



Archbishop Cranmer C. of E. Academy

Appendix to MAT Behaviour Policy



'Striving for Life in All its Fullness' John 10:10



Context and Values

At Archbishop Cranmer our 'Core Purpose', which integrates everything we do, is that we aim for 'Profound Personal Development', helping children to discover not just who they are, but who they can be. This relates very closely to our vision statement which is to deliver 'life in all its fullness' for every child (John10₁₀). What we also understand is that if we are going to deliver the vibrant, varied and spirited 'culture of opportunity', every child needs to behave positively and feel safe and able to take risks within the environment of school.

In this context behaviour is about feeling good about yourself and about active values within which we are challenged to 'take care' of each other. It is positive and more about what we give than what we might 'take' in terms of any level of sanction. It emphasises the importance of generosity, belonging, independence and achievement and is, therefore totally dependent on the quality of the 'life', the culture we are creating within school. It is very much, 'Do unto others as you would have them do unto you' rather than any negative alternative (Matthew 7₁₂). To share in children's lives, learning and growing in this way is both our responsibility and also our privilege.

More than anything this is driven by the key value statement of ABC's which defines and drives us as 'A Take Care School', within which we 'Take care of ourselves, each other and with our work.' Everything we have already made clear and all that follows can be expressed through this one simple sentence. It forms the active value system on which our school is built and children themselves are challenged, as part of discovering who they can be, to decide how they themselves will respond to its challenge.

Making it Real – Taking Care of each other through Rights, Respect and Responsibility....

As a Rights Respecting School we seek to make the UN's Articles on the Rights of the Child, relevant and meaningful by actively encouraging children to behave positively as individuals and towards each other through the 'active' use of our own adapted set of 'Rights'. These are:

Every child and adult has the responsibility to ensure that:

- Every child has the right to be happy
- Every child has the right to feel valued
- Every child has the right to a good quality education
- Every child has the right to opportunities to grow up well
- Every child has the right to work hard and learn without being disturbed
- Every child has the right to be cared for and to care for others
- Every child has the right to feel safe
- Every child has the right not to be mistreated
- Every child has the right not to be bullied
- Every child has child has the right not be called names
- Every child has the right to a clean and safe environment
- Every child has the right to be respected and to respect others
- Every child has the right to privacy
- Every child has the right to make good friends
- Every child has the right to a voice
- Every child has the right to a healthy lifestyle

These are consistent throughout all classes and the school as a whole. They are used, explained and lived out in lessons, through such opportunities as assemblies, in dinners, around school, outside and through our day to day relationships and interactions. If we are genuinely to be about 'profound personal development' then all the above values and 'Rights' give us the opportunity to hold each other to account, challenge ourselves and in doing so decide the kind of people we will be.



'A Culture of Opportunity' and Emotional Intelligence

Our school is a spirited place that breathes life into children as they breathe life into it. It is a place that motivates and makes children feel that it is not only a place worth being a part of, but also one they are helping shape. In this way when we challenge children to have the emotional intelligence to stop and consider questions like:

'Is what you're about to do worth it? (i.e. a consideration of 'action and consequence')

'Why would you want to spoil our school and make yourself and others unhappy?

'Can I have the good boy/girl back?'

....they make the right decisions/choices.

To ensure we are offering children this kind of school, however, we must take every opportunity to offer them the chance both to feel successful with their work and to connect to life in other ways through all kinds of different activities and experiences we are able to offer them e.g. sport, drama, dance, art, music and most of all their day to day work and learning.

We recognise our responsibility as adults to understand and support our children emotionally, whilst also teaching them to understand their own feelings and how best to grow with them and through them. This can take up a child's entire school journey and requires professional, perceptive and sensitive handling of the highest degree.

In essence, pupils feel that the school is theirs and a place they can be heard in and help influence.

Equality Act 2010

The School has due regard to the Equality Act 2010. Whilst all pupils are expected to behave well, there may be some pupils with conditions, such as ADHD or Aspergers, for whom reasonable adjustments to classroom management need to be made. Pupils with special educational needs or disabilities may also be targets for unpleasant behaviour from other children, and due care should be taken to prevent this.

Children First

To ensure that no child is missed, through a broad definition of what it may be to be vulnerable at any one moment, i.e. in the way some children's needs are on-going, whilst others may experience a life event that makes them suddenly vulnerable the entire staff act as The Care Team and ensure that these children are identified in a weekly meeting and then properly supported.

Children with identified needs – SEND

At Archbishop Cranmer Academy, we strive to constantly improve our provision for all children.

We work hard to ensure that the various social, emotional and mental health needs are addressed through our whole school Take Care ethos along with our curriculum model underpinned by our Christian Value and the range of interventions implemented for groups and individuals.

These include;

- Heart Smart
- ELSA sessions
- Therapeutic support
- Whole class learning on healthy minds



Differentiated learning and personalised procedures are implemented for children with identified Special Educational Needs and Disabilities to ensure equality. This differentiated approach is developed, implemented and managed by the class teaching team in consultation with the child, their parents, the Special Educational Needs Co-ordinator and any other agencies involved with the child and their family.

The school understands that for some children with SEMH needs, a feeling of shame upon experiencing their name being moved on a chart can be detrimental to their self-esteem and emotional wellbeing. In some circumstances, this could manifest in a further deterioration in their behaviour. Where a child is identified to have such needs, a personalised approach is used.

Child Safeguarding

A commitment to keeping our children safe at all times and in all ways is an integral part to our overall commitment to positive behaviour. Our approach is made clear in our comprehensive Child Safeguarding Policy and related documents. Designated safeguarding persons: Mrs Stevens(Head), Mrs Hodgson (SENCo) and Dr Taylor(Governor).

Rewards, Recognition, Encouragement

At Archbishop Cranmer C E Academy we have incredibly high expectations of everyone; our children, ourselves, our parents, carers and governors. We celebrate achievements at every opportunity and have in place a variety of embedded systems and approaches for recognising especially good behaviour, attitude and commitment.

- **The Integrity Award** Receiving the integrity award is a real achievement in our school. Each week anyone from our school community (child, midday supervisor, parent, governor, teacher, office staff, care taker etc.) can nominate a child or indeed, an adult that they have seen acting with integrity.

Mrs Stevens then writes to the nominated child's parents sharing the excellent news. Parents/Carers usually receive the letters on a Saturday morning in the post. The nominated children are then invited to sit at the front of a whole school assembly to receive their award; a certificate, then their pictures from the assembly are placed on our Integrity Roll of Honour which is at the heart of our school and again celebrated by all, enabling everyone; children, staff, parents, visitors to congratulate them on their achievement.

We have found this has an incredibly positive impact on self-esteem and also in 'infecting' positivity and proactive positive behaviours throughout the school.

- **The Christian Value Award (CVA)** Children or adults may nominate one another for demonstrating one of our chosen Christian Values: Courage, Kindness, Respect, Responsibility, Thankfulness and Trust which are each linked by our core value of Love - taking care of ourselves and each other. The children receive a special 'fish' award, which is named for the value they have displayed. To celebrate and promote our values, pupils are encouraged to work towards receiving a Christian Value Award, which are awarded to pupils once they have been nominated. Nominations can be made by any member of the school community, be it fellow pupils, teachers, teaching partners, midday supervisors or visitors to school. Nominations are passed to our Ministers for Christian Distinctiveness, who are responsible for awarding pupils with the Christian Value Award fish in our Gold Book celebration assemblies each week. Pupils are challenged to collect all six of our Christian Value Award fish each



academic year. Children demonstrating all of our values will be awarded with a special Take Care hand badge.

- **Proud Moments**

Parents can share with us achievements or positive attitudes that happen in the home. We then, alongside the parents and carers, celebrate these in school, during our Integrity and Golden book assembly.

- **WOW Moments**

For our youngest children we use the 'WOW Moments' award. This is similar to above, as achievements from home are shared and celebrated in school and then displayed on a board in the classroom.

- **The Cranmer Cup for Character and Integrity**

The Cranmer Cup Award is a longstanding tradition of our school. In the last 50 years, this prestigious award has been given to a Year 6 student who has really stood out as someone who has consistently demonstrated the character traits, attributes and behaviours that underpin great success in school and life.

Corridor Code of Conduct:

Show that you are demonstrating positive Take Care Learning Behaviours around school by:

- Respecting your friends who are working in the classes around you;
- Walking through the corridors quietly on the left-hand side;
- Telling a member of staff if you notice something out of place;
- Walking smartly with correct uniform – be proud of your badge;
- Acting with integrity – doing the right thing, even when no-one is watching;
- Having a reason for being in the corridor, especially at break and lunch time;
- Being polite to others, opening the doors for one another and using your manners;
- Knowing that your actions will have consequences.

Classroom Management

In each classroom staff use a simple traffic light system which rates from green to amber then red where the children are sent to Mrs Stevens. The children always start their day on green. This visual prompt is used with all children unless a more personalised, low key approach is necessary to meet a particular need. The traffic light system means that a non-verbal communication/warning can be put in place to ensure reprimanding is in private so that pupil's dignity remains intact. We also praise in public to model and incentivise good behaviour as well as a means of building children's self-esteem.

Measures in place

- We provide pupils with clear definitions and examples of different forms of bullying including cyber bullying, prejudice based and discriminatory bullying ensuring a shared understanding between students, staff and parents.
- We implement educational programmes which address different types of bullying eg Project Evolve and Be Internet Legends as well as the DaART programme.
- Alongside our Christian Values, British Values and Protected Characters are interweaved throughout our curriculum promoting inclusivity, diversity and respect.



- Regular assemblies and workshops including external speakers and organisations to provide additional perspectives and raise aspirations eg NSPCC and MHST.
- Various reporting systems, both online and physical, are provided to students to encourage them to share any incidents.
- Peer support programme creates a supportive and inclusive school environment eg Playground Pals and Buddy Bench.
- Consequences are consistent, fair and known by all students to act as a deterrent.
- Behaviour and online safety policy are regular reviewed and updated.

Sanctions

As stated above, children are offered the opportunity to recognise how their behaviour is having a negative impact on others and a chance to put it right. However, giving children a sense of consequence is a fundamental part of maintaining positive attitudes at Archbishop Cranmer. Sanctions are progressive, based on the behaviour, not the child, and are linked to the Classroom Management traffic light system.

At the first sign of low level disruptive behaviour the class teacher will give a verbal warning. Further behaviour may result in a child's name being moved on the traffic light system.

Amber If a child moves on to the Amber traffic light for Classroom 'Indirect' Misbehaviour e.g. calling out, arguing, low level disruption, general rudeness, causing disruptions or inappropriate discussions, the class teacher will impose the following sanctions:

- loss of 5 minutes at next playtime

If a child continues such behaviours, they will be moved to red where they will impose the following sanctions:

- Loss of 10 minutes at next playtime
- Potential 'internal suspension' to a partner class where they will continue their work
- Completion of Student Reflection Sheet (appendix 1 KS2 and 2 EYFS KS1)

Red If a child moves on the Red traffic light for specific behaviour: swearing, racist insults, fighting, vandalising or bullying whether at playtime or during lesson time, then there will be a direct referral to the Head Teacher or Deputy for completion of a Student Reflection sheet. Parents/carers will be informed as soon as possible and within a reasonable time frame. In some cases, [e.g. bullying] parents of all parties will be telephoned that day. In the event of a racist incident/formal complaint, we are required to complete a separate form for submission to the Commission for Racial Equality. Names of pupils involved are deleted. After 3 such letters in an academic year, a parental conference will be called.

After each of these incidents, an entry will be logged on to our CPOMs system under the conduct section and behaviour log tab. At the end of each session, the child is moved back to green in order to start afresh.

Communication via phone call, email or letter will be made to parents when 1 red incident occurs without moving through amber first. This is classed as a serious incident and parents will be invited to discuss their child's behaviour. Communication to parents for amber incidents or red incidents, where they've moved through amber first, will be made at the teacher's discretion.

Playground Misbehaviour Sanctions in the playground will be the same as sanctions in the classroom but the child missing periods of time will stand with the member of staff who dealt with the problem or



issue. The sanctions will then follow the pattern described above as appropriate e.g. missing part of playtime or completing a pupil reflection sheet.

Next Steps following a Parental Conference The purpose of any parental conference is to agree a 'way forward' for a child to improve his/her behaviour. The meeting will usually involve parent(s), Head Teacher / Deputy and class teacher. The child may be invited to participate in part of the meeting. Discussions will usually result in the teacher initiating a home/school communication booklet which will be used to reinforce positive choices the child makes. It is a process by which children are held accountable for each session of the school day, being awarded grades for their behaviour. The home/school booklet will be reviewed after an agreed number of days/weeks. If sufficient progress has not been achieved, the school will consider further support (possibly including assessment/input by outside agencies) and disciplinary action.

Dinner Times

Dinner times are seen as an integral part of our whole school culture. In this context the social educational value of how we learn to eat together and interact is seen as important as any nutritional gains. Therefore the way behaviour is managed remains consistent with every other aspect of school life. Following a verbal warning, children stand with a midday supervisor for ten minutes, there is also a form to complete to ensure teachers are informed.

Out of School Club

This is another key part of the ABC's culture and operates within this policy. Club leaders are also able to use the expertise of senior school staff to support them if required.

The Use of Exclusion

In extremely serious circumstances fixed term or even permanent exclusion may be used. This follows national guidelines as laid down by the Local Authority. We attempt to avoid this at all cost.

Governors

Governors are kept informed of behaviour through Standards and Values meetings and the HTR, plus visits to school and feedback from parents on a day to day basis.



Appendix 1
Archbishop Cranmer CE Primary Academy
Student Reflection Sheet

Name: _____

Class: _____

Teacher's Name: _____

Date: _____

What happened?

What did I do?

How did I feel?



What did I achieve?

List three things you could do or think to behave better and more calmly next time.

What have I learnt?

How have I made it right?

Please take this to be signed by the following people to check they know you have reflected on your behaviour and choices.

Student: _____



Teacher: _____

Headteacher: _____

Parent/Guardian: _____

Appendix 2
Archbishop Cranmer CE Primary Academy
Student Reflection Sheet

Name: _____

Class: _____

What did I do?

How did I feel?



Angry /Frustrated



Sad



Scared

Other



How do I feel now?



Sorry



Remorseful



Sad

Other

Why?

How will I make it right?



Say sorry



Re-do my work



Write a letter

Other

Please take this to be signed by the following people to check they know you have reflected on your behaviour and choices.

Student: _____

Teacher: _____

Headteacher: _____

Parent/Guardian: _____