

Archbishop Cranmer C. of E. Academy



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

Behaviour Policy

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'Striving for life in all its fullness' John 10:10

Our Christian Vision: Jesus said 'I have come that they may have life in all its fullness' John 10:10.

At Archbishop Cranmer C of E Primary Academy we strive for life in all its fullness, for all our children, staff and school community.

Our Mission Statement

- **For Life in all its Fullness for today...**

- Archbishop Cranmer is a small, caring Church of England Primary School in Aslockton, Nottinghamshire. We are a family community with Christian Values at the heart, where adults and children genuinely care for one another.
- We **aspire** to be a high achieving school that provides an outstanding education and **community of opportunity** for all.
- We believe that every child is unique and valued by God, with their **profound personal development** being at the heart of all we do.
- We provide a rich and stimulating curriculum that inspires and challenges all to achieve.
- We foster warm partnerships with parents, the local community, St Thomas's church and local charities.

- **For Life in all its Fullness for the future...**

- We teach our children to be excellent Christian role models for the future world.
- We are inclusive, respectful and celebrate global diversity.
- We provide excellent care, guidance and support to enable our children to keep themselves happy, healthy and safe in their adult lives.
- We educate children on the importance of their well-being today and in their future.

Our Christian Ethos

Archbishop Cranmer C of E Primary Academy strives to be an inclusive community where children grow, learn and achieve together. Our Take Care Learning Behaviours, held together by our Christian Values, form the essence of our ethos and gives our school its sense of value and drive. We always challenge our school community to consider what our values mean to them. Our Take Care Hand reminds us that we are always:

- Taking Care (forming meaningful relationships with ourselves and others)
- Aspiring to have a go (being creative and curious)
- Acting with Integrity (always doing the right thing)
- Working hard (aspiring to be the best we can be by embracing high challenge, creative work)
- Being proud of ourselves (growing in confidence, knowing what is possible)

We are committed to fostering a nurturing, supportive, and safe environment where every child can thrive. Our Take Care Learning Behaviours are rooted in our Christian values and prioritise mental health and wellbeing as fundamental to achieving a culture of respect, responsibility, and resilience.

Through our vision of creating a 'Culture and Community of Opportunity and Ambition,' we empower all learners to 'Strive for life in all its fullness' (John 10:10). Our behaviour policy reflects these principles, ensuring that all children have access to a broad and balanced curriculum within a framework of consistent, fair, and inclusive behavioural expectations.

This policy applies to all members of our school community, including staff, learners, volunteers, parents and carers, visitors, and community users. Together, we work to create a positive, respectful environment where every individual is valued and supported.

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1. Aims

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 to our vision statement which is to deliver 'life in all its fullness' for every child. 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.

ABCA is 'A Take Care School', within which we 'Take care of ourselves, each other, the world and with our work.' and this forms the active value system on which our school is built.

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

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.

Every child and adult has the responsibility to ensure that Every Child Has the Right :

to be happy

to feel valued

to a good quality education

to opportunities to grow up well
to work hard and learn without being disturbed
to be cared for and to care for others
to feel safe
to not be mistreated
to not be bullied
to not be called names
to a clean and safe environment
to be respected and to respect others
to privacy
to make good friends
to a voice
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.

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 (Headteacher), Mrs Hodgson (Assistant head teacher and SENCo), Miss Robinson (Assistant head teacher), and Dr Taylor (Governor). This includes our approach to preventing and responding to child-on-child abuse.

2. Policy Development, Monitoring and Review

This policy has been developed by the following members of staff:

- Head teacher and Senior Designated Safeguarding Lead
- Assistant Head teacher, SENCo, Designated Safeguarding Lead and Online Safety Lead
- Assistant Head teacher, Designated Safeguarding Lead and Computing Lead.

Consultation with the whole school community, including governors, has taken place through a range of formal and informal meetings.

School will monitor the impact of the policy using:

- Pupil, staff and parent/ carer feedback
- Behaviour logs via CPOMS.

3. Supporting Positive Behaviours

At Archbishop Cranmer, we set high expectations for everyone: pupils, staff, parents, carers, and governors. Achievements are celebrated through a variety of embedded systems:

Christian Value Award (CVA)

Pupils and adults can nominate each other for demonstrating our core Christian Values: Courage, Kindness, Respect, Responsibility, Thankfulness and Trust. These values are all linked by our core value of Love.

Integrity Award

Awarded to children or adults for acting with integrity. Recipients are celebrated in assembly, with letters sent home to parents/carers. Names are added to our Integrity Roll of Honour.

Take Care Points (TCP)

TCPs are awarded for outstanding effort, presentation, or exceeding expectations in written work.

Certificates are awarded as follows:

- 25 points: Bronze
- 50 points: Silver
- 75 points: Gold
- 100 points: Platinum

House Points

Children earn points for achievements, behaviour, and effort. House Captains collate these weekly, with results announced in assemblies. Our houses include:

- Cranmer Kites
- York Eagles
- Canterbury Hawks
- Tudor Falcons

Corridor Code of Conduct

Children demonstrate positive behaviours around school by:

- Walking quietly and on the left-hand side.
- Wearing the correct uniform with pride.
- Acting with integrity, even when unsupervised.
- Being polite and using manners.

4. Dealing with unacceptable behaviour

Classroom Management

In each classroom, staff use a simple and consistent traffic light system (green, amber, red) to support pupils in understanding expectations and making positive choices. All pupils begin each day on green.

This system is used in a **discreet and non-public way**. It is not displayed in a manner that identifies individual pupils or draws attention to negative behaviour. Staff communicate movement within the system quietly and respectfully to maintain pupils' dignity and self-esteem.

Where appropriate, a more personalised and low-key approach may be used to meet individual needs, particularly for pupils with SEND. This approach ensures that behaviour is managed with dignity and respect, in line with our Christian values and commitment to inclusion.

Our approach to behaviour is restorative. We believe that behaviour incidents are opportunities for learning and personal development. Pupils are supported to:

- understand the impact of their behaviour
- take responsibility for their actions
- repair relationships

- make improved choices moving forward

This reflects our commitment to profound personal development and our Christian values of kindness, respect, responsibility, trust, courage and thankfulness

Sanctions and Responses

At Archbishop Cranmer, sanctions are progressive, fair and based on the behaviour, not the child.

Alongside clear consequences, pupils are always given the opportunity to reflect and make things right.

At the first sign of low-level disruptive behaviour, the class teacher will give a verbal reminder. Continued behaviour may result in movement on the traffic light system.

Amber

If a pupil moves to amber for indirect misbehaviour (e.g. calling out, arguing, low-level disruption, rudeness or inappropriate discussion), the following will be applied:

- loss of 5 minutes at the next playtime

If behaviour continues, the pupil will move to red.

Red (following amber)

- loss of 10 minutes at the next playtime
- possible internal exclusion to a partner class
- completion of a Behaviour Reflection Log linked to our Christian Values

Red (serious incident)

For behaviours such as swearing, racist language, fighting, vandalism or bullying, there will be an immediate referral to the Headteacher or Deputy.

The following will take place:

- completion of a Behaviour Reflection Log linked to our Christian Values (see appendices)
- parents/carers informed as soon as possible
- further action as appropriate

These reflection logs support pupils to consider which values were not demonstrated, understand the impact of their actions and actively restore relationships. This ensures behaviour is not only managed but used as a structured opportunity for moral and personal growth.

Consistency and Expectations

All staff are expected to apply the behaviour system consistently, including the use of the traffic light system, reflection logs and communication with parents. Consistency ensures fairness, clarity and security for all pupils.

Adjustments may be made to support individual pupils, particularly those with additional needs, while maintaining high expectations for all.

Recording and Follow-Up

All significant incidents are recorded on CPOMS under the behaviour log.

Patterns are monitored and analysed over time, including by pupil group, to ensure early identification of concerns and equitable outcomes. Behaviour is reviewed regularly by staff to inform next steps and targeted support.

Communication to parents for amber incidents and lower-level concerns will be made at the teacher's professional discretion. Following repeated incidents, a parental conference will be held to agree a clear way forward. This may include a home-school communication system, targeted support or involvement of external agencies where appropriate.

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.

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 log.

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.

5. Inclusion and equity

Our behaviour policy ensures that all children, regardless of background or need, are supported to thrive. Additional measures, such as personalised strategies and external agency support, are implemented where necessary.

6. Bullying Prevention and Response

We have a zero-tolerance approach to bullying, with a focus on prevention through education and open communication. Incidents are recorded on CPOMS and support is provided to all parties involved. Serious incidents are escalated to senior staff and discussed with parents.

In line with our safeguarding responsibilities, the academy recognises that harmful behaviour may also occur online. This includes cyber-bullying, prejudice-based and discriminatory behaviour and emerging online harms such as AI-generated or manipulated content and deepfakes, online misogyny or misandry and financially motivated sexual extortion ('sextortion'). Concerns will be addressed in accordance with this policy and the academy's Child Safeguarding Policy.

7. Use of Physical Intervention

Physical intervention is only used as a last resort to ensure safety. Any such incidents are recorded and reviewed in line with our safeguarding policy.

8. Recording and Monitoring

Behaviour logs on CPOMS enable detailed tracking and analysis. Patterns are reviewed regularly, including through staff meetings, learning walks and pupil voice. Data is analysed over time and across groups to ensure early intervention, consistency and equitable outcomes for all pupils.

9. Partnerships with parents and the community

Parents and carers are key partners in promoting positive behaviour. Regular communication, including newsletters, workshops, and one-to-one meetings, ensures they are involved and informed.

10. Governors

Governors are updated on behaviour through Standards and Values meetings, the Headteacher's Report, and visits to school. Feedback from parents and pupils is also shared.

11. Impact

The success of this policy is measured through:

- reduction in repeat incidents for individuals following reflection and intervention
- consistent application of behaviour systems across the school
- strong pupil understanding of school values (through pupil voice)
- positive behaviour for learning observed in lessons and around school
- improved engagement, wellbeing and outcomes for all pupils

Positive behaviour underpins effective learning. Clear routines and high expectations ensure classrooms are calm, purposeful and focused, enabling all pupils to succeed academically, socially and emotionally.

Archbishop Cranmer C of E Primary Academy
Pupil Reflection Sheet – KS1



Let's think about our choices...

Our values help us to flourish. We can learn from our mistakes and make things right.

1. What happened?

I _____

2. Which value do I need to think about?



Kindness



Trust



Responsibility



Courage



Thankfulness



Respect

3. Who was affected?

I hurt / upset _____

How do you think that they felt?



happy



sad



worried



angry



scared

4. What could I have done instead?

To show _____, I could have _____

5. How can I put things right?

To show _____, I will _____

Adult comment:

Signed: _____ (Child) _____ (Teacher)

_____ (SLT) _____ (Parent)

Archbishop Cranmer C of E Primary Academy
Pupil Reflection Sheet – KS2



Behaviour Reflection – Living Our Values

Our values help us to flourish.
We can learn from our mistakes and make things right.

1. What happened?

2. Which value was not shown?

Kindness Respect Responsibility Trust Courage Thankfulness

I chose this because _____

3. What were you thinking and feeling at the time?

4. Who has been affected and how?

5. What could you have done differently? *Reflect on our values.*

6. How will you restore this? *Link to our values.*

7. Moving forward?

This week I will show _____ by _____

Adult comment and next steps:

Signed: _____ (Child) _____ (Teacher)

_____ (SLT) _____ (Parent)