



# CRANFORD

SCHOOL

## Whole School Behaviour Policy and Procedures Including Rewards and Sanctions

1. Introduction and Policy Statement	2
2. Whole School Behaviour Policy and Procedures Including Rewards and Sanctions - Aims	3
3. Promotion of Positive Behaviour - Whole School Codes of Conduct	4
3.1 'The Golden Rules' - Junior School	4
3.2 Every Day Rules - Senior School	5
3.3 Code of Behaviour - Senior School	8
4. The Rewards System: Junior School	10
5. The Rewards System: Senior School	11
6. Behaviour and Sanctions Policy and Procedures: Junior School	12
61.1 Aims	12
61.2 Sanctions in the Junior School	13
7. Behaviour and Sanctions Procedures: Senior School	14
7.1 Role of Subject Staff	15
7.2 All Staff Responsibilities	16
7.3 Role of Form Tutor	16
7.4 Role of Head of Year	16
7.5 Sanctions	16
7.6 Specific Behaviour Procedures	17
Physical Intervention	19
8. Remit of Policy	21
9. Consistency in the Management of Behaviour	22
Behaviour Reminder Chart (Junior School)	22
Behaviour Reminder Chart (Senior School)	23
Rewards Chart	24
10. Exclusion	25
11. Reasonable Adjustments	26

12. Partnership with Parents	2
13. Confiscation of Pupils' Property	27
14. Safeguarding	27

## 1. Introduction and Policy 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, subsequently approved its publication and endorses the contents fully.

These aims and the broader policy adhere to the DfE Guidance on Behaviour and Attendance and in particular *'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff'* (January 2016) and Behaviour in Schools ( DfE July 2023), 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 House 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 transgender pupil, for example, will be taken extremely seriously and treated with due seriousness, in line with the Anti-Bullying Policy and procedures.

Cranford House ensures that a proactive approach is taken at all times in responding to bullying on the basis of 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.

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

- **'Whole School Physical Intervention (Restraint) Policy'**
- **'Whole School Safeguarding and Child Protection 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'**

## **2. Whole School Behaviour Policy and Procedures Including Rewards and Sanctions - 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.

### 3. Promotion of Positive Behaviour - Whole 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 House 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.

Through the Codes of Conduct, we aim to:

- enable all pupils to develop into rational, caring, confident and independent individuals in an environment where they work hard and enjoy reaching their full potential;
- provide an environment which enables an atmosphere of mutual respect for each other's needs as human beings;
- develop within the children an understanding that they have responsibility for their own behaviour through assemblies, Personal, Social, Health, Citizenship and Economic Education (PSHCEE), SRE, Form Time and other events and activities;
- demonstrate to the children positive behaviours and give them clear guidelines and expectations;
- involve parents alongside the school in the development of their child's behaviour;
- be fair and consistent in dealing with behaviour around the school, taking into account any issues related to special educational needs or disabilities;
- develop children's awareness of their responsibilities towards themselves and others;
- reward and encourage positive behaviour.
- grow in our pupils the key characteristics of courtesy, respect, truthfulness, courage and generosity

### **3.1 'The Golden Rules' – Junior School:**

In EYFS and Years 1 and 2, the 'Golden Rules' are:

- 1 Always treat other people as you would like to be treated.
- 2 Always be polite and well-mannered to both adults and children.
- 3 Always ensure that you are neat and tidy.
- 4 Always be responsible for yourself.
- 5 Always make sure playtimes are happy and safe for everyone.

In Years 3 to 6 the 'Golden Rules' are:

- 1 Always treat other people as you would like to be treated:
  - a) Be kind, thoughtful and helpful
  - b) Respect other people's views and property.
  - c) Think before you say things.
- 2 Always be polite and well-mannered to both adults and children:
  - a) Have an awareness of others around you. (e.g. hold doors open for others)
  - b) Have good manners at all times
  - c) Always say 'please' and 'thank you'.

- 3 Always ensure that you are neat and tidy:
  - a) Wear the correct uniform at all times
  - b) Tie your hair up if it is shoulder length or longer
  - c) Ensure that you do not wear nail varnish.
- 4 Always be responsible for yourself:
  - a) Be responsible for your own belongings
  - b) Always have the correct equipment for lessons
  - c) Be punctual and ready to learn.
- 5 Always make sure that playtimes are happy and safe for everyone:
  - a) Put litter in the bin
  - b) Keep yourself and other safe
  - c) Remember to follow the Golden Rules at playtime.

### **3.2 Every Day 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 2:05pm 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 informed 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 and go home in uniform.
- 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 11 pupils are allowed to wear subtle make-up.
- In Years 7 to 10 long hair must be tied back at all times (Year 11 pupils can wear their hair loose). 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:**

- Pupils may go to their Form Rooms at break. Snacks may be eaten in Form Rooms and designated spaces as agreed by the relevant 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 (Year 11, or Year 7-10 with a club) Please do not picnic outside at lunchtime to avoid encouraging vermin.
- Do not bring chewing gum to School at all.

### **Last but not least:**

- Make sure that you know the Code of Behaviour thoroughly, and that you understand it.

### **3.3 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 her 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, 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.

#### 4. The Rewards System - Junior School:

##### **Reception Pupils:**

Certificates are given to all Reception children each term, related either to excellent work, or progress in their seven EYFS areas of learning:

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional Development;
- Literacy;
- Mathematics;
- Understanding of the World;
- Expressive Art and Design.

##### **Years 1 to 6 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) and 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

### **5. 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.

#### **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 certificate 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 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.

## **6. Behaviour and Sanctions Policy and Procedures - Junior School:**

The behaviour of pupils in the Junior School is governed by the Codes of Conduct which pupils are reminded of at the start of each term and which are permanently displayed in each classroom.

The Codes of Conduct were created in consultation with the School Council and are reviewed regularly. They are founded on a basic premise of respect for others, common courtesy and the efficient running of the school. Good behaviour is expected of all the pupils.

### **6.1 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 talking one at a time;
- 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.

### **6.2 Sanctions in the Junior School:**

The Codes of Conduct are designed to reinforce and encourage positive behaviour. The School has a Sanctions System which helps us to manage challenging behaviour. If a pupil's behaviour gives cause for concern, then the member of staff should discuss this with the Deputy Head, Assistant Head (Junior Pastoral) or a Head of Year. The pupil's parents will be informed if it is felt to be a serious incident.

Sanctions will be given as follows:

- a. Pupil receives a warning from a member of staff for a minor misdemeanour.
- b. A second warning is issued, followed by a 'time out' period. If the incident occurs during playtime, there will be a 'time out' period during which the pupil will stay with the teacher or teaching assistant on duty to give them time to consider their behaviour.

In the event of the warning and/or 'time out' not bringing about an improvement, or in the event of more serious behaviour which may for example endanger the safety and security of the school community, the following sequence of sanctions will apply:

1. The incident is recorded on SIMS. The pupil will receive an appropriate sanction. Parents will be notified.
2. The incident is recorded on SIMS. The pupil is referred to a member of the Junior Leadership Team (JLT) and appropriate sanctions are given. Parents are notified. The incident is recorded on SIMS. The pupil is referred to the Deputy Head and appropriate sanctions are given. Parents are notified. The incident is recorded on SIMS. The pupil is referred to the Deputy Head and appropriate sanctions are given. Parents are notified and may be invited for a follow up meeting. The incident is recorded on SIMS. The pupil is referred to the Headmaster and appropriate sanctions are given. Parents are notified and invited in to attend a meeting with the Headmaster.
3. The incident is recorded on SIMS. The pupil is referred to the Headmaster again and appropriate sanctions are given. Parents are notified and invited in to attend another meeting with the Headmaster. The Governing Body is informed.
4. The incident is recorded on SIMS. The pupil is sent home for longer periods with a staggered return. The Governing Body is involved.

If a pupil's behaviour warrants it, the following sanctions may be used:

- Completion of work left unfinished through inattentiveness in class, as extra homework
- Repeating inadequate or messy homework
- The completion of a late homework slip for unexplained, overdue homework
- The pupil exhibiting the inappropriate behaviour may write a letter of apology, or make a personal apology, to the person(s) affected by this
- A pupil may spend part of a break/lunch time under the direction of a member of JLT.
- Withholding attendance at a special event or School trip

All these events will be recorded by the teacher, Form Tutor, or member of JLT involved. Regular pastoral team meetings take place, attended by the form tutors, Deputy Heads, Senior Assistant Head who is the Designated Safeguarding Lead, Assistant Head Pastoral (Senior) 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. 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 and SLT.

There may, of course, be occasions when the Headmaster will feel that an incident requires action other than that stated in this sanctions system.

It is important for children to learn that they must have regard for others and that they must be responsible for their own actions. Most children need some help in learning to socialise and to modify their behaviour to a greater or lesser degree before they understand what is acceptable behaviour and to find a framework in which they can be helped to think about and reflect upon what they do. Transition meetings take place during the Summer Term prior to the move-up of pupils and this also includes those moving from the Junior to the Senior School. Pupils moving up into the Senior School are given a 'clean slate' and start their Senior School education with no minor misdemeanours recorded on SIMS.

## **7. Behaviour and Sanctions Procedures - Senior School:**

The behaviour of pupils in the Senior School is governed by two documents (Every Day Rules and the Code of Behaviour) which pupils are reminded of at the start of each term and which are permanently displayed in each classroom. The Code of Behaviour was created in consultation with the School Council and is reviewed regularly. It is founded on a basic premise of respect for others, common courtesy and the efficient running of the School. Good behaviour is expected of all the pupils.

The main areas covered by the Code of Behaviour (the Code) are:

- Treating others as pupils would expect to be treated themselves;
- Recognising bullying and what to do if a pupil is subject to it;
- How staff should treat pupils;
- How pupils should treat staff (teaching and non-teaching) and Year 11 pupils on duty;
- How pupils behave in the wider community;

The main areas covered by the Everyday Rules (the Rules) are:

- Punctuality;
- Procedures for leaving School during the day;
- Uniform;
- Jewellery;
- Hair;
- Use of IT and mobile phones;
- Keeping belongings safe;
- Respect for belongings of others;
- Handing in homework on time;
- Respect for classrooms and School environment;
- Chewing gum;
- Behaviour at break and lunchtime.

All the staff take responsibility for upholding behaviour in the School and ensuring pupils are challenged whenever they break the Rules or Code.

Where pupils break the Code or Rules, in the first instance they are reminded why their behaviour contravenes the Code or Rules. It is only when the behaviour continues that the School disciplinary procedures are then put in place.

To help the Heads of Year and Senior Leadership Team to monitor the behaviour of pupils across the School and deal with persistent offenders, it is important that behaviour incidents both inside and outside the classroom are recorded electronically via SIMS.

### **7.1 Subject Staff:**

Lunchtime detentions given by a Head of Department are the standard sanction for missing two pieces of homework in a subject. 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 his/her Planner.
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 his/her Planner and the pupil warned that a further repeat will result in a lunchtime detention.
3. If the behaviour persists beyond this warning, the pupil is given a lunchtime detention which is also recorded in his/her Planner.
4. If these sanctions are ineffective in a lesson, the pupil is removed from the lesson and sent to a Deputy Head or the Assistant Head – Pastoral (Senior) . Ensure a record of the inappropriate behaviour and sanction is added via SIMS on the same day as the incident took place.

### **7.2 All Staff:**

Outside the classroom, it is the responsibility of all staff to ensure that behaviour or uniform infringements are addressed. The pupil should be told of the unacceptable behaviour, and it should be recorded electronically in SIMS. For serious breaches the pupils should be sent straight to a Deputy Head

### **7.3 Form Tutor:**

- It is the responsibility of form tutors to monitor their tutees planners/ SIMS marks and ask searching questions and try to identify any problems;
- Form tutors should report any pupils with one or two red comments about late or missing homework in a two-week period to the Head of Year; 3 negative comments re. Conduct, appearance or lateness in one week will result in a lunchtime detention with a Head of Year.
- If the problem persists, the form tutor should keep the Head of Year informed.

### **7.4 The Head of Year:**

The Head of Year uses a variety of approaches to manage behaviour, including:

- Talking to a pupil;
- Contacting parents;

- Asking Form Tutors to contact parents
- Asking Form Tutor and parents to do a daily check of Homework Diary;
- Monitoring progress on a daily or weekly basis;
- Lunchtime detentions may be used by Heads of Year when pupils have missed a number of homeworks across a range of subjects;
- On the third instance of inappropriate behaviour around School or uniform infringements the Head of Year will issue a lunchtime detention where the pupil is reminded of the Code and Rules and undertakes to improve his/her behaviour;
- If necessary, giving the pupil a formal, after school detention;

Inform the Assistant Head Pastoral (Senior), Deputy Head and the Headmaster if parents have been contacted .

### **7.5 Behaviour management and Sanctions:**

The following approaches/sanctions are used by the Senior School in instances of inappropriate behaviour:

#### **Verbal Warning:**

Pupils will be given a verbal warning following inappropriate behaviour in class. Should they continue to behave inappropriately, they will be given a second verbal warning and their name will be added to the board/noted down by the teacher.

#### **Writing in a Pupil's Planner:**

If a pupil has had their name on the board/noted by the teacher, they will inform parents of this via a comment in their planner. Comments should be written in red. Pupils will also have any incidents of detention written into their planner by the relevant teacher/Hoy/HoKS/SLT member.

#### **SIMS:**

This is used for recording infringements of the School rules, additional sanctions should still be put in place by subject staff to tackle poor behaviour, but this electronic record allows running totals to be kept and monitored by the pastoral team to ensure consistency of approach and to allow for patterns to be identified.

The Head of Year will use this record to set additional detentions as outlined above. Persistent infringements are referred to the Deputy Head or Assistant Head Pastoral (Senior) and result in an appropriate sanction.

#### **Brief conversation outside of the classroom:**

In the case of repeated inappropriate behaviour a pupil may be asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

#### **Removal from the classroom:**

Removal from the classroom should be considered a serious sanction and only be used in exceptional circumstances. In any case where this is necessary the staff member should call for a senior member of staff to supervise the removal of the pupil from the classroom and the use of removal should allow for continuation of the pupil's education in a supervised setting.



Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

### **Schovertime Detention:**

These can be given for the following reasons:

- if a pupil's poor behaviour in a lesson persists (set by the subject)
- if a pupil breaks the Code of conduct or Every Day Rules on three occasions in one week,
- two missed pieces of homework in the same subject (set by the subject teacher and run within the department)
- three missed homeworks across all subjects (set by the HoY).
- for a single incident of inappropriate behaviour depending on its severity.

Mitigating circumstances will be taken into consideration. Form Tutors or Head of Year should communicate with parents about any schovertime detention.

When setting a detention, paragraphs 62-70 of *Behaviour in Schools – Advice for Headteachers and School Staff 2022* should be considered. Schovertime detentions are held by:

- Class teachers of Heads of Department
- HoY/KS/Assistant Head Pastoral (Senior)

If a schovertime detention has been set, details must be completed on SIMS so that the Head of Department or Head of Year/Head of Key Stage/Assistant Head Pastoral on detention duty knows which pupils should attend and what work should be completed during detention. Make sure that the pupil knows where to go, on what day and what they are expected to do.

### **After-School Detention:**

Only SLT members may give a formal after School detention. If it is felt that the pupil's behaviour merits this will be referred to the relevant Head of Year.

After School detentions are held after School and may finish at any time between 4.45 pm and 5.30 pm depending on the seriousness of the offence.

A teacher will supervise this detention and a member of SLT will be on call should any issues arise.)

To set an after school detention the pupil's parents will be contacted by either SLT or Head of Year/Key Stage. Parents will be alerted to the reason why the detention has been set and a date will be agreed for the pupil to sit the detention.

All detentions set either at break or lunchtime or after school will be documented in the Detentions Log held by the Assistant Head Pastoral (Senior) or Assistant Head Juniors (Pastoral)

When setting a detention, paragraphs 62-70 of *Behaviour in Schools – Advice for Headteachers and School Staff 2022* should be considered.

### **Report Cards:**

Report Cards issued on a case-by-case basis. These will be used to track individuals' behaviour and be promoted in a positive way to enable the pupil to modify behaviour and attitude to enable them to succeed. Should the pupil's behaviour not improve, sanctions will be escalated as per this behaviour policy.

## 7.6 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 House 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 Deputy Head / Assistant Head – Pastoral (Senior) 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 and Deputy Head. 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. For pupils in Year 11 who are allowed a mobile phone in School they must be switched off at all times between other than during supervised periods of teaching and learning or during social times such as during morning break and lunchtime in the Common Room. If a pupil in Year 7-10 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.
- If you find that a pupil in Year 11 has his/her phone switched on during a lesson (unless authorised), Registration or between lessons or uses it in any way which breaches the mobile phone code of conduct, it may be confiscated and passed to the Deputy Head / Assistant Head - Pastoral (Senior) with a note of the circumstances. The first offence usually results in a warning. 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) / Deputy Head/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 given 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/ Deputy Head 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 or nail varnish. 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 Deputy Head 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 a Deputy Head, Heads of Year, Heads of Key Stage SENCo and the Head of Pastoral Care (Seniors) 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.

## **8. Remit of Policy:**

This Policy is intended to apply both on and outside 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.

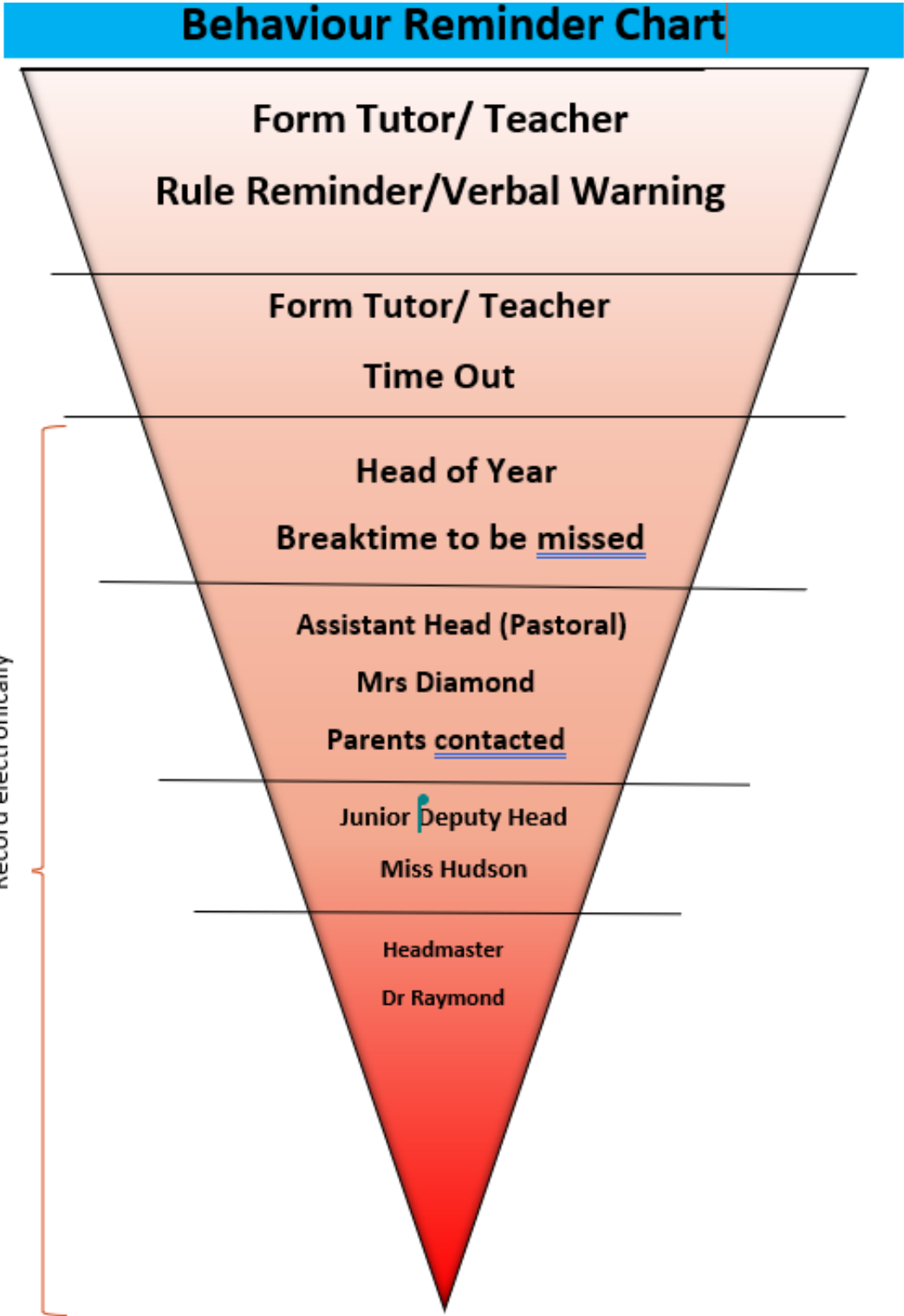
## **9 Consistency in the Management of Behaviour:**

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 and Form Tutors in the Junior School and Heads of Year and Form Tutors in the Senior School.

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 Deputy Head to identify patterns and ensure the fair and appropriate use of sanctions.

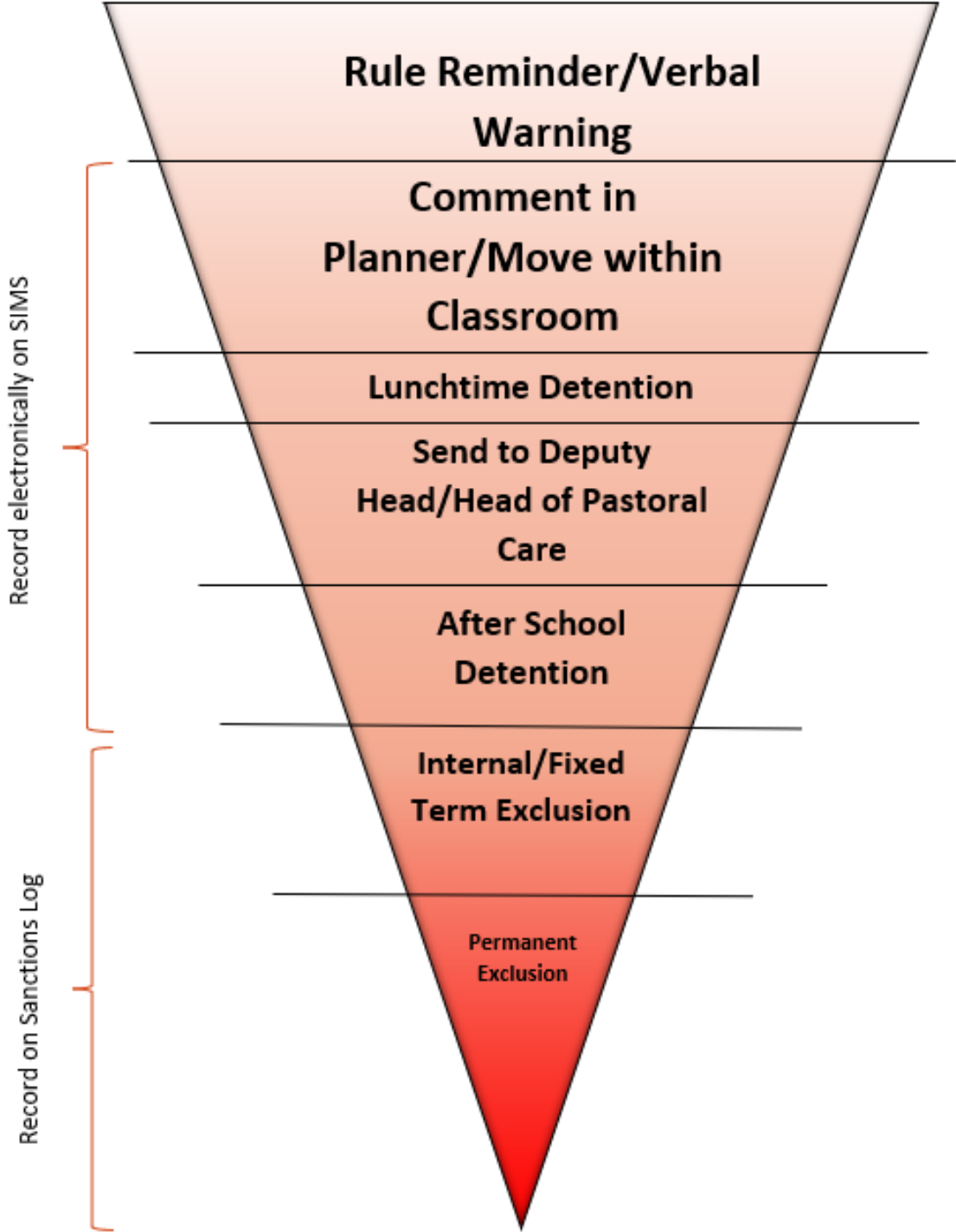
Each half term SLT cross reference the behaviour patterns in SIMS against the Bullying and Sanctions Logs to identify patterns and ensure the fair and consistent management of behaviour across the School.

**Behaviour Reminder Chart  
Junior School**



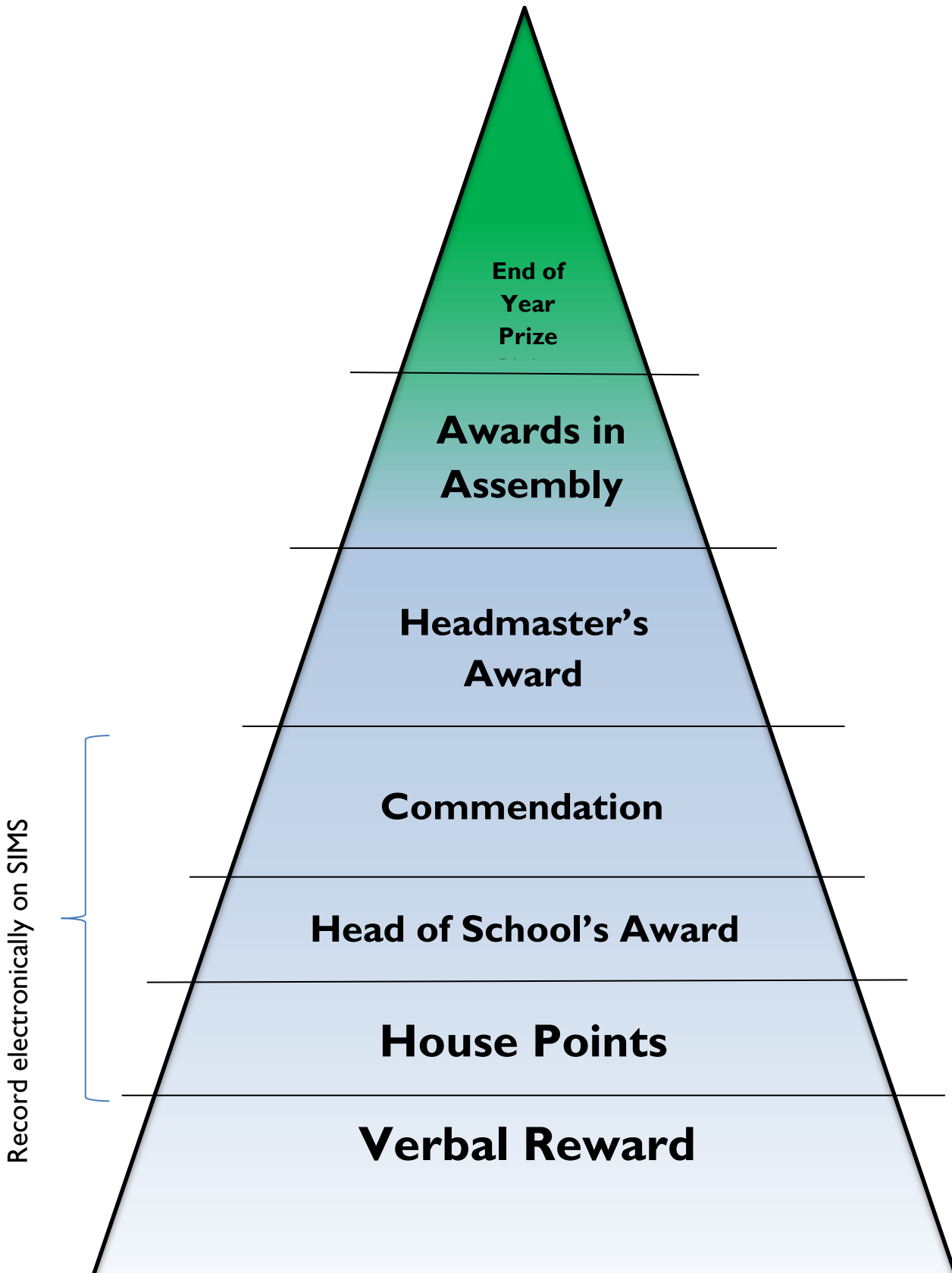
**Behaviour Reminder Chart  
Senior School**

**Behaviour Reminder Chart**





## Rewards Chart



## 10 Exclusion:

Please also refer to the '**Whole School Exclusion Policy and Procedures**' for more details.

A pupil may be excluded for a fixed period of time and/or permanently excluded for:

- I. serious breach of the Rules;

Examples of severe breaches of the rules could include but are not limited to:

- (i) drug abuse;
  - (ii) alcohol and tobacco abuse;
  - (iii) theft;
  - (iv) bullying;
  - (v) physical assault/threatening behaviour against pupils or adults;
  - (vi) malicious accusations against staff (please see the '**Whole School Safeguarding and Child Protection Policy**', '**Whole School Safeguarding and Child Protection Procedures**', '**Whistleblowing Policy and Procedures for Staff**', '**Reporting Low Level Concerns Policy**' and '**Staff Code of Conduct**');;
  - (vii) fighting;
  - (viii) sexual harassment;
  - (ix) racist or sexual abuse;
  - (x) abuse on the grounds of religion, disability, SEN, sexuality etc.
  - (xi) sexual misconduct;
  - (xii) damage to property;
  - (xiii) persistent disruptive behaviour;
  - (xiv) parental behaviour;
  - (xv) using pornography.
2. non-payment of fees;
  3. when there have been repeated minor breaches of the Rules;
  4. where a pupil has not responded to other sanctions or pastoral support; or
  5. if in the Headmaster's considered opinion, the behaviour of parents is unreasonable and is likely to affect adversely the pupil or other pupils or staff or to bring the School into disrepute.

This power resides with the Headmaster. It may result from a single major incident, or as a result of an accumulation of serious offences for which other steps have been exhausted.

In the latter case it is essential that the Headmaster has 'evidence', hence the importance attached to having a detailed record of the problems. In the case of severe and persistent bullying, exclusion may also be necessary.

Exclusions may be internal (where the pupil is excluded from lessons and works under the supervision of a member of SLT) or, for more serious offences, exclusion from School.

Such Fixed Period or Permanent Exclusion will be in accordance with the School's published procedure, a copy of which is available in the Policies folder on the internal R: Drive or can be obtained from the School Office. In all cases of Fixed Period or Permanent Exclusion full fees will remain payable for the term in which it occurs.

In line with the School Standards and Framework Act 1998, corporal punishment is not used or threatened, nor any punishment which may adversely threaten a child's well-being.

## **11. Reasonable Adjustments:**

The Headmaster for his part undertakes to apply sanctions fairly and, where appropriate, after due investigative action has taken place. In all cases, consideration will be given to special educational needs and disabilities (SEN/D) before any sanctions will be administered. The school also acknowledges its other duties in respect of the Equality Act 2010 for safeguarding and respect for pupils with SEN/D, and that punishment should not breach any other legislation (for example in respect of disability, special educational needs, race, religion and other equalities and human rights) and it must be reasonable in all circumstances.

Reasonable adjustments according to the pupils' personal circumstances will always be made. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity.

Examples of sanctions include: detention (before or after school, or during break/lunch times), withdrawal of privileges, assistance with domestic tasks such as collecting litter, suspension for a specified period, removal or expulsion.

The Behaviour/Sanctions Log includes the name of pupils, Year Group, the date and nature of the misbehaviour and the sanction imposed.

All our Sanctions Records will be kept securely for seven years after the pupil has left the School. They will not be disclosed to any 3<sup>rd</sup> party, unless required by statutory regulations. The Headmaster keeps a confidential log of all exclusions.

## **12. Partnership with Parents:**

Cranford House prides itself on giving a clear message of right and wrong and mutual tolerance. Parents have an important role in supporting Cranford House School in maintaining high standards of behaviour.

It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard Parent Contract Terms and Conditions.

The School works closely in partnership with parents to sustain and improve a positive approach to behaviour.

Parents are regularly invited into School to participate in assemblies, Parents' Forum events and attend Whole School information evenings where we explore topics from how best they can support their child through to issues around e-safety. Advice will be sought from outside agencies (such as GPs, psychotherapists etc.) should any such intervention or support be required.

### 13. Confiscation of Items from Pupils:

Please see the School's **'Whole School Search and Confiscation Policy and Procedures'** for more details.

When deciding what to do with any confiscated items, staff will follow the guidelines set out in 'Searching, Screening and Confiscation – Advice for Schools ( DFE, July 2023)'. This may include:

- returning items after a given period (e.g. items banned from School, such as mobile phones for pupils during the School day.)
- destroying items (e.g. pornography, tobacco, alcohol).
- handing items to the police (e.g. banned substances, knives and weapons, stolen items).

#### **Bag and Locker searches:**

With regard to Lockers, under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. If the school suspects a pupil has an item on the prohibited items list (as outlined in the Whole School Search and Confiscation Policy and Procedures) they will ask the pupil if they can search their locker. Under the same laws, schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.

If a pupil does not consent to a search (or withdraws consent having previously signed the Code of Behaviour) then it is possible to conduct a search without consent but only for the 'prohibited items' listed in the policy. Parents will be made aware that a search has taken place and the process and outcomes will be explained.

- Prohibited items are:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

#### Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the Designated Safeguarding Lead (or deputy) would take the lead. Reports of child-on-child sexual violence and abuse can be especially difficult to manage and Part 5 of KCSIE provides guidance.

#### 14 Safeguarding:

Providing the highest quality pastoral care for every pupil sits at the heart of our ethos at Cranford House. In applying our behaviour policy staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Where this may be the case, school staff should follow the School's '**Whole School Safeguarding and Child Protection Policy**' and '**Whole School Safeguarding and Child Protection Procedures**'. Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School should consider whether a multi-agency assessment is necessary.

The School has the right to deviate from its policies as it sees fit.

Reviewed:	September 2019: Headmaster, SLT and Governors
Reviewed:	September 2020: Headmaster, SLT and Governors
Reviewed:	April 2021: Headmaster, SLT and Governors
Reviewed:	September 2021 by Headmaster, SLT and Governors
Reviewed:	September 2022 by Headmaster, SLT and Governors
Reviewed:	September 2023 by Headmaster, SLT and Governors
Reviewed:	March 2024 by Headmaster, SLT and Governors
Review Due:	September 2024 by Headmaster, SLT and Governors