to complete their red.



- Reasonable adjustments must be made for particular children; this must be discussed with the SENCO and SLT.

PPA Procedure:

In the absence of the Team Leader during PPA or cover sessions, any behaviour issues will be reported to the teacher leading PPA (they might be in the adjacent class). If it is felt more serious, this should be referred to a Team Leader in another year group. All behaviour incidents that result in a yellow or red sanction, must be reported to the Team Leader at the end of the session.

Teachers should ensure that Supply teachers are not issuing silvers and golds during PPA. They should use WOW stamps, Dojos and stickers instead.

Parents:

We strongly believe in working with parents to ensure that children can achieve their full potential. Parents will be regularly informed and will be encouraged to visit the school to discuss difficulties and find solutions together as well as to identify and diffuse potential behavioural and emotional problems.

Exclusions:

For serious acts of misbehaviour such as intentional physical harm to others, fixed-term suspensions will be sanctioned by the Headteacher and the statutory guidance for 'School suspensions and permanent exclusions' from the Department for Education will be followed with further guidance sought from the Local Authority as well as following Westcountry Schools Trust Exclusion Policy.

<https://www.gov.uk/government/publications/school-exclusion>

The Headteacher may permanently exclude a child for repeated or very serious acts of anti-social behaviour. Westcountry School's Trust Exclusion Policy will be followed.

If the Headteacher is absent, the Senior Leadership Team has the authority to make this decision and report to the Headteacher as soon as possible.

Bullying:

Bullying is taken seriously at the school and addressed through the PSHE materials (Personal, Social and Health Education) alongside our commitment to promoting SMSC Development (Spiritual, Moral, Social, Cultural) and British Values. Pupils are made aware of the types of behaviour which constitutes bullying and that such behaviours will not be tolerated. Pupils are also taught strategies to help them avoid becoming the victim of bullies. There is an expectation that staff will be vigilant at all times in their supervision of pupils and will be alert to signs of bullying.

Pupils are encouraged to report incidents of bullying to an adult who will refer the matter to the class teacher in the first instance. The class teacher will report to the Headteacher if problems are not resolved and the bullying persists. The Headteacher will determine what further action is to be taken and when parents are to be involved following the school's Graduated Approach. A log will be maintained of all parental contact. Further details are contained in the school's Anti-Bullying Policy, which includes the school's Graduated Approach.

Monitoring and Evaluation:

It is important to monitor the behaviour for learning within the school. Any red incidents are recorded centrally by the Team Leaders, Senior Leadership Team and Headteacher. This includes the need to record any red incidents that take place at lunchtimes.

Zero-tolerance approach to sexual harassment and sexual violence:

Sexual violence and sexual harassment can occur between two children of any age or sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children's sexual behaviours exist on a wide continuum; from normal and developmentally expected to inappropriate, problematic, abusive and violent. At Oreston Community Academy we use the Brook Sexual Behaviours Traffic Light Tool to help when considering harmful sexual behaviours, and understand that harmful sexual behaviours should be considered in a child protection context.

At Oreston, we will use PSHE, RSHE lessons and assemblies to help children understand (in an age-appropriate way) what peer-on-peer abuse is and we support and empower our children to be able to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

At Oreston, we feel it is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and is treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

All staff will be alert to such behaviours and we will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and not ignored. As part of this, pupils are supported to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

Furthermore, the school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
 1. Manage the incident internally.
 2. Refer to early help.
 3. Refer to children's social care.
 4. Report to the police.

As with all safeguarding matters, the designated safeguarding lead will be informed and make referrals into support services as appropriate.

Please refer to our Safeguarding and Child Protection Policy for more information.

For any parents who wish to contact the school in an out-of-hours emergency, the following email addresses should be used admin@oreston.com or leaders@oreston.com

Policy Author: Lindsay Greenway

Date Written: Autumn 2022

Review Date: Autumn 2025

Appendices

Appendix A: Lighthouse procedures

Appendix B: Lighthouse procedures (Lunchtime)

Appendix C: EYFS and Key Stage 1 Reflection Sheet

Appendix D: Key Stage 2 Reflection Sheet

Appendix E: Lanyards for Lighthouses

Appendix F: Individual Lighthouses

Appendix G: Learning Behaviours

Appendix H: Link class

Appendix I: Anti Bullying Graduated Approach

Key Stage 2

Gold

Awarded to a child for personally doing exceptionally well.
Special gold sticker for being on gold at the end of the day. Certificate in Friday's assembly.

Silver

Awarded to a child for doing really well individually.
Special silver sticker for being on silver at the end of the day.

- Praise
- Non-verbal communication
- Positive
- Repetition

Green

On task, doing well with expected standards of behaviour for learning.
Use the strategies before moving down
All Key Stage 2 children start here at the start of each day.

- Scanning for good behaviour
- Circulating
- Dojo points
- Rewards
- Wow Stamps

- Proximity praise
- Re-teach
- Stop and wait
- Re focus
- Non-verbal communication

Warning

No sanction
Use the strategies before moving down and focus on positivity and getting back to green.

- Focus on the child doing well
- 'We are working hard to get back to green'
- Use of name
- Move in Move out

Yellow

Sanction 1: 10 minutes of playtime or lunchtime lost completing reflection record. To be done that day unless it happens in the afternoon, where the sanction will roll over to the next playtime. This is to be supervised by the class teacher.
Cannot move back up now. Remind the children about not wanting to get any further than a yellow.

Fast Track to Yellow for:
Disrespect towards adults

- Verbal counting
- Warnings
- Move in Move out
- Sit away
- Time out needed

Warning

No further sanction
Continue to use the strategies before moving down to red and focus on positivity and getting back to yellow to stick to one sanction.

- Move the angels
- Reminder about avoiding the sanctions below

Red

Poor behaviour that has continued after second warning resulting in removal from class. The child will lose their job or responsibility.
 Reflection record to be completed and curriculum work completed in link class. Children must be sent with work to do.

Sanction 2: Children out of class and placed in the link class, unless there are exceptional circumstances, by the class teacher.

Parents to be informed.

Fast Track to Red for:

- Physical behaviour
- Bad language including racism and homophobic language

Key Stage 1

Gold

Awarded to a child for personally doing exceptionally well.
Gold sticker given for recognition at the end of the day if the child ends the day here. Certificate in Friday's assembly.

Silver

Awarded to a child for doing really well individually.
Special silver sticker for being on silver at the end of the day.

- Praise
- Non-verbal communication
- Positive
- Repetition

Green

On task, doing well with expected standards of behaviour for learning.

Use the strategies before moving down
All Key Stage 1 children to start here at the beginning of the afternoon to reset the morning.

- Scanning for good behaviour
- Circulating
- Dojo points
- Rewards
- Wow Stamps

- Proximity praise
- Re-teach
- Stop and wait
- Re focus
- Non-verbal communication

Warning

No sanction

Use the strategies before moving down and focus on positivity and getting back to green.

- Focus on the child doing well
- 'We are working hard to get back to green'
- Use of name
- Move in Move out

Yellow

Sanction 1: 10 minutes of playtime or lunchtime lost completing reflection record. To be done that day unless it happens in the afternoon. This is to be supervised by the class teacher.

Cannot move back up now until the start of the afternoon or the start of the next day if event takes place in the afternoon. Remind the children about not wanting to get any further than a yellow.

- Verbal counting
- Warnings
- Move in Move out
- Sit away
- Time out needed

Warning

No further sanction

Continue to use the strategies before moving down to red and focus on positivity and getting back to yellow to stick to one sanction.

- Move the angels
- Reminder about avoiding the sanctions below

Red

Poor behaviour that has continued after second warning resulting in removal from class. The child will lose their job or responsibility. Reflection record to be completed and curriculum work completed in link class. Children must be sent with work to do.

Sanction 2: Children out of class and placed in the link class, unless there are exceptional circumstances, by the class teacher. Parents to be informed.

Fast Track to Red for:

- Physical behaviour
- Bad language including racism and homophobic language

EYFS		
Gold		
<p>Awarded to a child for personally doing exceptionally well. Gold sticker given for recognition at the end of the day if the child ends the day here. Gold pencil awarded for the first time achieving gold. Certificate in Friday's assembly.</p>		
Silver		
<p>Awarded to a child for doing really well individually. Special silver sticker for being on silver at the end of the day.</p>		
<ul style="list-style-type: none"> • Praise • Non-verbal communication • Positive • Repetition 	<p>Green</p> <p>On task, doing well with expected standards of behaviour for learning.</p> <p>All EYFS children to return to green following a sanction.</p>	<ul style="list-style-type: none"> • Scanning for good behaviour • Circulating • Rewards • Sticker hands
<ul style="list-style-type: none"> • Proximity praise • Re-teach • Stop and wait • Re focus • Non-verbal communication 	<p>Warning</p> <p>No sanction</p> <p>Use the strategies before moving down and focus on positivity and getting back to green.</p>	<ul style="list-style-type: none"> • Focus on the child doing well • 'We are working hard to get back to green' • Use of name • Move in Move out
Yellow		
<p>Sanction 1: 2 minutes sat out of the activity with yellow spot and timer to be done straight away.</p> <p>Children return to green following this sanction. Remind the children about not wanting to get any further than a yellow.</p>		
<ul style="list-style-type: none"> • Verbal counting • Warnings • Move in Move out • Sit away • Time out needed 	<p>Warning</p> <p>No further sanction</p> <p>Continue to use the strategies before moving down to red and focus on positivity and getting back to yellow to stick to one sanction.</p>	<ul style="list-style-type: none"> • Move the angels • Reminder about avoiding the sanctions below
Red		
<p>Poor behaviour that has continued after second warning resulting in 5 minutes in the adjacent class using red spot and timer.</p> <p>Fast Track to Red for:</p> <ul style="list-style-type: none"> - Physical behaviour - Bad language including racism and homophobic language <p>Sanction 2: Children out of class and placed in the link class. Parents to be informed when appropriate.</p>		

Appendix B: Lighthouse procedures (Lunchtime)

Lunchtime		
Gold		
Awarded to a child for personally doing exceptionally well. Gold lunchtime stickers. Green and above, nomination for lunchtime award.		
Silver		
Awarded to a child for doing really well individually. Silver lunchtime stickers. Green and above, nomination for lunchtime award.		
<ul style="list-style-type: none"> • Praise • Non-verbal communication • Positive Reinforcement • Join in games • Direct to Play Leaders 	Green On task, doing well with expected standards of behaviour in the dinner hall and playground. Lunchtime staff to give praise and recognise for good behaviour with rewards such as team points and nominations for the lunchtime awards. Use the strategies above on either side before moving down.	<ul style="list-style-type: none"> • Encouraged different social group to play with • Circulating • Team points • Rewards
<ul style="list-style-type: none"> • Proximity praise • Stop and wait • 'We are working hard to get back to green' 	<h1 style="margin: 0;">Warning</h1> <p style="margin: 0; color: red;">No sanction Use the strategies before moving down and focus on positivity and getting back to green.</p>	<ul style="list-style-type: none"> • Re focus • Non-verbal communication • Use of name
Yellow		
Sanction 1: Key Stage 2, 10 minutes of playtime or lunchtime lost completing a reflection record sat out on a bench. The timer will start when the reflection sheet is started. Key Stage 1/EYFS, 5 minutes time out on a bench. Once the sanction has been completed, remind the children about not wanting to get any further than a yellow. EYFS to return to green Fast Track to Yellow for: Disrespect towards adults		
<ul style="list-style-type: none"> • Verbal counting • Warnings • Move child away • Time out needed 	<h1 style="margin: 0;">Warning</h1> <p style="margin: 0; color: red;">No further sanction. Continue to use the strategies before moving down to red and focus on positivity and getting back to green after already having a yellow sanction.</p>	<ul style="list-style-type: none"> • Reminder about avoiding the sanctions below • Encourage play leader involvement
Red		
Poor behaviour that has continued after second warning resulting in lunchtime lost. The child will lose their job or responsibility. Fast Track to Red for: - Physical behaviour - Bad language including racism and homophobic language Sanction 2: Children to be removed from the playground and sent to the library to complete a reflection log and red (1hr). The timer will start when the reflection sheet is started.		

Please remember that by telling the truth now, we will be closer to finding a solution and be able to move on.

Name:

Class:

Date:

Draw a picture of what happened:

(child to draw a picture and/or adult to scribe in child's words what happened)

How did you feel?



Draw a picture of what you can do next time:

(child to draw a picture and/or adult to scribe in child's words what they need to do next time)

How do you feel now?



Do you feel ready to return to your class?





Appendix D: KS2 Reflection Sheet

Please remember that by telling the truth now, we will be closer to finding a solution and be able to move on.

Name:

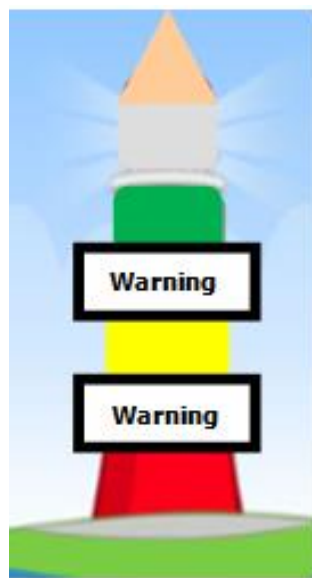
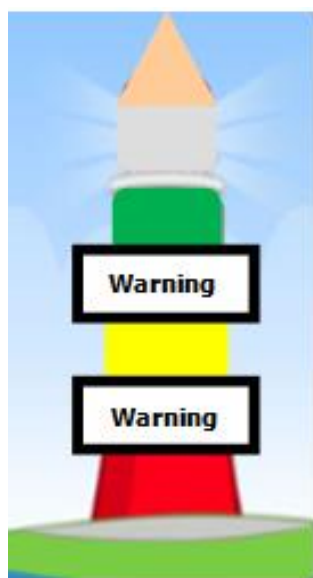
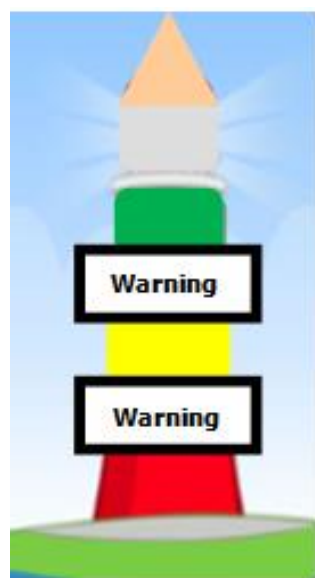
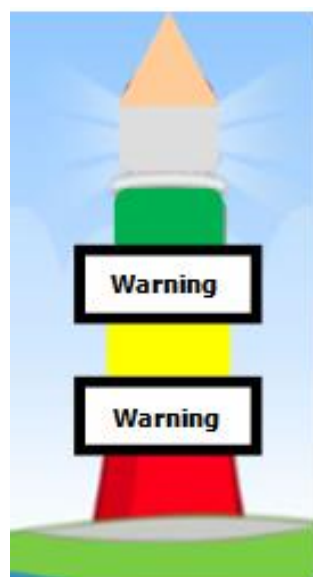
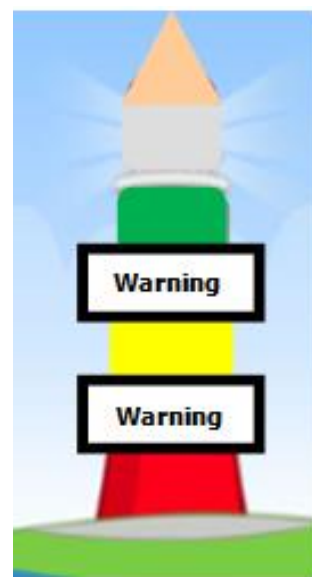
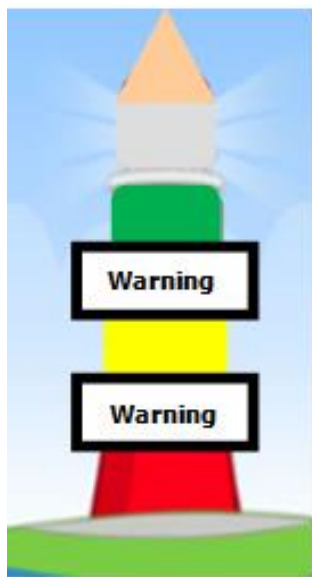
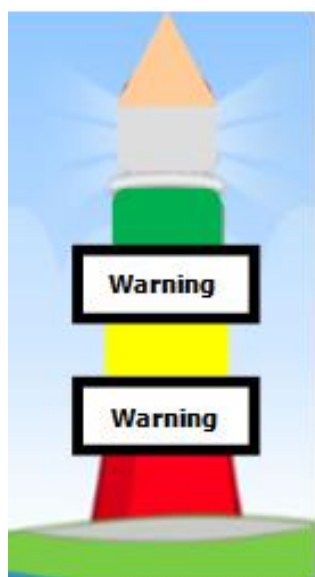
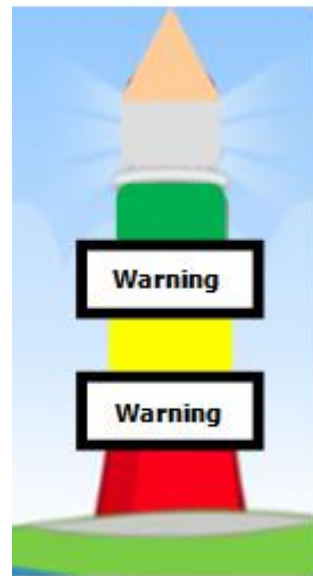
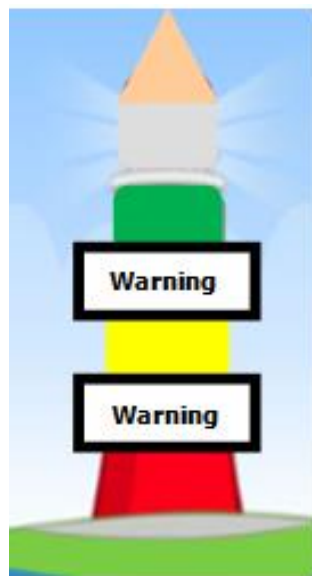
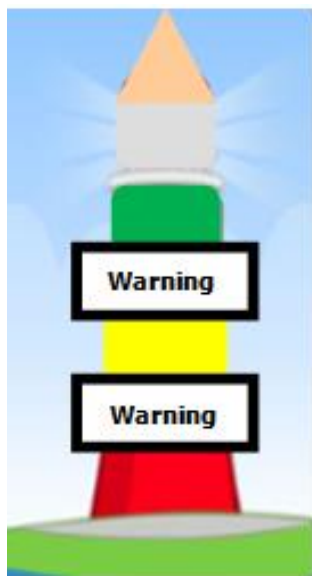
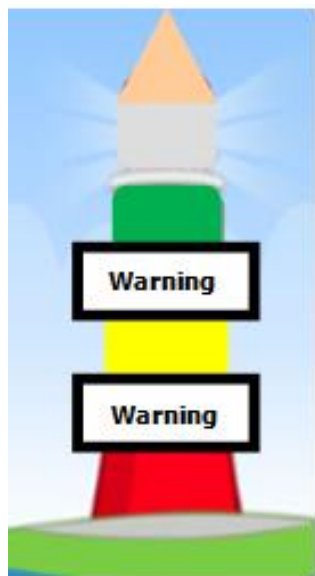
Class:

Date:

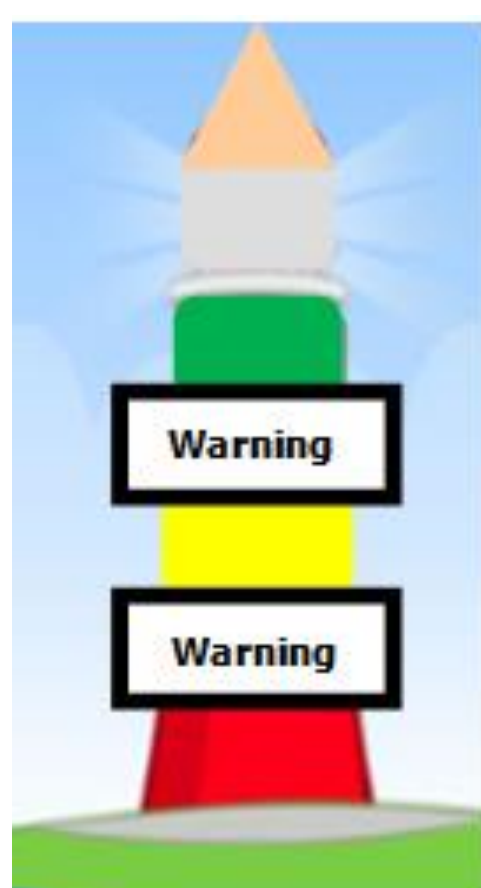
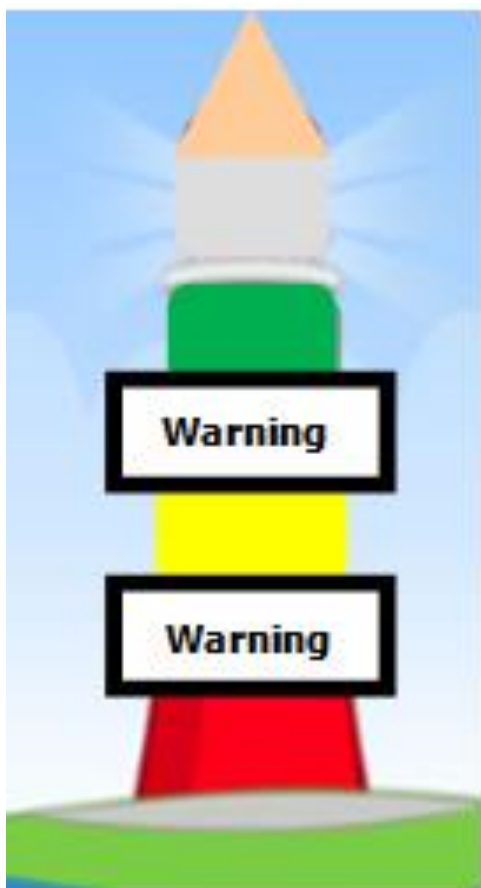
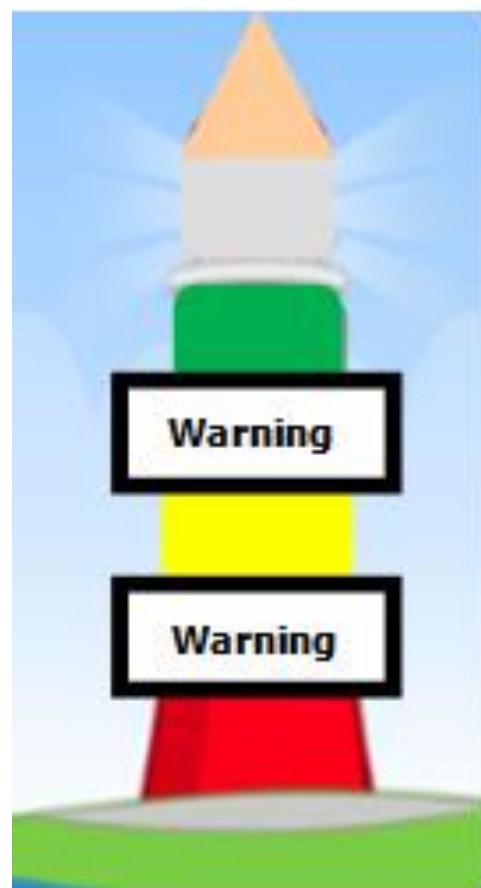
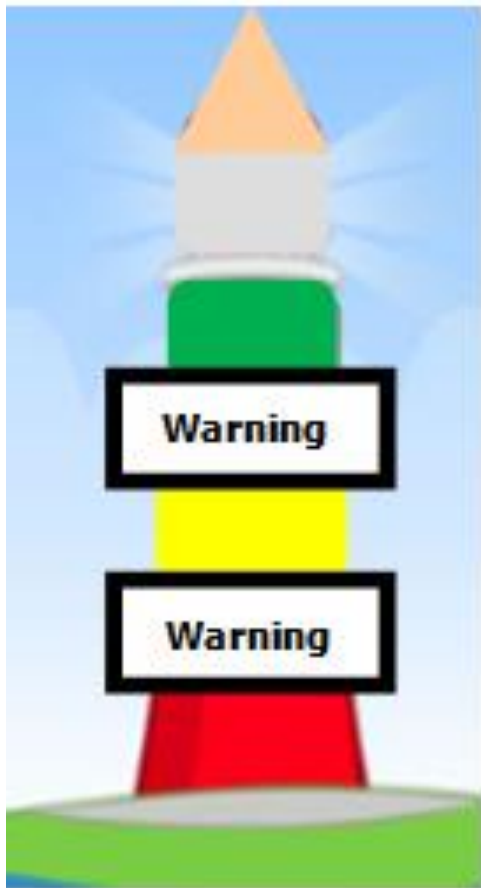
What happened?	
What were the reasons for me behaving like this?	
How did my behaviour affect others?	
What should I do next time?	
What have I learnt?	
Do I feel ready to return back to my class now?	 



Appendix E: Lanyards for Lighthouses



Appendix F: Individual Lighthouses



Appendix G: Learning Behaviours

Organisation – Readiness to learn, prepared, organised punctual prioritise initiative

Resourceful – self drive aiming high motivated embracing feedback making opportunities innovative

Effort - focus determination hard work love of learning supportive perseverance can do attitude

School Ambassador - Proud smart positive responsible considerate promote all school values

Teamwork - trust teach others learn from others Supportive respect kindness

Openness to challenge – Take risks try new ideas curious inquisitive
Think differently ambitious

Not giving up – (resilience) Persistence showing belief bouncing back
Embrace mistakes courage



Our link class is:

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Graduated Approach – Anti Bullying



Phase 1

Helping hand cards and worry box available for all.

Trusted adults for all children.

Anti-Bullying Charter signed by all children displayed in all classes.

'High Five' posters displayed in classes.

Take part in national Anti-Bullying Week.

Awareness raising through assemblies.

PSHE Jigsaw scheme of work from Nursery to Year 6.

Praise and rewards to reinforce good behaviour.

Kindness cup in each class weekly.

Parent Leaflet given to all families.

Whole school community to model appropriate behaviour towards one another and ensure pupil voice enables children to talk about and improve the systems in place to tackle bullying. Incidents will be logged.

Phase 2

Class teacher to be made aware.

Listen carefully.

Circle time on bullying issues.

Check in/out for victim.

Trusted adults reviewed.

+

Children involved all spoken to by class teacher.

Provide confidential and varied routes to report bullying within class such as worry box, notebooks etc.

Use appropriate sanctions following the Lighthouse Behaviour System.

Incidents will be logged.

Phase 3

Team leader to be made aware.

Parents of all children involved to be made aware of incidents that have occurred.

Children questionnaires about bullying.

+

More bespoke teaching sessions tailored to incidents.

Investigate effectively and fairly.

Awareness raising through team assemblies.

Lunchtime roles available for children involved.

Phase 4

Deputy/Assistant Headteacher to be made aware.

Speak to the children involved in the allegations.

All incidents reported to the Deputy/Assistant Headteacher.

Parents to be made aware of the bullying allegations against their child. Weekly phone calls to check on progress.

+

Weekly phone calls with parent of victim to check on progress. Incidents will be logged.

Phase 5

Headteacher involvement.

Meeting with parents of both the victim weekly and the alleged weekly at separate times to review progress. Safeguard the pupil who has experienced bullying but ensuring a clear plan is in place.

+

Possible involvement of multi-agency support or ELSA support. Incidents will be logged.

If not resolved after Phase 5

Make parents aware of the complaints' procedure

When a class teacher is informed of a bullying allegation, the school will provide confidential and varied routes to report bullying, listen carefully to the child and parent and investigate effectively and fairly. The class teacher remains responsible for working with the child and monitoring this initially but will seek support from more senior staff when required and follow the school's protocol and ensure that agreements are sustained – with all relevant people kept informed. At all times we will use appropriate sanctions following the Lighthouse behaviour system.