



# Whole School Behaviour Policy Including Rewards and Sanctions

This Policy should be read in conjunction with the following related policies and documents:

- ***“CCTV Policy Statement.”***
- ***‘Whole School Physical Intervention (Restraint) Policy’***
- ***‘Whole School Safeguarding Policy’***
- ***‘Whole School Safeguarding and Child Protection Procedures’***
- ***‘Whole School Anti-Bullying Policy and Procedures’***
- ***‘Pupil Sanctions Record Policy’***
- ***‘Whole School Special Educational Needs and Disability (SEND) Policy’***
- ***‘Whole School Equal Opportunities Policy for Pupils’***
- ***‘Reasonable Adjustments for Pupils’***
- ***‘Whole School Exclusions Policy and Procedures’***
- ***‘Whole School E-Safety Policy’***
- ***‘Staff Code of Conduct’.***
- ***‘Whole school RSE Policy’***
- ***‘Whole School Child on Child Abuse Policy’***
- ***‘Reporting Low Level Safeguarding Concerns Policy’***
- ***‘Whole School Search and Confiscation Policy and Procedures’***



# Senior School Behaviour Policy Including Rewards and Sanctions

## Contents of Senior School Behaviour Policy

- Policy Development and Statement
- Senior School Behaviour Policy Aims
- Promotion of Positive Behaviour - Senior School Codes of Conduct
- Code of Behaviour: Senior School
- Involvement of Pupils in Promoting Positive Behaviour
- Behaviour Management: Expectations and Sanctions
- Appendix A: The Rewards System
- Appendix B: Specific Behaviour Systems

### Policy Development and Statement

At Cranford School, our community is based upon mutual respect, good manners and fairness. We are committed to providing a happy, safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can learn and develop to his or her full potential. We expect our pupils to treat members of staff with courtesy and co-operation and vice versa, so that teaching and learning take place in a relaxed but orderly atmosphere. All pupils should care for and support each other and be encouraged to adopt the highest standards of behaviour, principles and moral standards.

In support of these aims, the School Council, comprising pupil representatives from different areas of the School, were invited to give direct input and feedback into the review and re-writing of this Policy and Procedures document. After review they approved the contents for publication and endorse the contents and procedures fully.

These aims and the broader policy adhere to the DfE Guidance on Behaviour and Attendance and in particular *'Behaviour in Schools'* (February 2024); the Departmental advice: *'The Equality Act 2010 and School: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities'* (May 2014), *'Gender Separation in Mixed Schools: Non-Statutory Guidance'* (June 2018) and ['\*Character Education'\* \(November 2019\)](#) and ['\*Searching, Screening and Confiscation – Advice for Schools'\* \(DfE, July 2023\)](#).

The DfE regulations provide the Headmaster and staff with the power to discipline pupils for their behaviour in School and, in some circumstance, outside of the School. This includes the power to impose detention outside School hours and to confiscate pupils' property.

The following document must be read in the knowledge that reasonable adjustments will be made for pupils with Special Educational Needs and/or Disabilities, according to the Equality Act 2010, and the subsequent Government guidance of May 2014. The nature of the SEND will determine the adjustments.

For more detail on these areas please refer to the **'Whole School Special Educational Needs and Disability (SEND) Policy'** and the SENCo.



In line with Government legislation, **neither corporal punishment, the threat of corporal punishment, nor any punishment that may adversely affect a child's well-being, is used at Cranford School.**

The Policy is written with due regard to the duty of proprietors, under section 7 of the Education (Independent Schools Standards) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils.

The School is particularly alert to practices, behaviours and interactions which may create or allow a hostile environment for pupils with protected characteristics and will intervene through appropriate action, such as disciplinary and/or educative action as the situation requires, with a view to creating a positive, inclusive culture in which every pupil can feel valued and flourish.

The School recognises that this may entail addressing not only negative behaviours but also addressing a lack of positive behaviours and proactively dismantling a hostile environment. Our staff body are aware of the issues of unconscious bias and ensure that those with protected characteristics are fully included in the life of the School. The Senior Leadership Team routinely consider the equality aspect of all policies when initiated or reviewed and value and seek to expand the opportunities for pupils to voice their views, thus creating a culture of listening to pupils.

Bullying on the basis of protected characteristics is taken particularly seriously and the School recognises its responsibilities in this regard. All complaints of racist or homophobic bullying or those against a gender questioning pupil, for example, will be taken extremely seriously and treated with due seriousness, in line with the Anti-Bullying Policy and procedures.

Cranford ensures that a proactive approach is taken at all times in responding to bullying on the basis of the protected characteristics. The use of racist language, such as that used between pupils is never dismissed as 'banter' and is never tolerated. It is tackled aggressively with a view to preventing it happening again.

The school actively engages pupils, staff and governors in reviewing the behaviour policies and procedures to ensure that they are effective.

KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy is designed to bear this in mind. As part of taking a whole-school approach to behaviour and safeguarding, it is important to note that the respective policies complement one another.

## **Aims**

- To support the smooth running of our community based on mutual respect, good manners and fairness.
- To provide a happy, safe and caring environment that is free from disruption, violence or any form of harassment so that every one of our pupils can develop their full potential.
- To promote the highest standards of behaviour, self-discipline and respect so that the School is a place where effective teaching and learning can take place and all members of the School community can feel safe and appreciated.
- To encourage the personal and moral development of pupils in line with the School values and assist in the forming of positive relationships within the School community. Alongside nurturing our pupils to develop the key characteristics of courtesy, respect, truthfulness, courage and generosity
- To prevent bullying so that all members of the School community feel valued and confident.



- To ensure that pupils complete assigned work.
- To ensure that pupils respect the property of each other and the School.
- To regulate the conduct of pupils so that they allow themselves and others to benefit from all the opportunities offered at the School.
- To ensure pupils are aware of and uphold our zero tolerance policy towards negative behaviours and interactions such as misogyny, sexual or racial abuse.

### **Promotion of Positive Behaviour - Senior School Codes of Conduct**

In practice, our Codes of Conduct and Rewards and Sanctions Systems are designed to help all members of our community to value and appreciate one another, irrespective of age, gender, creed, race or sexual orientation and to acknowledge that everyone has an important role to play within and beyond School.

*Our code of conduct actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.*

*Discriminatory or extremist opinions or behaviours are challenged as a matter of routine, and our School has zero tolerance of abusive behaviours.*

Cranford recognises that preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Our School has a clear set of values and standards, upheld and demonstrated throughout all aspects of School life. These are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

The Codes of Conduct ('Golden Rules' for Junior Pupils and 'Every Day Rules' and 'Code of Behaviour' for Senior School Pupils) clearly outline our expectations and give positive guidance as to the expected standards of behaviour. We have clear systems for rewards and sanctions. Our intention is always to deal with any behaviour problems in a fair and consistent manner, thus engendering mutual respect amongst all members of our community.

### **Everyday Rules – Senior School**

Each Form has a copy of these rules on their form noticeboard. Form Tutors should work through this document with their forms to ensure a full understanding. These rules should be discussed in form time at the beginning of the year and then displayed on the form's noticeboard.

### **Timekeeping**

- Arrive in your form room by 8.30am and in teaching rooms by 2:15pm for registration.
- If you arrive late, sign in the late book in the School Office.
- Leave School promptly at 4.15 pm unless you have an after school activity or have inform the Office that you will be attending Homework Club.
- If you need to leave School during the day, sign out in the School Office. Never leave School without permission.
- Always be on time to lessons.



## **Uniform**

- Always wear proper uniform (see uniform list)  
Unless you have special permission, come to School in uniform or PE kit and go home in uniform or PE kit.
- You may wear one small stud in each ear lobe and a wristwatch. Year 11 pupils are permitted to wear an additional ear piercing. No other jewellery is allowed, and items will be confiscated immediately, placed in a named envelope and taken to the main School Office for safe keeping. Pupils may collect the item(s) at the end of the School day.
- Earrings must be removed for PE lessons.
- Never wear coloured nail varnish or make-up. Year 10 and 11 pupils are allowed to wear subtle make-up.
- Hair should be neat and tidy and tied back for relevant lessons (PE, Food, Science etc) or where a teacher asks for this if necessary.
- Do not use unnatural colours in your hair.
- Make sure every item of uniform is clearly marked with your name.

## **Possessions**

- Keep valuables on your person at all times. Never leave money unattended.
- Ensure any valuable possessions are locked away safely in your locker.
- All of your possessions, including pencil cases, calculators, and phones must be marked clearly with your name.
- Never borrow another pupil's or staff's possessions without their permission. If you bring valuables to School, you are responsible for them.

## **The Following should NEVER be brought into School**

- Chewing gum.
- Illegal substances.
- Weapons.
- Aerosols.

## **Lessons and Homework**

- Hand homework in promptly.
- Make sure that you bring everything you need to all your lessons.
- Keep your planner properly and have it signed regularly.
- Go to the toilet at break or lunchtime, not during lessons.
- Tidy your classroom after every lesson and keep your Form Room tidy.

## **Break and Lunchtime**

- You may go to their Form Rooms at break. Snacks may be eaten in Form Rooms and designated spaces as agreed by your Head of Year. All pupils are responsible for disposing of their litter in



the correct bin. Form Captains and Vice Captains have the responsibility to ensure their Form Room is kept tidy.

- Eat your lunch in the dining room, unless you have a grab and go. Please do not picnic outside at lunchtime to avoid encouraging vermin.
- Do not bring chewing gum to School at all.

Finally, you must ensure you know and understand the Code of Behaviour thoroughly.

### **Code of Behaviour – Senior School**

As a School we recognise that good interpersonal relationships are the key to development, progress and well-being. The School is a community in which all members should treat each other with respect at all times. We all aim to treat other people, as we would wish to be treated ourselves.

#### **How Pupils should treat each other:**

We should like pupils to:

- \* be aware of the feelings of others and listen to their opinions;
- \* be positive in their dealings with others and never put them down;
- \* offer support to anyone who is unhappy;
- \* respect the differences between people, whether physical, social, racial or religious;
- \* be polite and courteous, even to people they do not like, remembering basic courtesy like holding doors open for the people behind;
- \* be especially considerate of younger pupils and respectful of older pupils;
- \* be careful with use of smartphones and IT communication and not take or circulate anyone's photograph without their permission;
- \* be careful not to use language which could cause offence to others;
- \* respect the property of other people; to hand in lost property and not tamper with other people's work or possessions;
- \* respect the environment that we work in; to keep it clean and pleasant;
- \* respect the need for peace and quiet, especially during examinations;
- \* allow others to learn by not disrupting lessons and thinking before asking for attention;
- \* remember that some pupils will be supervising others as prefects, on duty, or running activities. All pupils should respect their authority and there should be mutual politeness and respect. Pupils in supervisory roles should be reliable and punctual and remember their job description and guidelines;
- \* support each other to keep to this code.

Behaviour which is against this Code should not be tolerated. Bullying, threatening behaviour, cheating, stealing, dishonesty and discrimination are serious offences and must be reported. Less obviously serious cases can be talked through with Form Prefects, Form Tutors, Heads of Year, Assistant/Deputy Head or any teacher to whom you feel you can relate. Never feel that talking to a teacher is wrong.

#### **How Staff should treat Pupils:**

We should like staff to:

- \* treat all pupils equally and with respect, not pick on individuals or show favouritism;
- \* be firm, fair and listen;



- \* be consistent in picking up offences e.g. against the uniform code and reporting them; through using the agreed practices e.g. writing in Planner and recording on SIMS;
- \* be polite, courteous and approachable;
- \* encourage and support the pupils to achieve their potential, using praise whenever deserved
- \* be patient;
- \* try to offer personal support when required and be discreet about pupils' personal problems without offering total confidentiality;
- \* take account of the pupils' feelings, especially with regard to sensitive issues such as discussing examination marks, using pupil's work as examples and wording on reports;
- \* respect all differences between people;
- \* know and understand the rules and codes of the School and lead by example;
- \* create and maintain a pleasant environment;
- \* appreciate the implications for the pupils of their decisions and actions;
- \* ensure that lessons and activities start and finish on time;
- \* stick to the homework timetable;
- \* give appropriate feedback to the pupils about their work as soon as possible;
- \* remember how hard the pupils work, how many deadlines they have to meet, and that they need to have social time.

### **How Pupils should treat all Staff (Teaching and Non-Teaching):**

We should like pupils to:

- \* be polite, courteous and respectful, which includes using title and surname when addressing staff;
- \* be positive and co-operative over requests and instructions;
- \* be pleasant but not over familiar;
- \* take responsibility for their own learning;
- \* be well organised, bring appropriate equipment to the lesson and be ready to start on time;
- \* pay attention in class and complete their homework as well as they can;
- \* let the teacher know if there are problems with the work and be appreciative of extra support that is given;
- \* excuse themselves properly in advance if they know that they need to miss a lesson;
- \* remember how hard all members of staff work and that they need breaks too;
- \* realise that a teacher cannot always be immediately available.

### **The Wider Community:**

When travelling to and from School, and when out of School on trips or other activities, we should aim to treat members of the public as we ourselves would wish to be treated. Remember that people's opinions of the whole school will be shaped by our behaviour.

We should like pupils to:

- \* be polite and courteous at all times;
- \* be considerate of others by not blocking the pavement, or leaving bags in inconvenient places;
- \* respect other people's property, by not dropping litter, or sitting on garden walls;
- \* behave in an orderly manner on the school bus and public transport'
- \* wear the uniform in the proper way.



**Above all, we want our school to be a friendly, welcoming and happy place, where each pupil can do their best and become confident about themselves, and where the staff and the pupils feel happy to work. Pupils are ambassadors of the School and are expected to act as positive role models to peers and younger pupils in particular.**

### **Involvement of Pupils in the Promotion of Positive Behaviour**

We firmly believe that involving pupils in the promotion of positive behaviour allows them to take responsibility for their own actions and feel fully invested in the well-being of the School community as a whole.

Examples of this are as follows:

- The Head of the School Council leads a team of School Council members in bringing pupil voice to the Senior Leadership Team;
- Heads of House and Deputy Heads of House lead year groups from Year 7 – Year 13 in creating activities, helping to prepare for competitions and practicing for performances;
- Prefects undertake lunch duties and supervise younger pupils during break times;
- Form Captains are excellent role models for their Tutor Group and share pupil voice within their Councils.

### **Behaviour Management: Expectations and Sanctions**

#### **Start and end of lessons:**

1. At the start of lessons pupils should ensure they have everything they need (books, pencil cases etc) on their table and remain standing behind their chair
2. Staff should register the pupils and then ask them to take their seats.
3. At the end of lessons pupils should be asked to stand behind their chairs and be dismissed when they are quiet and ready to leave.
4. Unless you have specified otherwise to your class, pupils will be allowed to go in and get ready for the lesson when the classroom is empty to avoid blocking corridors.

**This structured start and end should be consistent across the whole senior school** to ensure pupils are met with the same expectations in all lessons.

### **Pre-Emption Strategies**

All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson.

Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice.

As soon as any slouching, daydreaming or distracting occurs, teachers swiftly use these pre-emptive reminders:

1. Silent non-verbal: hand signal, eye contact, facial expression, shake head or sharp pause.
2. Unnamed: 'We're tracking. Just waiting for 100%. We need one person ... and 100%.'
3. Named: 'David, we listen so we can learn. Thank you.'

### **Consequences for Poor Behaviour in the Classroom**

In the classroom, the following procedure is used by staff to deal with inappropriate behaviour:

1. In the first instance a pupil is told of unacceptable behaviour and warned that a repeat will result in a red comment in their Planner and a negative point marked on SIMS. A negative should be issued in the following circumstances (list is illustrative not exhaustive)
  - Careless written work in lessons
  - Incorrect uniform (untucked shirts etc.)
  - Anything else that a pupil has previously been reminded about by a teacher.
  - Disrupting or interrupting others in lessons (talking or whispering over instructions, explanations, discussions or silent practice)
  - Disobeying a teacher
  - No homework
  - Incorrect equipment or uniform (no ruler, pencil case, reading book, no blazer)
  - Lateness to school
  - Hesitating in handing over confiscated items
  - Chewing gum
  - If a phone is confiscated
2. As the behaviour improves the pupil is praised. If there is a repeat the pupil should be moved within the classroom, a red comment made in their Planner and the pupil warned that a further repeat will result in a detention.
3. If the behaviour persists beyond this warning, the pupil is given a detention which is also recorded in their Planner.
4. If these sanctions are ineffective in a lesson and the behaviour persists, the pupil should be removed from the lesson by an on duty member of SLT (please call the office for assistance.) We anticipate this course of action to be a rare occurrence.

Ensure a record of the inappropriate behaviour and sanction is added to SIMS on the same day as the incident took place.

### **Staff Responsibilities for sanctions**

It is the responsibility of all teachers to create and maintain a safe and positive learning environment for all pupils. As a class/subject teacher it is your responsibility to maintain and monitor the allocation of SIMS negative points for each class.

Should a pupil receive a detention in your lesson it is your responsibility to follow the procedures set out here and under 'sanctions':

1. Complete a detention form and submit this to the office
2. Make a note in the pupils planner in RED pen (process outlined below)
3. Make the pupil aware of their detention and the reason it has been given
4. FOR AFTER SCHOOL DETENTIONS ONLY - Inform parents via email or phone call that day
5. Ensure the pupil knows that after the detention there is a reset, the slate is wiped clean and look for ways to offer positive praise and reward points in your next lesson.



### **Lunch Time Detention**

Lunch Time Detentions take place every week on a Friday from 1:00-2:00pm. Detentions are issued for persistent poor conduct in lessons, multiple poor conduct points (3 in a week) and repeated missed homework, the specifics are outlined below.

### **Homework Detentions**

A Friday lunchtime detention should be issued for **two missed pieces of homework in the same subject, in one half term**, by the subject teacher, or by form tutors for three missed homeworks across all subjects.\* Any missed homework deadlines must be recorded in SIMS in order to monitor this. Pupils must be made aware of the detention they have been issued so they know to attend. The teacher must make a note in the pupil's planner "*missed homework detention, 1pm Friday(date)*".

\*Mitigating circumstances will be taken into consideration.

### **Poor Conduct Detentions**

If a pupil persists with poor conduct in the classroom, having followed the behaviour policy for dealing with poor conduct outlined above, the member of teaching staff should tell the pupil they are being given a detention, make a note in the pupil's planner and then complete a detention slip. The following should be noted in the pupil's planner: "*conduct detention, 1pm Friday(date)*".

Form tutors are responsible for monitoring pupil conduct. Pupils with 3 or more conduct marks on SIMS (appearance, conduct, cause for concern) in a week are to be issued a Friday Lunch Time Detention. Form tutors must record the following in the pupil's planner "*conduct detention, 1pm Friday(date)*". As above, teacher's should discuss the pending detention with the pupil when recording it in their planner.

Staff should ensure both the poor conduct and the sanction are recorded on Sims as soon as possible after the incident.

Each half term, the 'slate is wiped clean'. So a pupil who gained two poor conduct points in the first half term is 'reset' to 0 in terms of counting for detentions.

### **After School Detention**

An after-school detention will be issued only by the Heads of Year, Assistant Head Pastoral or Senior Assistant Head in the following circumstances: -

- Pupils receive two lunch time detentions in the same week.
- Serious breaches of the Code of Conduct that are deemed by the Senior Assistant Head to warrant escalation to School Detention.

**These are coordinated by the Senior Assistant Head (DSL) and take place after school on a Friday in the Laurence Room.**

### **Further Sanctions**

These should be agreed, as required between the HoY, SLT and Headmaster. A member of SLT will direct the HoY in terms of appropriate communication with parents – no communication with parents should occur without this SLT involvement at this stage.

Further Sanctions could involve;

- After school detention



- Internal exclusion
- External exclusion
- Expulsion (please refer to the sanctions policy)

### **Consistency in the Management of Behaviour:**

In order to maintain consistency and the highest standards in the management of behaviour, training, support and development is provided to staff through our rolling programme of INSET and Staff Meetings. Weekly Pastoral Team Meetings take place with Heads of Key Stage, Heads of Year and Form Tutors.

All staff receive a detailed Induction programme that incorporates explanation of the Behaviour Policy and an introduction to recording behaviour through SIMS. The record of sanctions generated through SIMS in the Senior School is tracked carefully by the Heads of Year and the Senior Assistant Head to identify patterns and ensure the fair and appropriate use of sanctions.

Each half term SLT cross reference the behaviour patterns in SIMS against the Bullying and Sanctions Logs to identify patterns and ensure the fair and consistent management of behaviour across the School.

### **Appendix A:- The Rewards System – Senior School:**

#### **Verbal:**

Nothing is better than instant recognition with a verbal reward.

This method is used continually when relevant throughout the school both in and out of class. In some instances, it may be announced in Assembly. Pupils are often rewarded during Assembly for achievements they may have had outside of school (e.g. Horse Riding or Swimming).

#### **House Points:**

Rewards in the form of House Points are awarded by staff and entered onto SIMS for tracking purposes. Good behaviour, good work, good effort and good citizenship all attract one or more House Point(s).

#### **Head Pupils' Award:**

The Willow Award is awarded by The Heads of School to a pupil they feel upholds the Cranford Values in every way. The Spirit Award is awarded by The Heads of School to a pupil they feel is always enthusiastic and keen to take part. These are awarded in Awards Assembly.

#### **Headmaster's Award:**

A Headmaster's Award for outstanding work may also be given, which is worth 5 house points, and a certificate is presented to the pupil. The Headmaster is available weekly at a set time for pupils to receive their Headmaster's Award sticker and certificate and discuss the reason for its award.

#### **Commendation Postcards:**

A Postcard of Commendation may be sent directly to the pupil's home by post by any member of staff. It would be awarded for exceptional work or deed performed by the pupil that would be over and above the usual. It should be spontaneous and individual to the child and the subject. The office staff will add an address and stamp to the postcards if staff pass them on with the recipient clearly marked.

#### **End of Term Assemblies**

At the end of the Autumn and Summer Terms, a Senior Assembly is held to recognise pupil achievements.



Pupils may be awarded with prizes, cups, trophies, medals, colours and certificates for multiple subject areas. Some prizes are awarded in collaboration with the pupils, thus allowing the opinions and voice of pupils to be acknowledged and respected.

### **Annual Prize Giving**

Each year, Prize Giving takes place. This is a formal event for Senior parents and pupils alike with prizes awarded for academic excellence, good progress, hard work, subject excellence, subject dedication, recognition of service to the school and recognition of individual achievements and individuality.

### **Appendix B - Specific Behaviour Procedures**

Staff deal with many minor incidents of unacceptable behaviour all the time via the procedures outlined above but support or alternative actions may be needed in certain cases.

#### **Drugs, cigarettes (or equivalent) and alcohol**

Any pupil suspected of being in possession of cigarettes (or equivalent) or alcohol on the School premises or on a School trip should be sent to the Headmaster, or, if he is not in school, a Deputy Head, or other member of SLT. Possession of any of these items may lead to internal or external suspension at the discretion of the Headmaster. Possession of illegal drugs in School is rare but is treated as a very serious offence and may result in permanent exclusion.

#### **Child on Child abuse**

Cranford School will not tolerate any form of Child on Child abuse including bullying, online bullying, sexual violence, sexual harassment, physical abuse, up-skirting, sharing nudes and semi-nudes (also known as sexting or youth-produced sexual imagery), initiation/hazing type violence and rituals. ; (see '**Whole School Child on Child abuse policy**') for further detail /an outline of procedures and relevant sanctions. Abuse is Abuse and should never be tolerated or passed as mere 'banter' or 'having a laugh'. All Child on Child abuse is unacceptable and will be taken seriously and referred to the DSL and Headmaster.

#### **Discrimination**

Discrimination on any account will not be tolerated, especially in regard to the protected characteristics. The School ensures that pupils do not form a negative or restrictive view of the role of the opposite sex, or of those with other protected characteristics, such as race; If there were some occurrence or event involving one or more of the protected characteristics which became an issue amongst the pupils, the school will help the children understand the issues, and ensure the pupils respect all those with those characteristics.

#### **Cheating in examinations or formal tests**

If an invigilator has concerns that a pupil has cheated in a school examination or formal test, the Headmaster, a Deputy Head or the Assistant Head (Academic) should be informed immediately, and a note written on the exam paper to inform the subject teacher (see 'Whole School Exams Policy' for further detail). If, following enquiries, it appears that cheating has occurred, the Headmaster, and/or a Deputy Head will speak to the pupil(s) concerned, their paper will be cancelled, and his/her parents informed. If cheating is discovered after the examination has taken place, perhaps because of similarities between scripts discovered when marking, the Headmaster and relevant Deputy Head should be informed, and enquiries will be carried out as above.

#### **Insolence, serious disobedience, rudeness to a member of staff**

These behaviours will not be tolerated. Any such instance will be reported in detail at the earliest opportunity to the Senior Assistant Head (DSL)/Assistant Head – Pastoral (Senior), Head of Key Stage or Head of Year, in writing if possible. A detention may be given at this stage;



### **Misuse of computers**

If a pupil hacks into another pupils' user area or is found to be using the Internet for inappropriate purposes, they will be reported to Head of Year and the relevant Deputy Head. The Network Director will assist investigations. All pupils and their parents will have signed an IT Code of Conduct;

### **Rudeness to other pupils**

This will not be tolerated. All concerns of this nature will be referred to the Head of Year;

### **Theft, damage to property (including graffiti)**

Any pupil known to commit these offences will be referred to the Head of Year Head of Key Stage, Assistant Head – Pastoral (Senior) and Senior Assistant Head (DSL). Pupils who are known to have caused damage may be asked to pay to have it put right;

### **Misuse of mobile phones**

All mobile phones must be switched OFF (not just to silent) and handed in to the main School Office on arriving in School.

Year group specific sanctions:

- If a pupil in Year 7-11 is found with their mobile phone at any time during the School day, including at pick-up on the School gate, it may be confiscated and passed to the main School Office. The School Office staff will contact the parent of the pupil to advise them that they are required to collect their son/daughter's mobile phone from the School Office at the end of the School day.
- Sixth form are permitted to have their phones during the day but should not be using them in public spaces and corridors.

On a second offence, or a serious first offence the pupil is banned from bringing his/her phone to School for three months. The Assistant Head - Pastoral (Senior) / Senior Assistant Head (DSL) will call or email the pupil's parents to explain the reason for the ban. Warnings stand until the end of Year 11.

### **Misuse of laptops and personal devices**

If a pupil misuses their laptop or iPad either during a lesson or during free time, they will be give a Head of Year detention and a phone call will be made to their parents. Laptops are only allowed to be used by pupils in Years 5-9 during lessons and when instructed to by a member of staff. Pupils are not able to access their devices during free time, except with staff supervision.

### **Missing lessons**

This will be referred to the Head/ Senior Assistant Head (DSL). and appropriate sanctions given. Parents will be notified.

### **Persistent lateness to lessons**

This will be referred to the Form Tutor or Head of Year;

### **Eating in corridors**

Food may be confiscated, and the pupil may be asked to collect it at the end of the day.

### **Jewellery other than single stud in each ear lobe and one top ear piercing in Year 11**



Pupil's may be asked to remove additional earrings, these may be confiscated, sealed into an envelope and secured in the Main School office for collection at the end of the day.

### **Make-up and nail varnish**

Pupils in Years 7-9 are not allowed to wear makeup. Nail varnish should not be worn in Y7-11. They may be asked to remove it if they are wearing either. Persistent offenders are being disobedient, and should be treated as such.

In the case of bullying, guidance is given in the **'Whole School Anti-Bullying Policy and Procedures'** and the full range of sanctions is available to deal with this misbehaviour. Where the misbehaviour is exhibited by a pupil who is on the school's SEND register, the Deputy Head (SENCO) / The Assistant Head Pastoral (Seniors) will liaise with those staff concerned to ensure that reasonable adjustments are made for these pupils if appropriate;

In the event of a physical incident involving two pupils, staff may intervene in accordance with guidance given in the **'Whole School Safeguarding and Child Protection Policy'**, **'Whole School Safeguarding and Child Protection Procedures'** and **'Whole School Physical Intervention (Restraint) Policy and Procedures'** (See summary below).

### **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. The school recognises that negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. The school also recognises that behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

The school is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the Designated Safeguarding Lead (or deputy) when an incident raises a safeguarding concern.

In cases where the school suspects a pupil of criminal behaviour online, they should follow the guidance in paragraphs 124-126 of Behaviour in Schools (DFE July 2022).

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and Designated Safeguarding Leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. The school recognises that parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture and the school will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.



## **Physical Intervention**

The below is a summary of the key points from the '**Whole School Physical Intervention (Restraint) Policy and Procedures**'. Please refer to the policy document for full details. The use of force as a punishment is always unlawful and not permitted at Cranford House School.

### **Authorised Staff**

All staff, whether teaching or non-teaching, are authorised take control or charge of pupils. The Headmaster will inform staff through training and INSET days about their responsibilities with regard to the use of physical intervention and ensure that they are aware of and understand the procedures;

In general, a member of staff should summon a Senior Assistant Head (DSL), Assistant Head – Pastoral (Senior) or Head of Year (or a colleague if neither is available) but in self-defence or an emergency, everyone has the right to intervene. There may be occasion when the teacher or member of staff should not intervene without help. Members of staff should not put themselves at risk.

### **Relevant incidents fall into three main categories**

- Where action is necessary in self-defence or there is an imminent risk of injury;
- Where there is a developing risk of injury or significant damage to property;
- Where a pupil is behaving in a way that is compromising good order and discipline.

### **Examples of Types of Incidents**

- Pupils attacking staff or another pupil;
- Pupils are fighting;
- Pupils are engaged in, or on the verge of, committing deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage;
- A pupil is behaving in a way which might cause an accident to him/herself or others;
- If a pupil tries to leave a classroom or the School grounds and would be at risk if not restrained.

### **Reasonable Force**

*(There is no legal definition of 'reasonable force'). It will depend on **all** the circumstances of the case:*

- The use of force and the degree used must match the circumstances;
- The force used should always be the minimum necessary and utilised for the shortest practicable time needed to achieve the desired result;
- The extent of force should be determined by reference to age, understanding and strength of the pupil.

### **Practical Considerations**

- Always use conflict resolution procedures before physical force. A calm and measured approach is always needed;
- Staff should check whether they need help before intervening. Remove the other pupils and then summon help;
- Continue always to defuse the situation, not to escalate it.

### **Proactive Behaviour Management**

Regular pastoral team meetings take place, attended by an Assistant Head, Heads of Year, Heads of Key Stage and SENCo in which any behavioural issues are discussed, and any patterns identified. The well-being



of pupils is paramount and therefore any support needed to assist a pupil is considered and the implementation of this support agreed. Daily or weekly monitoring may be put in place, depending on the individual needs of the pupil.

It is understood that unexpected poor behaviour can be a symptom of unhappiness and/or a cry for help and, therefore all possibilities are considered for the root of this behaviour, such as bullying, abuse, mental health, SEN/D etc. The Behaviour and Sanctions Log is reviewed on a half-termly basis by the Headmaster, DSL and SLT.

### **Remit of Policy**

This Policy is intended to apply both on and off School premises to the extent that the behaviour has an impact on the school or wider community or any member thereof. In line with DfE guidance the school may discipline pupils for non-criminal bad behaviour off-site for:

Misbehaviour when the pupil is:

- taking part in any School-organised or School-related activity or
- travelling to or from School or
- wearing School uniform or
- in some other way identifiable as a pupil at the School.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the School or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the School.



# Junior School Behaviour Policy Including Rewards and Sanctions

## Contents of Junior School Behaviour Policy

- Junior School Behaviour Policy Aims
- General Principles
- Promotion of Positive Behaviour
- Involvement of Pupils in Promoting Positive Behaviour
- Codes of Conduct Junior School
- Behaviour Management: Sanctions
- Behaviour Management: Rewards

### Aims:

- To support the smooth running of our community based on mutual respect, good manners and fairness.
- To provide a happy, safe and caring environment that is free from disruption, violence or any form of harassment so that every one of our pupils can develop their full potential.
- To promote the highest standards of behaviour, self-discipline and respect so that the School is a place where effective teaching and learning can take place and all members of the School community can feel safe and appreciated.
- To encourage the personal and moral development of pupils in line with the School values and assist in the forming of positive relationships within the School community. Alongside nurturing our pupils to develop the key characteristics of courtesy, respect, truthfulness, courage and generosity
- To prevent bullying so that all members of the School community feel valued and confident.
- To ensure that pupils complete assigned work.
- To ensure that pupils respect the property of each other and the School.
- To regulate the conduct of pupils so that they allow themselves and others to benefit from all the opportunities offered at the School.
- To ensure pupils are aware of and uphold our zero tolerance policy towards negative behaviours and interactions such as misogyny, sexual or racial abuse.

### Junior

### School

This behaviour policy applies to all children in Junior School including the EYFS. The named person who is responsible for behaviour in the Early Years Foundation Stage is the Assistant Head (Pre-Prep), Mrs Cara Bennett.

### General

### Principles

We operate a positive whole school approach to behaviour management which has high and non-negotiable expectations of all within the school community. Cranford Junior School has a zero-tolerance approach to any form of discrimination, child on child and sexual abuse.

The following Golden Rules form the basis of everything that we do.



These are displayed prominently throughout the school and reinforced during PSHE, Circle Times and assemblies when the rules are explained explicitly. All staff are expected to act as role models in working in a respectful, professional and polite manner. At the beginning of each academic year, all teachers will explain how the Golden Rules will be used and applied in their classroom.

**Promotion of Positive Behaviour**  
In practice, our Codes of Conduct and Rewards and Sanctions Systems are designed to help all members of our community to value and appreciate one another, irrespective of age, gender, creed, race or sexual orientation and to acknowledge that everyone has an important role to play within and beyond School.

Our code of conduct actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Discriminatory or extremist opinions or behaviours are challenged as a matter of routine, and our School has zero tolerance of abusive behaviours.

Cranford recognises that preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Our School has a clear set of values and standards, upheld and demonstrated throughout all aspects of School life. These are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

The Code of Conduct 'Golden Rules' for Junior Pupils clearly outline our expectations and give positive guidance as to the expected standards of behaviour.

We have clear systems for rewards and sanctions. Our intention is always to deal with any behaviour problems in a fair and consistent manner, thus engendering mutual respect amongst all members of our community.

### **Junior School Behaviour Policy Aims:**

- To ensure the highest standards of behaviour from pupils;
- To assist in the forming of positive relationships within the School community;
- To ensure that pupils and staff respect each other;
- To ensure that pupils respect the property of each other and the School;
- To ensure that pupils and staff are safe in the School.
- Pupils are expected to know and follow the Codes of Behaviour; these are revised annually and discussed through PSHCEE lessons, the School Council and Form Time.
- Pupils are expected:
  - To be punctual for lessons and other activities;
  - To have the required equipment for activities;
  - To wear their uniform correctly;
  - To pay attention in class and concentrate on the task set; if the teacher requests silence, the pupils are expected to comply;
  - Not to do anything that will distract other pupils from their work or disrupt the lesson;
  - Not to call out in lessons and to respect others by taking turns;



- To excuse themselves in advance if they need to leave the class for a music lesson, or other reason;
- To move calmly and sensibly around the School site;
- To ensure that these principles are adhered to by all pupils, a consistent approach is needed by all teaching staff.

### **Involvement of Pupils in the Promotion of Positive Behaviour**

We firmly believe that involving pupils in the promotion of positive behaviour allows them to take responsibility for their own actions and feel fully invested in the well-being of the School community as a whole. Examples of this are as follows:

- The Head of the School Council leads a team of School Council members in bringing pupil voice to the Senior Leadership Team;
- Heads of House and Deputy Heads of House lead year groups from EYFS to Y6 in creating activities, helping to prepare for competitions;
- Form Captains are excellent role models for their Tutor Group and share pupil voice within the School.

### **Codes of Conduct**

#### **Golden Rules – Junior School**

- Do be kind and helpful – don't hurt people's feelings, be polite
- Do be gentle with your words and actions – don't hurt anyone or their feelings
- Do listen to everyone – don't interrupt until it is your turn
- Do work hard and try your best in everything you do at school – don't waste your or other people's time
- Do be honest – don't cover up the truth
- Do look after our property and our environment – don't waste or damage things

### **Behaviour around the school**

We believe that the school should be a calm, orderly place at all times and therefore the children should:

- Move around the school quietly, showing consideration for others including holding doors open for each other and adults.
- Don't run and keep to the left when walking up or down the stairs
- Knock and ask for permission to enter another class or office
- Enter and exit assembly quietly
- Smile at other people and greet people as they pass.
- Remember to use manners when speaking to others

No child is allowed to stay in a classroom unless accompanied by an adult or with special permission. No child should be sent outside the classroom for misbehaving. If the child's behaviour warrants a period of 'time out' a member of the JLT should be informed who will assist the class teacher.

### **Playtime**

Children should ensure they follow the golden rules and in particular:

- Children should care for the playground and its equipment; be kind and helpful to others; play well with others; be gentle and considerate; listen to others and to the teachers



## CRANFORD SCHOOL

- Pupils should take out everything they need for play before exiting the building and not re-enter without permission.
- Children may only go to the toilet with permission from (or accompanied by if EYFS) an adult on duty.
- Pupils should not be excluded from games if they ask to join in.
- When the bell is rung at the end of play, pupils are expected to stop and line up in their classes.
- Any accidents should be reported to the adult on duty and then reported to the Form Tutor.
- If teachers ask pupils to come in at lunchtime, pupils must wait on the front field until the teacher comes out to get them (apart from regular weekly clubs).
- Ensure that lost property is collected and rubbish is disposed of appropriately.
- No food should be eaten in the corridors
- Pupils will be supervised by staff walking at the front of the line to and from the front field

### **Wet Play**

During wet play, pupils will:

- Remain in their classrooms with a member of staff, unless otherwise directed
- Abide by the Golden rules
- Only involve themselves in activities that have been approved by the class teacher using agreed resources.
- Lunch
- Pupils are supervised going back and forth to the dining room.
- On arrival in the dining room, pupils sit in their allocated year group spaces until the teacher in charge says Grace.
- Pupils are called up to the queue by the lunchtime supervisors.
- Pupils are expected to talk quietly with friends on their table and while in the queue.
- Abide by the Golden Rules.

### **Drink**

**and**

### **Biscuit**

### **Time**

During drink and biscuit in the classroom children will:

- Be supervised by a teacher until the start of clubs.
- No devices will be used during this time.
- Children are expected to remain in the classroom until the start of their club unless they are changing for a sports club.

### **Uniform**

We expect a very high standard of uniform, including PE kit, and ask for parents' support in ensuring their child attends school correctly dressed. The correct school uniform is detailed in the Parent Handbook. If pupils fail to wear the correct uniform, parents will be contacted.

### **Fire**

On hearing the fire alarm, pupils follow the member of staff responsible for them out onto the front field in silence via the exits clearly indicated in each classroom or shared area (e.g. the Orangery). They then line up on the front field while registration is taken and remain silent until told by their teacher or the Headmaster.

### **ICT**

Pupils are expected to follow the ICT code of conduct at all times. No pupil should use a computer without adult supervision or instruction.



### **Start/End of the School Day (See Pupil Supervision Policy for further information)**

No pupil must wait unaccompanied before the start of their school day. Pupils below Year Five should be handed over to a member of staff at the specific drop off point by their parent/carer on site.

Pupils who arrive late must be signed in using the designated book in the office before going to their class.

Pupils who are not collected at the end of the day by an adult, will wait with their teacher.

### **Behaviour**

### **Management:**

### **Sanctions**

We expect staff to ensure they have time to listen to children and value their contributions to all aspects of school life. Where children fail to adhere to the school values and golden rules, staff will proceed in the following ways:

1. The staff member will make it clear that it is the behaviour that it is being criticised, not the child.
2. Specific comments will be addressed to those responsible (not to the whole group).
3. Staff will always attempt to ascertain the facts before taking further action.
4. Staff will reprimand pupils in private rather than public whenever possible.
5. The class teacher, or adult supervising, will deal with the incident initially.

**For minor misdemeanours** e.g. not listening, forgotten homework, making inappropriate comments to another child, some of the following procedures may apply:

- Verbal disapproval e.g. "Please don't do that.", "I don't like that behaviour."
- A reminder about the behaviour e.g., "I've told you before that...."
- Separate the child from object of bad behaviour.
- Ask for an explanation.
- Ask for an apology at an appropriate time.
- Ask for a written apology/letter.
- Move child to work elsewhere.
- Stay behind after a session.
- Stay behind at playtime/lunchtime.
- Meeting with child/parents/teachers.

### **Playground**

### **incidents**

Staff on duty will deal initially with the incident and talk to those involved. They will follow up the incident by completing a playground slip (available from the staff room) which will be seen by class teachers to follow up where necessary. A copy is to be kept on file in the Junior Office.

**For Serious Misdemeanours** For more serious incidents e.g. a physical attack on another child, ongoing bullying or where behaviour is consistently poor, the Assistant Head (Pastoral- Juniors) will be informed. After consultation with the member(s) of staff concerned, they may:

- Ask the staff member to continue monitoring and dealing with the issue.
- Talk to the child.
- Talk to child's parents.



- In very serious cases, the Headmaster could take further action, including a fixed term or permanent exclusion of the child from the school.

A fixed term exclusion shows the child and the parent that the school will not tolerate this behaviour.

The parents will receive a formal explanation in writing (as well as any informal discussions) and may be warned what will occur if the incident is repeated.

Use of Force Corporal punishment, or the threat of corporal punishment, must not be used under any circumstances. Corporal punishment is defined as: “Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation.” All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. The degree of force used should be the minimum needed to achieve the desired result. The Headmaster, will record any significant incident in which a member of staff uses force on a pupil, and will report any such incident to the pupil’s parents as soon as practicable after the incident.

### **Behaviour**

### **Management:**

### **Rewards**

Our reward system is based on our behavioural ethos and encourages the children to take responsibility for their actions and learning. The following rewards are given to

EYFS to Y6 Awards: A selection of awards are awarded throughout each term during Junior School and Key Stage assemblies Termly Awards Assembly

Each term a Values Awards Assembly is held to recognise the achievements of pupils in line with the School Values, these are awarded to EYFS, KS1 and KS2 pupils. Sports and Music Colours are also awarded at this time.

**House Points:** Pupils are divided into four Houses: St Francis (Yellow), St Christopher (Green), St George (Red) and St Nicholas (blue) House Points may be awarded for extra effort, an especially good piece of work, showing initiative, helpfulness, demonstrating the Cranford Values etc.

A Headmaster’s Award (see below) may also be given, which is worth five House Points. These Awards are presented at the end of each term.

**Headmaster’s Awards:** A Headmaster’s Award for outstanding work may be awarded. The Headmaster is available weekly at a set time for pupils to receive their Headmaster’s Award sticker and discuss the reason for its award. A certificate is presented in assembly. EYFS pupils are also awarded Headmaster’s Awards.

**‘Wow Awards’ and House Points:** ‘Wow’ Awards are given on occasions when someone impresses a member of staff with for example a kindness, a brilliant idea, a quick response, exceptional work or attitude to work, House Points are given for effort, improved pieces of work, effort, reaching a target, impressive progress, points on the Code of Conduct seen to be followed often. Bronze, Silver, Gold and Platinum certificates are awarded to children from Reception to Year 6 to celebrate achievement of 50, 100, 150 and 200 House Points. Staff are reminded to recognise all pupils for House Points, in this way, the rewards system is significant in recognising and motivating ‘all pupils. Wow Awards are linked to the School Values and these are identified when recording on SIMS.

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- wearing School uniform or
- in some other way identifiable as a pupil at the School.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the School or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the School.

### **Use of CCTV**

The CCTV system in school comprises of fixed position cameras, monitors, digital recorders and public information signs. Cameras are located at strategic points on the site, principally at the entrances of the School buildings and areas considered to be high risk within the school premises. No camera will be hidden from view. The School also operates CCTV in most corridors.

Only authorised members of staff can view the CCTV footage, this includes the Network Director, DSL and Appropriate Senior Staff as authorised by the Headmaster.

Footage will only be viewed in the instances where a crime has been committed, the school code of conduct has not been followed or staff or pupils have been placed at risk. Recordings are kept for 2 months.

Although every effort has been made to guarantee the effectiveness of the system, it is not possible to guarantee the system will detect every incident taking place within the area of coverage.

**Reviewed: August 24 by Headmaster, Assistant Head Senior School (Pastoral) and DSL**

**Review due: August 25 by Headmaster, Assistant Head Senior School (Pastoral) and DSL**