

# CROMWELL ACADEMY POSITIVE BEHAVIOUR POLICY

## Statement of Aims and Objectives

Our Academy's Behaviour Policy underpins our statement of purpose. "Committed to Achieving" We believe that in order to achieve this, all members of the Academy community need to feel valued and respected and that each person is treated fairly and well. The Academy behaviour policy is designed to support the way in which all members of the Academy can live and work together in a supportive way. It aims to promote an atmosphere where everyone feels happy, safe and secure and can reach their full potential.

At Cromwell Academy we all strive:

- To develop positive experiences and memories for the whole Academy community.
- To celebrate and embrace diversity through equality for all our children, families and wider community.
- To work in partnership to develop happy, confident, independent children with an enthusiastic and creative attitude to learning.
- To foster strong relationships through respect, trust and teamwork so that our children can thrive and achieve.

## Promoting Positive Behaviour

We believe that all children at Cromwell Academy have a right to an education which offers them the best opportunity to reach their full potential. Everyone within Academy is working to provide the environment in which this may happen.

This means that we all must follow:

### **The Cromwell Code**

Caring  
Respect  
Outstanding  
Manners  
Welcoming  
Enthusiastic  
Laughter  
Leading

## Rewards and Sanctions

We reward positive behaviour in the following ways:

- verbal praise, e.g. “Well done for...”, “I like that because...”
- establishing individual schemes that reward positive attitudes in work and behaviour, e.g. smiley faces, stickers, stamps, positive written comments, etc
- establishing whole class schemes that foster respect for others and a valuing of the individual, e.g. Special Days, etc
- sharing achievement with another teacher/class
- sharing achievement with the/Head teacher/Deputy Head
- achievement assemblies
- whole Academy rewards/key worker groups, House Points, “proud of” certificates.
- Golden Time

Sanctions we use when dealing with poor and unacceptable behaviour may include (these should be age appropriate taking into account of pre-school children):

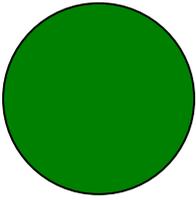
- talking to the child and listening to their explanation
- making our disapproval obvious through facial expression and gestures
- writing their name on the board to highlight warning
- loss of Golden Time
- isolating the child either in their classroom or another classroom
- asking the child to write a letter of apology or an explanation
- withdrawing privileges such as playtime or part of lunchtime
- sending the child to the Key stage Team Leader/Deputy Head/Head teacher
- drawing up an individual contract or agreement
- drawing up Individual Behaviour plans

We must ensure that in dealing with such behaviour we use appropriate sanctions which are age appropriate (taking into account of pre-school children) immediate, fair and consistent. At Cromwell Academy we see the behaviour of the children as a partnership between the parents and ourselves. If a child is misbehaving then we need to talk with parents and ask for their support. Any behaviour which breaks our code of conduct will be deemed as unacceptable and the following stages of dealing with unacceptable behaviour are followed.

### Stages of Dealing with Unacceptable Behaviour

Whilst we think that it is very important to highlight the positive, we recognise that there is a need for dealing with poor and unacceptable behaviour. Throughout the Academy we use a consistent approach when dealing with inappropriate behaviour and the following stages will be followed:

## STAGE 1

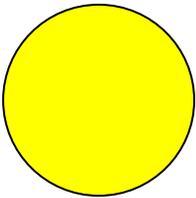


Green is good!

All children begin on green and are expected to follow the Cromwell Code.

Minor disruptions – Distracting others, lack of concentration, poor manners, grabbing, talking at an inappropriate voice level/time/interrupts, lacks awareness of others, pushes, runs – are dealt with within class or within a group by the Class Teacher/Teaching Assistant. These disruptions are, primarily, dealt with in the form of non-verbal reminders. If the behaviour continues a verbal warning offering choices is then given.

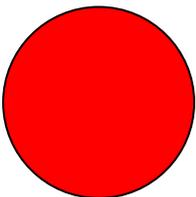
## STAGE 2



Yellow is you should know better!

If a verbal warning is given and the behaviour continues the child's name is moved onto yellow and they miss 5 minutes of playtime or lunchtime. If the child's behaviour improves after the verbal warning they can earn a move back to green and not miss their play time or lunchtime.

## STAGE 3



Red is really bad!

If the child continues with behaviour from previous stage with poor attitude to learning and work and is rude and unresponsive they are moved onto red and will miss 5 minutes of Golden Time on a Friday as well as the 5 minutes already lost by being on yellow. During Golden Time on a Friday the child stays with their

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class teacher and sits on the carpet with a timer reflecting on the behaviour that has got them to this point and after the necessary time can go and join in with their peers.

All children start the next day back on green – Every morning is a fresh start!

#### STAGE 4

If the child continually reaches red and inappropriate behaviour is persistent the class teacher now consults with colleagues and the behaviour is dealt with through time out in an appropriate classroom, being spoken to by Key Stage team leader/Deputy Head teacher, or an Individual Behaviour Plan. The Key Worker/Class teacher also requests a meeting with the parents at this stage. If deemed necessary, the Specialist Teaching Service may also be involved at this stage.

#### STAGE 5

If the child continually breaches the rights of others and there are regular and serious infringements of the rights of others. If there are continued serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help. Behaviour is now deemed serious enough to warrant exclusion. All necessary agencies are involved and the issue is dealt with directly by the Head teacher.

### **The Reflection Room**

Cromwell Academy has opened a Reflection Room during lunchtime, where children will be sent to reflect on behaviour that does not meet the required standard. As a Academy we expect our behaviour to meet the Ofsted criteria for good or better.

‘Pupils are typically considerate, respectful and courteous to staff and each other, and consistently meet the Academy’s expectations. Pupils, including those with identified behavioral difficulties, respond very well to the Academy’s strategies for managing and improving behaviour, which are applied consistently. This makes a very positive contribution to a well ordered, safe Academy.’

Children will be sent to the Reflection Room from their classroom if they are on a red card and have continued with poor behaviour. They will be there for twenty minutes, from 12.15 and will be expected to complete an age-related reflection sheet, and discuss their behaviour with the duty member of teaching staff. They will then be sent to have their lunch and go outside.

At lunchtime children will be sent straight to the Reflection Room if their behaviour does not meet the required standard. Behaviour such as spitting, hitting, verbal abuse, deliberate damage of property and refusing to do what is asked will result in the child being sent straight to the Reflection Room. These behaviours will also not be tolerated in the classroom, and will result in children going straight to the Reflection Room at lunchtime. All staff, including support staff will follow the same protocol to ensure consistency.

If a child is sent to the Reflection Room their parents/carers will be informed by the end of the Academy day by a member of the teaching staff.

The children who follow the Cromwell Code all term, and have been in the Reflection Room no more than once, will be rewarded with a special treat at the end of each term.

## **Positive Behaviour Management off Site**

All Staff have the responsibility for ensuring the good behaviour and safe conduct of pupils in their care when out of Academy. Pupils will be expected to abide by all normal Academy rules and any extra safety constraints as informed by the staff leading the party. Any pupil breaking Academy rules whilst on a Academy trip may well be prohibited from going on future trips. Risk Assessments are routinely carried out to ensure the safety of all children when off site.

## **Procedure for Managing Children Who Leave the Academy Premises without Permission**

If a child leaves the Academy premises without permission the chances are that he/she will be distressed, angry, aggressive and unwilling to return to the building when asked. With this in mind it is important not to add to his/her distress, this could result in the child running across a road without concern for the traffic and injuring themselves.

In the likelihood of this happening the procedure should be as follows:

- As soon as the child leaves the premises inform the Headteacher by sending a message with a child or adult etc.
- If a lunchtime supervisor sees the child run they will immediately hand a 'red card' to a pupil who will then take this to the Head.
- In the event of a teacher following a child, provision will be made for their class to be covered by another teacher.
- The Head will immediately contact the parent to keep them informed.
- DO NOT chase the child – walk calmly at a distance and follow.
- If verbal contact can be made – calmly ask them to return to Academy where any problems can be sorted out in a safe environment.
- As a preventative measure the gates on to Parkway will be closed during playtime and lunchtime.

## **Strategies to Support Inclusion**

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider Academy life. These strategies are over and above the strategies that are used for the majority of pupils and should consider the needs and age of the child.

We run social skills groups/Friendship groups involving a variety of children who need support in improving their behaviour as well as positive role models who attend as a reward for their good behaviour.

We run 1:1 counselling sessions with some of our children using a trained counsellor on our staff.

Our Family Liaison and Inclusion Officer works closely with our families and supports them through times of difficulty for either themselves or their children.

When appropriate we liaise with the Primary Behaviour Support for Learning Team, who support pupils through:

- Observing pupils and advising on new teaching strategies
- Supporting IEPs
- Circle time
- Anger management strategies
- Class profiles - looking at a child's behaviour in relation to the rest of the class
- Team building
- Drop-in advice sessions with staff
- SEN referral – IEP formulated and strategies to support Educational Psychologist referral
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Regular meetings with parents
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Individual Behaviour Contracts
- Circle of Friends

### **Positive Handling**

Cromwell Academy is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal with all incidents involving aggressive behaviour, and only use physical intervention as a last resort in line with DfES and LEA advice. If used at all it will be in the context of a respectful, supportive relationship with the child. We will aim to ensure minimal risk of injury to children and staff. It is recommended that only staff who have had positive handling training should restrain children.

### **Anti-Bullying Statement**

At Cromwell Academy we define bullying as:

*“Longstanding and repeated abuse, physical or psychological, conducted by an individual or a group, and directed against an individual who is not able to defend him or herself”*

The abuse might take the following forms:

- Physical – hitting, kicking, taking or damaging possessions.
- Verbal – name calling, insulting, racist remarks.
- Psychological – making threats, intimidation, spreading nasty stories, passing notes, excluding someone from a group.

We are always mindful of the difference between arguments children have and true bullying.

We acknowledge that bullying will, very occasionally, take place in our Academy, as it does in any institution. However, we are working with staff, children and parents to create a Academy community where bullying is not tolerated.

Our Academy community:

- Discusses monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to identify and tackle bullying appropriately.
- Ensures that children are aware that all bullying concerns will be dealt with sensitively and effectively.
- Reports back quickly to parents/carers regarding their concerns on bullying.
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LEA and relevant statutory/voluntary organisations when appropriate.

#### **Other relevant policies/documents**

- Safeguarding and Child Protection Policy
- PSHE Scheme of Work
- Anti-bullying policy
- Inclusion Policy
- Equality and Diversity Policy
- Lunchtimes Policy
- Cromwell Code
- Bullying – A Charter for Action
- SEND Policy