



Cranberry Academy

Behaviour Policy

Principal: Linda Jones

Date of Policy: May 2021

Policy on Behaviour and Discipline

At Cranberry Academy, we are committed to creating an environment where high expectations of behaviour are at the heart of learning. Together, we promote positive behaviour in our pupils and create an environment in which this can flourish. Everyone is expected to maintain the highest standards of personal conduct and to accept responsibility for their behaviour. The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued. We are a caring community, whose values are built on mutual trust and respect for all. Behaviour management is the responsibility of all staff at Cranberry Academy and regular training will be provided to ensure our behaviour management systems are relevant and purposeful.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). In addition to the contents of this Behaviour Policy, reference should also be made to the Aims and Values of the Academy and Teachers' Standards (DfE, May 2012).

Aims

We strive to:

- To know and understand each individual child.
- To create a culture of high expectations, where every member of the school community is treated fairly, shown respect and promotes good relationships. This will be modelled by all staff and will promote an environment in which everyone feels happy, safe and secure.
- To help the children to become independent learners and thinkers and be responsible for the consequences of their own actions.

Purpose

- To ensure there is a consistent approach across the school in which pupils and staff can understand, explain and follow.

Recognition and rewards for effort:

All staff within the school are able to reward the children in many different ways. This will include:

- Staff congratulating children. Our staff understand that a quiet word of personal praise can just be as effective as a larger, more public, reward.
- Staff giving children dojo points. Children will work towards an individual badge. Bronze - 100 dojo points, Silver - 250 dojo points, Gold - 400 dojo points
- Each week, one child is nominated from each class to receive an achievement award which is shared with the whole school in a celebratory manner.
- Postcards are sent home by class teachers to parents of pupils who have shown exceptional behaviour or progress over the term.
- If children have done something particularly well, then they are able to move onto the proud moment behaviour display and this is shared with the class.
- Every half term, one child from each class are chosen to receive a reward which links to our core values, including curiosity, resilience, kindness, respect, self-belief and happiness. This is shared with the whole school in a celebratory manner. All chosen children will have their picture put onto the relevant balloon display in the hall.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Children's' achievements outside of school e.g. swimming or music certificates, are recognised during our whole school assembly, which takes place once a week.

Sanctions of negative behaviour:

The school employs several sanctions to enforce the school rules known as 'Brilliant to be Blue', ensuring a safe and positive learning environment is continued. The school follows a process, stated below, when addressing negative behaviour which encourages the individual to take responsibility for their conduct. Sanctions are progressive as follows:

FS1

- All children begin everyday on 'Sunshine' and aim to reach the 'proud cloud' by the end of the day by following the school rules. If on the proud cloud, they get the chance to be nominated for 'star of the day' and get to wear a badge and receive a certificate.
- Child to be given 3 verbal warnings and if the child's negative behaviour still occurs then they move onto the 'grumpy cloud'. Children will need to sit next to an adult for 3 minutes maximum. Children can move back onto the 'sunshine' if better choices are made.
- Child to move onto the 'thunder cloud' if negative behaviour continues. Time sat next to an adult is longer.
- Child to sit with phase leader.

FS2/KS1

- Child to be given warning. A 'stop and think' card can be provided or the child could be verbally warned.
- Child to be told to 'make better choices' which will provide them with a second warning. They then begin to move onto the class behaviour display.
- Child to be given 'time out' in another learning environment.
- Child to become a 'red learner' where they will receive a loss of privilege, either part of playtime, lunchtime or after-school club. This will always be supervised, and this sanction will always be immediate, where possible. Parents will be informed.
- Child to have a conversation with phase leader if they have been a 'red learner' on a few occasions. Parents to be informed.

KS2

- Child to be given warning. A 'stop and think' card can be provided or the child could be verbally warned. They then begin to move onto the class behaviour display.
- Child to be given 'time out' where they will receive a loss of privilege, either part of playtime, lunchtime or after-school club. This will always be supervised, and this sanction will always be immediate where possible.
- Child to become a 'red learner' where they will receive an after-school detention with the class teacher. This will always be supervised, and this sanction will always be immediate where possible. Parents/carers will be informed.
- Child to have a conversation with phase leader if they have been a 'red learner' on a few occasions. Parents to be informed.
- Child to be put on a report system where day to day behaviour is logged and shown to the Headteacher at the end of the day. Parents to be informed.

For more serious incidents, sanctions may operate straight away.

It is important to note that some pupils require a more sensitive and differentiated approach to their behaviour and so each teacher may individualise the behaviour system to suit the needs of the pupil.

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- Continued bullying of a pupil outside of school
- Use of cyber bullying outside of school
- Inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- Behaviour that poses a threat to another pupil or member of the public
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that could adversely affect the reputation of the school

Bullying

- Bullying is when the same student is repeatedly and deliberately harmed. The victim finds it difficult to defend him or herself against the perpetrator/s. The victim is the same student who is subjected repeatedly to mean and hurtful actions by others. 'Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally' (Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2011, Department for Education).
- Cranberry Academy does not tolerate bullying of any kind, including Cyber bullying. When a parent or pupil reports a case of bullying, the staff will decide if it is bullying, a conflict or a fight between pupils.
- If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- If we discover that an act of Cyber bullying has taken place, we act immediately to stop any further occurrences of such behaviour. The Computing Lead is then informed to discuss the best approach within school e.g. extra whole school/class lessons on e-safety etc Again, while it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- All incidents, discussions and actions are logged by the Teachers/Teaching Assistants involved on CPOMs (software application for monitoring and recording incidents and information) and are dealt with in line with our Anti-Bullying policy.

Use of reasonable Force

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 11/07, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance. We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to ensure there is full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- Only the Principal (or an appointed acting Principal) has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Principal excludes a child, s/he informs the parents or carers immediately or as soon as possible, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- The Principal informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Principal.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

PUPIL SUPPORT SYSTEMS

All pupils are encouraged to talk to staff about any concerns they may have. These concerns are recorded on the CPOMS system and are dealt with in line with the School Safeguarding Policy. Weekly PSHE lessons are an opportunity for the class to discuss any concerns with their class teacher and assemblies are used to help to discuss any whole school issues.

MANAGING PUPIL TRANSITION

Opportunities are provided for smooth transition at all transition points whether they be between Key Stages or year groups. These include moderation meetings and move up days. We work closely with other partner settings such as Secondary Schools in order to aid transition from Year 6 to Year 7. This includes Transition Projects, attending events and meetings between Year 6 staff and Heads of Year 7.

Health and Well-being of children

All staff understand and be of the children's mental health and wellbeing support during such difficult times. Our staff understand that children will have been impacted by the recent pandemic in different forms and may not find it easy to simply 'settle and learn'. All teaching staff will strive to build positive relationships with children. Staff will reaffirm boundaries, rules and routines as safety measures and use our school values as a means to drive this. To support the children with these procedures, each class will spend time each week focussing on well-being in the dedicated PSHE teaching time and whole school issues are discussed during class assemblies. If staff have

concerns of any child's health and well-being then this is recorded on the CPOMS system and are dealt with in line with the School Safeguarding Policy.

Covid 19 - Additional expectations for children in school

This is for use during the arrangements for education of children in school during the Covid-19 partial school closures. It is to be used in conjunction with the expectations stated above, and read alongside the Anti Bullying policy. Children in school should:

- Adhere to the staggered times and altered routines for arrival or departure into and out of the school building.
- Adhere to specific instructions regarding moving around the school. These instructions will be regularly reminded to children by staff.
- Adhere to altered routines of play times and follow the expectations of play times, including where children may or may not play.
- Follow instructions on who pupils can socialise with at school and stay within their 'bubble'.
- Follow the school's high expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and children to avoid touching their mouth, nose and eyes with their hands as much as possible.
- Follow the school's instructions on hygiene, such as handwashing and sanitising regularly throughout the school day.
- Children are to immediately tell an adult if they are experiencing symptoms of coronavirus.
- Follow rules about not sharing any classroom equipment or other items, including drinking bottles. Children will bring in their own pencil cases, classroom equipment and drinking bottles.
- Follow rules about the use of toilets.

Date: May 2021

Review Date: May 2022

Behaviour policy summary

Recognition and Rewards

- Staff congratulating children. Our staff understand that a quiet word of personal praise can just be as effective as a larger, more public, reward.
- Staff giving children dojo points. Children will work towards an individual badge. Bronze - 100 dojo points, Silver - 250, Gold - 400
- Dojo points will also contribute to House team points and at the end of each term the winning team with the most points will receive a reward.
- Each week, two children are nominated from each class to receive an achievement award.
- 'Incredible Cranberry' Awards are distributed once a month from each class for super behaviour and work, linked to a theme. Parents are secretly invited to celebrate the achievements of their child.
- Postcards are sent home by class teachers to parents of pupils who have shown exceptional behaviour or progress over the term.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Children's' achievements outside of school e.g. swimming or music certificates are recognised during our whole school assembly, which takes place once a week.
- Proud Moment display. If children have done something particularly well, then they move onto the proud moment behaviour display.

Steps of consequences - Brilliant to be Blue

FS/KS1

1. Stop and Think (warning) Children to be given 'stop and think' card (see attachment)
2. Make Better Choices. (2nd warning) Begin to move onto the behaviour display.
3. Time Out (child taken to a different class.)
4. Red Learner (miss playtime with the class teacher and conversation with parent/carer) This needs to be recorded onto CPOMs. This should be given either for persistent disobedience or severe action from the child.
5. Conversation with phase leader or SLT. This step should be taken after a few Red Learner steps have taken place.

KS2

1. Stop and Think (warning)
Children to be given 'stop and think' card and to be moved on the behaviour display. (see attachment)
2. Time Out (Instant consequence at break/lunch time/sent to another class) This is to be completed by the class teacher. Move on behaviour display.
3. Red Learner (after-school detention with class teacher and conversation with parent/carer) This needs to be recorded onto CPOMs. This should be given either for persistent disobedience or severe action by the child.
4. Conversation with phase leader. This step should be taken after a few Red Learner steps have taken place.
5. SLT (report card)