



Cromwell Academy

Behaviour Policy

Person Responsible: Headteacher, Governors

Review Date: September 2026

Distribution to: All staff, Governors

Policy reviewed September 2025 – updated sanctions linked to the types of behaviour.

Statement of Aims and Objectives

Our Academy's Behaviour Policy underpins our statement of purpose. "Dream... Believe... Achieve." In order to achieve this, all members of the school community need to feel valued and respected and that each person is treated fairly and well. Our behaviour policy is designed to support our core principles to ensure an environment where everyone feels, safe, happy, respected and able to learn well.

At Cromwell Academy we all strive:

- To develop positive experiences and memories for the whole school 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 promote high standards and positive relationships through respect, trust and teamwork so that our children can thrive and achieve.

Entitlements and Responsibilities

We recognise that everyone has the right to feel valued and respected whilst at school and, in return, that everyone has a responsibility to respect and value others.

Children:

Have a right

1. to learn in a friendly, encouraging, safe and supportive school environment;
2. to have appropriate access to the teacher's time;
3. to be heard and be able to express opinions.

Have a responsibility

1. to show respect to people and the property of others;
2. to be co-operative and considerate;
3. to act in a safe and responsible manner for themselves and others;
4. to speak out but also to listen;
5. to apply their best efforts in their learning.

Staff:

Have a right

1. to work in a pleasant and safe environment and to be able to achieve job satisfaction;
2. to be treated with courtesy and respect;
3. to create 'time-out' situations for children when they are disrupting other people's rights to learn/teach;
4. to support from colleagues, governors and parents.

Have a responsibility

1. to ensure that they are encouraging, positive and consistent, and that they manage poor behaviour fairly;
2. to recognise and respond positively to good behaviour;
3. to consult with and support colleagues and parents;
4. to work within the framework of agreed whole school policies.

Parents:

Have a right

1. to expect consistent approaches to codes of behaviour used by staff throughout the school;
2. to receive and offer information about their child's education and behaviour.

Have a responsibility

1. to let the school know of any concerns;
2. to support the school in promoting good behaviour;
3. to be willing to listen and work with the school, in developing workable solutions to problems.

Promoting Good Behaviour

Wherever possible, we aim to promote a "Praise in Public" (PiP) and "Remind in Private" (RiP) culture at Cromwell Academy. This ensures that high standards of behaviour and conduct are highlighted and that behaviour that does not fall in line with our expectations is addressed in a dignified and effective way.

There are 3 over-riding principles that we abide by in order to promote this:

The Cromwell Way

1. Everybody in this school is **safe** and **happy**
2. We show **respect** for everybody and everything
3. We are the **best learners** we can be

Recognition

We place particular emphasis on recognising what children do well. This is achieved in a variety of ways:

Whole-School Level

- golden tokens for showing The Cromwell Way
- verbal praise, e.g. "Well done for...", "I like that because..."
- achievement assemblies and certificates

Class and Individual Level

- visual acknowledgements e.g. smiley faces, stickers, tokens, stamps, positive written comments, etc
- establishing whole class rules/contracts in line with The Cromwell Way
- sharing achievement with another teacher/class
- sharing achievement with the Headteacher/Deputy Headteacher

Sanctions

Sanctions we use when dealing with poor and unacceptable behaviour may include:

- providing a warning or reminder
- RiP strategies may include names written in a book to be discussed with the child
- talking to the child and listening to their explanation/using social stories
- asking the child to write a letter of apology or an explanation
- withdrawing privileges such as playtime/lunchtime/Golden time
- sending the child to the Headteacher/Deputy Headteacher or Senior Leadership Team
- use of Individual Behaviour Plans (Risk Reduction Plans) where appropriate

Staged Approach to 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 in order to uphold our school principles. Throughout the school, we use a consistent approach when dealing with inappropriate behaviour and the following stages will be followed:

	Type of Behaviour	Sanctions	Who?
Stage 1	Low level disruption in class	Verbal warning/reminder RiP log completed and discussion between staff/pupil held at start of lunch or break.	Class teacher, Teaching Assistant, Midday staff
	Ignoring adult instructions/requests		
	Disrupting the learning others		
	Refusing to complete work		
	Being rude to others		
Stage 2	Continuation of Stage 1 behaviours	Time out during break/lunch break Logged on Arbor	Class teacher Midday staff
	Continuation of Stage 1		
	Persistent low level disruption in class		
	Hurting others		
Stage 3	Continuation of Stage 2 behaviours	Reflection Room Meeting with parents Logged on Arbor At risk of exclusion	Senior Leader- Headteacher or Deputy Head
	Causing deliberate physical harm to pupils		
	Deliberately damaging property		
	Spitting		
	Stealing		
	Swearing/offensive language		
Stage 4	Continuation of Stage 3 behaviours	Reflection Room Meeting with parents Logged on Arbor PRFE	Deputy Head or Headteacher
	Prejudiced behaviour		
	Bullying		
Stage 5	Continuation of Stage 4 behaviours	Internal exclusion (fixed-term) External exclusion (fixed-term increasing in length with each new incident) Reduced timetable Permanent exclusion Logged on Arbor and reportable to Governors, Trust and Local Authority.	Headteacher
	Extremely dangerous, violent or harmful behaviour		
	Physical abuse towards staff and pupils		

The Reflection Room

In most instances, poor-choice behaviour is a learning opportunity and should be treated as such through restorative approaches.

A lunchtime Reflection Room operates for those pupils whose behaviour has reached stage 3 and require time to reflect on their behaviour, the impact of their behaviour and the consequences. This is led by a member of SLT who is required to follow the restorative approach to reflection.

Reflection takes place during lunchtime at a time deemed most suitable for their age and dependant on the lunch schedule. The time spent in reflection will depend on the severity of the behaviour and pupil response to this, but will always allow half an hour for lunch.

Recording and Reporting

Instances of significant misconduct will be recorded in school in order to support reflection and reporting to parents.

- Any behaviour that exceeds Stage 1 will be logged on Arbor.
- Behaviours that cause concern relating to child protection are logged in accordance with our Safeguarding Policy.
- Parents will be notified in writing if their child has been in Reflection Room (Stage 3).
- We log all behaviour that involves bullying and racial incidents on MyConcern.
- We have a duty to report any incidents involving prejudice, racism or bullying to the Governing Body.
- Parents, Governors and the Local Authority are all informed in the event that a child is excluded.

Positive Behaviour Management Off-Site

When representing our school off-site, we expect the same high standards of behaviour. All staff have responsibility for ensuring the good behaviour and safe conduct of pupils in their care when outside of school during school hours. Pupils will be expected to abide by all normal rules and any additional safety measures identified in the Risk Assessment. Any pupil breaking school rules whilst on a school visit will receive an appropriate sanction on return to school and may be prohibited from going on future trips. Risk Assessments are routinely carried out to ensure the safety of all children when off site.

Strategies to Support Inclusion

We recognise that a small minority of pupils may have additional needs that require an individualised approach to managing behaviour. 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 school 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. Where additional or alternative strategies are required, this will be outlined as part of a child's Risk Reduction Plan or APDR and will be shared with all staff and parents.

When appropriate 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.

When necessary, we may offer 1:1 counselling sessions or pastoral support with some of our children using a trained counsellor or experienced members of staff.

Our staff work closely with our families and support them through times of difficulty for either themselves or their children.

When appropriate we liaise with the Early Intervention Family Worker, ACES Academies Trust SEND and Inclusion Team, who support pupils through:

- Observing pupils and advising on new teaching strategies
- Supporting APDRs
- Anger management strategies
- Drop-in advice sessions with staff and parents
- Referrals to Specialist Services
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Meetings with parents
- Individual Behaviour Plans

Positive Handling

We are committed to keeping the children and staff in our school safe. Where a child poses a significant risk to themselves, others or property, it may be necessary to use physical intervention when reasonable and proportionate. As a school, we only use physical intervention as a last resort in line with Dept for Education and Local Authority advice. If used at all, it will be in the context of a respectful, supportive relationship with the child. All staff have received training in Team Teach- a recognised and approved approach to de-escalation and positive handling. We will aim to ensure minimal risk of injury to children and staff. It is recommended that only staff who have had appropriate training should use positive handling, wherever possible. All incidents of physical intervention will be recorded on a dedicated incident form and reviewed by the school leadership team. (See Appendix B.)

Exclusion

The school follows local and national guidelines, policies and procedures when the regrettable decision to exclude a child is made.

These are outlined in the document below:

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

Other relevant policies/documents

- Safeguarding and Child Protection Policy
- PSHE Scheme of Work
- Anti-bullying policy
- Inclusion Policy
- Equality and Diversity Policy
- SEND Policy
- Government and Local Authority Guidance on School Exclusions

Appendix A

Notification of time spent in Reflection Room

Dear Parent/Carer

Your child _____ spent time in Reflection today as a result of the following behaviour.

We are very grateful for your support in reinforcing our school messages and values.

Kind regards

Senior Leadership Team

Appendix B

Physical Intervention Incident Report

Pupil Details:

Name: _____ Age: _____	
Date: _____ Time: _____ Duration: _____ Location: _____	
<u>Staff Involved</u>	
Administrators:	Witnesses:
1.	1.
2.	2.
3.	3.
<u>Escalation/Lead Up</u>	
Trigger: _____	
Preventative measures/De-escalation strategies: _____	
<u>Behaviour resulting in physical interventions:</u>	
<input type="checkbox"/> Physical harm towards pupil <input type="checkbox"/> Physical harm towards adult <input type="checkbox"/> Destructive behaviour <input type="checkbox"/> Persistent disruptive behaviour	<input type="checkbox"/> Spitting <input type="checkbox"/> Biting <input type="checkbox"/> Other info _____
<u>Team Teach Strategies Deployed:</u>	
<input type="checkbox"/> De-escalation <input type="checkbox"/> Dynamic risk assessment <input type="checkbox"/> Scripts	<input type="checkbox"/> Restraint <input type="checkbox"/> Seated hold <input type="checkbox"/> Beanbag hold <input type="checkbox"/> 2-person hold required
<u>Injuries</u>	
<input type="checkbox"/> Child _____ <input type="checkbox"/> Adult _____ <input type="checkbox"/> Other pupil _____ <input type="checkbox"/> First aid given? Y / N _____	
<u>Consequences:</u>	
Consequences for pupil: _____	
Debrief given/Supervision: Y / N Who to: _____	
Follow up/Lessons Learned? _____	
Signed by all involved: _____	
<u>SLT Use Only:</u>	
Parent informed? Y / N	Any agencies informed? Y / N _____
Recorded on Arbor? Y / N	Signed SLT: _____