



Character and Culture Policy for Rewards and Behaviour

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Ratified by: Governing body

Review date: July 2025

Other relevant School policies include:

- Cranbrook Education Campus SEND Policy
- Cranbrook Education Campus Anti-Bullying Statement
- Cranbrook Education Campus Uniform Policy
- Cranbrook Education Campus Attendance Policy
- Ted Wragg Trust Written Statement of Behaviour Principles
- Ted Wragg Trust Equality Policy
- Ted Wragg Trust Supporting Pupils with Medical Conditions Policy
- Ted Wragg Trust Computer Mobile Device Online Use Policy

Statutory guidance:

- <https://www.gov.uk/government/publications/school-exclusion>
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [DfE advice template \(publishing.service.gov.uk\)](#)

Changes:

Significant update for 2024/25 policy with multiple adjustments to Behaviour Policy

Note: *This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and families with SEN/disability should be encouraged to be involved in considering these points, an example could be through the creation of a relational support plan. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.*

This behaviour policy is reviewed annually and is done so in consultation with students, families and staff. In addition to an annual student, parent/carer and staff survey there are multiple opportunities through school council/parliament/leadership, parental listening sessions and engagement activities to provide feedback.

Aims of policy

We are committed to transforming lives and strengthening communities through learning-focused environments. We aim to create a stimulating and caring environment where all children irrespective of race, gender or disability learn to:

- Take pride in their behaviour so that there is a culture of achievement, ambition and learning everywhere in the Campus and no learning time is wasted;
- Make positive choices and take responsibility for their own actions;
- Provide clarity for staff, pupils and the community about acceptable behaviour and the consequences of misbehaviour;
- Be increasingly confident and independent. This includes to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
- Value others and their similarities and differences, to empathise with and respect their feelings, to care for and cooperate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture;
- Develop a feeling of corporate social responsibility by learning to care for their Campus environment, and developing an understanding of, and concern for, the world around them.

This ensures that our staff:

- Can deliver engaging and creative lessons, experiment and take risks, without concern for behavioural interruptions as barriers.

It also ensures that our Campus community – staff, pupils, their families and beyond – have clarity about acceptable behaviour and the consequences of misbehaviour.

Cranbrook Education Campus works to achieve these aims by:

- Planning a broad and balanced, coherently-sequenced, ambitious, and rigorous curriculum which will develop to the full each child's intellectual, physical, spiritual, moral, social and cultural development;
- Structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development;
- Providing clearly-defined and consistent boundaries which are carefully explained to the children;
- Acting as role-models by demonstrating the positive behaviour we wish to encourage among the children;
- Providing a supportive environment where appropriate behaviour is encouraged, noticed and praised.

This behaviour policy is based on our key concept for Every Child Succeeds and is underpinned by an inclusion model created using the work of Bronfenbrenner and on Maslow's hierarchy of needs. Our model is based on **safe** and **connected** children learning **successfully** in a classroom environment. This policy aims to:

1. To **support students taking pride in their behaviour**, so that there is a culture of warmth, achievement, ambition and learning everywhere in the school with and no learning opportunity wasted.
2. To provide **clarity for staff, students and the community** about acceptable behaviour and enable the creation of **strong and positive relationships**.
3. To encourage students to **make positive choices** and **take responsibility** for their own actions.
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, in a safe and secure environment.

1.0 Cranbrook Education Campus School Character and Culture Policy for Rewards and Behaviour

Cranbrook Education Campus encourages good behaviour through high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices.

Cranbrook Education Campus has in place a comprehensive package of rewards to reinforce and praise good behaviour with clear sanctions for those who do not make positive choices and therefore fail to comply with the School's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and ensure Cranbrook Education Campus is a safe place for all.

The commitment of staff, students and families is vital to develop a positive whole school ethos. Cranbrook Education Campus reserves the right to apply this policy to **all** students and **any time** a student is recognisable as a Cranbrook Education Campus student, regardless of whether this is before/during/after school hours and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the student is wearing school uniform.

2.0 Rewards and Celebration

Cranbrook Education Campus regularly celebrates the success of all pupils in a variety of ways as we recognise that focusing on success and positive outcomes is essential to developing a positive culture and ethos across the Cranbrook Education Campus. We wish to recognise the vast majority of pupils that make positive behaviour choices every day. The many ways we celebrate success are listed below and may be reviewed by pupils, families and staff during the academic year.

2.1 Whole Campus

- Praise and informal recognition used by all staff;
- Sharing successes verbally with other pupils and adults;
- House Points - are awarded by all staff through Class Charts to reward positive behaviour. The collection of house points result in Awards badges as referred to in 2.2 which can be worn in Campus
- Headteacher Awards - A Headteacher Award certificate is given to pupils who have shown exceptional achievement, either in school or as part of an extracurricular activity. All pupils who receive a Headteacher award are celebrated in the weekly newsletter..
- Awards' Evenings – annual celebration evenings for each key stage, where pupils and their families are invited and prizes are awarded for academic achievement, progress and contributions to the Campus community.
- Termly Excellence Awards – for pupils who are awarded by departments for exceptional effort or progress, consistently demonstrate that they are following our Campus values and have a 100% positive behaviour ratio.
- Recognition - The Campus Newsletter, Twitter & Facebook as well as post cards, phone calls and letters may be used to highlight pupils' achievements

Early Years, KS1, LKS2 and UKS2

The Campus Policy is to draw attention to, and give specific praise for, positive and appropriate behaviour and, wherever possible, to note, but give no positive attention to unacceptable behaviour. This is achieved by the following:

- Using the positive language of the Campus Rules (PERKS) and references to the 'Ready to Learn Ladder';
- Providing a well-organised and stimulating classroom and curriculum;
- Focusing on and praising appropriate behaviour;
- Defining appropriate behaviour as a positive, rather than negative, statement, e.g. "Work quietly" rather than "Don't talk"; "Walk calmly" rather than "Don't run"
- Making praise specific, e.g. "I'm really pleased you have shared the paints today" to a child who finds cooperation difficult;
- Speaking to pupils quietly and calmly and smiling;
- Speaking to pupils courteously, without the use of sarcasm;
- House Points - are awarded by all staff through ClassCharts to reward positive behaviour and are linked to House Point badges which are awarded at certain milestones (see 2.2 below)
- Daily Appreciations

We praise and reward pupils for good behaviour in a variety of ways:

- Nursery will reward positive behaviour age appropriately. Eg. Use Smiley face stickers;
- Sharing successes during class, Year, phase and whole-Campus assemblies;
- Nominating one pupil from each class to receive the 'Star of the Week', every week. 'Star of the Week' is awarded to a child from each class from Reception to Year 6.

- Classes have gems, which they earn as a class for 100% observable behaviour and once their jar is filled up they earn a class treat, which the class decides on in advance from an approved set of options.

Secondary Phase

- Class Charts Rewards Store – pupils can use their house points to purchase online rewards such as free non-uniform days, queue jumping passes and Campus stationery.
- Green cards for Proud and Kind behaviour (5 House Points).

2.2 House Point Badges and associated certificate (+ ClassCharts notification)

- Diamond - 2400
- Platinum - 2100
- Ruby - 1800
- Emerald - 1500
- Sapphire - 1200
- Gold - 900
- Silver - 600
- Bronze - 300

2.3 Headteacher Awards

A Headteacher Award certificate is given to pupils who have shown exceptional achievement, either in school or as part of an extracurricular activity. All pupils who receive a Headteacher award are celebrated in the weekly newsletter.

2.4 Attendance

Excellent attendance certificates are presented on a termly basis to pupils for excellent attendance. A separate award is given to pupils who have had 100% attendance over the year.

2.5 Recognition

The Cranbrook Education Campus Newsletter and social media platforms are used to highlight pupils' achievements

2.6 Termly Celebration Assemblies

Individual pupils are recognised in Year Group/Phase termly assemblies for exceptional achievement and, in some Year Groups, certificates are handed out by the Year/Phase Leader.

2.7 Awards Evenings

An annual awards evening is held for all key stages across the Campus . Awards are given in the following categories:

- Proud
- Engaged
- Ready
- Kind
- Safe
- Community

- Learning
- Opportunities

2.8 Tutor/House System

Competitions are held between tutor groups and Houses for particular activities and occasional prizes given. Inter-House sports competitions are held throughout the year and will be between different tutor or class groups and key stages as appropriate depending on the activity.





3.0 Cranbrook Education Campus Lesson Expectations

Cranbrook Education Campus is a school rooted in its community where aspirational learning and opportunities transform the lives of our pupils. Our Campus exists to provide an excellent, all-through education that empowers children to believe they can, and should, change the world.

Each of us belongs to our Campus community. Our actions empower both ourselves and those around us to reach our highest potential. The greatest influence on our lives is ourselves.

All Lesson expectations are based on the PERKS of being #Crantastic

PERKS of being Crantastic

-  **Proud**
-  **Engaged**
-  **Ready**
-  **Kind**
-  **Safe**

Proud

- Show pride in your learning by always working to the best of your ability and promptly attempting all work set.
- Show pride in your behaviour by following all reasonable requests and not distracting others.
- Take every chance you are given to be the best you can be.
- Take pride in your appearance by meeting CEC uniform policy.
- Take pride in your school environment and act sustainably.
- Be proud to be part of our community.

Engaged

- Listen respectfully (in silence) when others are talking and work in silence when an adult asks you to.
- Strive for excellence in everything you do.

Ready

- Arrive on time, within 3 minutes of lessons starting, or before the second bell after break/lunch.

- Sit down calmly where you are asked showing you are ready to learn – equipment out and sit up straight in your chair.
- Phones and headphones should be placed in your bag and silent throughout lessons unless given permission by staff to use them.

Kind

- Respect each other at all times.
- Forgive others and act with fairness and equality
- Allow others to learn, do not disrupt or distract or take away from others’ right to their education.
- Value the contribution of others and learn from each other.
- Make friends and be a good friend to others.
- Think about the consequences of your actions and words before you do or say them.

Safe

- Treat everyone and everything within the Campus with respect avoiding harm, danger or risk.

All our lesson expectations have been co-produced in consultation with staff and pupils. Lesson expectations are reviewed regularly with pupils and staff.

Pupil , parent and staff voice is really important to our school and we conduct an annual survey with each group to help inform our approaches and support continual improvement. In addition to this, there are a number of opportunities throughout the year for our communities to share their recommendations and reflections including through our pupil parliament, through termly family forums, annual surveys and staff networks.

4.0 EYFS, KS1 – Year 1 and 2, Lower KS2 – Year 3 and 4 and Upper KS2 – Year 5 and 6.

Early Years and Primary Phase expectations:

Pupils must be aware of the rewards system that is in place and the consequences, which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in the Campus. The Campus Rules (PERKS) and Campus Manners should be clearly displayed in each classroom.

Campus Rules (PERKS)

At the start of the academic year, the Campus rules are discussed and agreed with the pupils and displayed in each classroom with the use of Ready to Learn Widgets. In this way, every child at the Campus knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher or relevant support staff will address these with the relevant children.

The Campus Rules are:

Campus Rules	Pupils will...	Which enables...	Which prevents...
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Proud	<p>Show pride in your learning by always working to the best of your ability and promptly attempting all work set.</p> <p>Show pride in your behaviour by following all reasonable requests and not distracting others.</p> <p>Take every chance you are given to be the best you can be.</p> <p>Take pride in your appearance by meeting CEC uniform policy.</p> <p>Take pride in your school environment and act sustainably.</p> <p>Be proud to be part of our community.</p>	Know how to behave within their community	Low level disruption and feelings of isolation
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Engaged	<p>Listen respectfully (in silence) when others are talking and work in silence when an adult asks you to.</p> <p>Strive for excellence in everything you do.</p>	Pupils to be focused and make the right choices throughout the day enabling them to make at least good progress	Pupils making poor progress
Ready	<p>Arrive on time, within 3 minutes of lessons starting, or before the second bell after break/lunch.</p> <p>Sit down calmly where you are asked, showing you are ready to learn – equipment</p>	Enable effective use of teaching and learning time.	Wasted learning time.

	<p>out and sit up straight in your chair.</p> <p>Phones and headphones should be placed in your bag and silent throughout lessons unless given permission by staff to use them.</p>		
Kind	<p>Respect each other at all times</p> <p>Forgive others and act with fairness and equality</p> <p>Allow others to learn, do not disrupt or distract or take away from others' right to their education.</p> <p>Value the contribution of others and learn from each other.</p> <p>Make friends and be a good friend to others.</p> <p>Think about the consequences of your actions and words before you do or say them.</p>	<p>Pupils to be polite, contribute to a positive and safe environment and be good citizens of the future</p>	<p>Spoiling others' enjoyment of coming to the Campus and saying unkind things.</p>
Safe	<p>Treat everyone and everything within the Campus with respect avoiding harm, danger or risk.</p> <p>Be considerate when moving around the campus.</p>	<p>Campus is a safe environment for all</p>	<p>Avoids harm, danger and reduces risk to all within the campus.</p>

4.1 Campus Manners

The use of 'Campus Manners' is crucial to the pupils developing into well rounded individuals and will be encouraged at all times. Members of staff will also use Campus Manners when they are communicating with each other and the pupils, ensuring that they are excellent role models for the learners of the Campus.

Campus Manners are accompanied by Makaton actions as this further aids communication for all learners. Campus Manners will be displayed in each classroom, communal areas and in the corridors around the Campus as a reminder.

The Campus manners are as follows:

- Good morning
- Good afternoon
- Thank you
- May I?
- You're welcome
- Excuse me
- Please
- I'm sorry

4.2 Approaches for Positive Behaviour and being Ready to Learn

Nursery

- Our youngest pupils will have the Ready to Learn Widgets chart displayed in their learning base. These will support pupils on a day to day basis as we work to develop their skills for appropriate behaviour.
- Positive behaviour will be acknowledged with smiley face stickers for effort, demonstrating our Campus values and good manners.
- Children can still earn a super choice prize in the same way as our Reception/Primary for demonstrating good behaviours.
- Sanctions for continued poor choices will be discussed as appropriate on an individual basis

Unacceptable behaviour will be discussed with families and the Early Years Leader

Primary Phase

The Campus employs a number of sanctions to enforce the Campus rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Staff will celebrate, acknowledge and reward good behaviour being displayed by pupils around the Campus referring to the 'Ready to Learn Ladder' to support this.
- Identify any pupil displaying negative behaviour and give them a reminder of the expectations and Campus Rules (verbally or nonverbally) referring to the 'Ready to Learn Ladder' E.g. Identify the pupil and state clearly that they need to 'Think About It';
- Use de-escalation strategies. Eg. Reshape work, move the child within the class etc.
- For Reception to Year 2, if poor behaviour continues or subsequent Campus Rules are broken then staff refer to the 'Ready to Learn Ladder' stating clearly that the child has made a 'Poor Choice' and why.
- Use de-escalation strategies. Eg. Reshape work, move the child within the class etc.
- For Reception to Year 6, if poor behaviour continues or subsequent Campus Rules are broken then acknowledge that the pupil is on their 'Last Chance' and why.
- Use de-escalation strategies. Eg. Reshape work, move the child within the class etc.
- Children can move back up toward the positive end of the 'Ready to Learn Ladder' by displaying better choices, one step at a time.

- Key Stage 2 Pupils (Year 3,4,5 and 6) Year 5 and Year 6 pupils will use a 'Ready to Learn Ladder' which includes 'Think about it', 'Last Chance' and 'Unacceptable' - excluding 'Poor Choice' - as part of our enhanced transition to KS3.
- If the poor behaviour continues or subsequent Campus Rules are broken then state clearly that the child has been 'Unacceptable Behaviour'. When a child receives an 'unacceptable', this must be recorded by the teacher or a staff member who has made this final decision on Class Charts. A member of staff needs to speak to a member of the family at the end of the day or by phone to ensure full understanding of the 'Unacceptable Behaviour'.
- If a pupil demonstrates 'Unacceptable Behaviour' and they are in Reception and Key Stage 1, the pupil will be guided to another location to reset for 15 minutes. This will typically be another classroom in their phase or a staffed office space. Work will be provided by the class teacher
- In Key Stage 1, if unacceptable behaviour continues when the child returns to class they will receive a break and/or lunchtime reflection session. The class teacher will meet with the parent to discuss.
- If a pupil demonstrates 'Unacceptable Behaviour' and they are in KS2 they will participate in a break and/or lunchtime reflection session. This reflection session will take place in their social time and pupils will be expected to participate in an activity to support reflection as well as complete any work missed during their unacceptable behaviour.
- If a child receives a second 'Unacceptable' within a week, the family, families or carers and the pupil (where appropriate) will be asked to come in for a meeting with their class teacher and / or Phase Leader. Family, families or carers may also be asked to come in and meet with the teacher if a child continually gets to 'last chance' or if they show a persistent pattern of negative behaviour. The key thing is that families are aware at the earliest opportunity if their child's behaviour is not meeting our expectations.
- If 'Unacceptable Behaviour' continues after meeting with Class Teachers and Phase Leaders, the family will be invited to meet with a Senior Leader.
- Serious misbehaviour anywhere on campus can result in 'Unacceptable Behaviour' being issued immediately without prior steps on the 'Ready to Learn Ladder' or 'Values Reminder' (described below) being referred to eg. complete refusal to engage in behaviour process; verbal or physical abuse; leaving the Campus building without supervision of an adult; bringing a weapon/dangerous item to the Campus; malicious setting off of the fire alarm; deliberate damage to or theft of property; bullying or prejudicial language towards pupils or staff. In this instance, a member of SLT should be called.
- Year 5 and 6 pupils will be sent to the lesson removal room until the end of the next social time if the above process and consequences for Unacceptable Behaviour are not adhered to or behaviour worsens. If this sanction is given, the pupil will remain in lesson removal until the end of their lessons up to and including the next social break. If this sanction is given after lunch, Upper KS2 pupils will return for the following day's social time at morning break.
- If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures. Extreme or physical behaviour may result in permanent exclusion.

4.3 Values Reminder

The 'Values Reminder' is a 10 minute opportunity for pupils who have shown anti-social behaviour not in line with our Campus Values or Campus Manners outside of lesson time. A 'Values Reminder' may be given during social and transition times in and around the campus. We expect all pupils to always behave and treat each other with respect. This includes wearing the correct uniform, walking around the Cranbrook Education Campus calmly and quietly, respecting each other's space and looking out for each other. Our 'Values Reminders' enable us to address any behaviour that does not meet our high expectations. During the 10 minute 'Values Reminder' opportunities, pupils will be given a reflective piece of work to complete relating to the relevant Campus Value.

The following are possible (but not limited to) reasons for a 'Values Reminder' opportunity:

- Attending without the correct uniform
- Running indoors
- Shouting indoors
- Being out of bounds
- Dropping litter/throwing food
- Inappropriate language or attitude
- Not clearing away your tray in the canteen or dining hall

- Hitting or kicking Cranbrook Education Campus property

If a pupil does one of the things above, an adult will issue them a 'Values Reminder', which they must serve during the current or next available social time. If a pupils' behaviours involve multiple actions listed above or serious misbehaviour outside of lesson time, a teacher or staff member may issue an immediate 'Unacceptable' without 'Values Reminder' being referred to.

4.4 Suspension

All suspensions are completed using the following statutory guidance:

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

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson removal, or lesson removal at host School to be appropriate. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances then a permanent exclusion may be issued.

All suspended students will be given some work to complete and may be expected to write a restorative letter apologising for their actions leading to the exclusion. As part of their reintegration students may be expected to spend some in lesson removal.

A reintegration meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend will result in the student remaining in lesson removal until the reintegration meeting can be held.

4.5 Permanent exclusion (PEX)

A decision to exclude a pupil permanently should be taken only:

3. in response to a serious breach or persistent breaches of the Campus's behaviour policy; and
4. where allowing the pupil to remain in Campus would seriously harm the education or welfare of the pupil or others in the Campus

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable pupils.

A serious breach of the Campus's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff;
- violent assault- including any form of filming, sharing and distribution;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour;
- setting off the Campus fire alarm.

The Campus follows the latest DfE guidance regarding exclusion and suspension to ensure that pupils are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent [statutory guidance](#).

For detailed information on Permanent Exclusion please see [TWT Exclusion policy](#).

4.6 Playtimes

In the playground, a wider range of behaviour becomes acceptable as the pupils run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. It is the responsibility of the teachers and support staff on playground duty at break time to supervise the pupils and monitor behaviour. Any problems are usually dealt with as they occur but the pupil's class teacher and/or Key Stage Leader may be informed if any behaviour has caused particular concern.

During lunchtime, the Playworkers assume responsibility for the pupils with the teacher who is on duty (or other Senior Leaders). During wet weather, the pupils remain in the classrooms. During wet lunch breaks, the Playworkers, with support from SLT, arrange appropriate supervision of, and activities for, the pupils.

As part of the Positive Behaviour Management Policy, staff may support students to play safely by advising them to take a 'Minute to Manage' their actions and emotions. If concerning behaviour continues a sanction for breaking the Campus Rules can include, a 'Values Reminder', a temporary timeout / reflection time / loss of break and/or lunchtime. In this instance, the pupil may remain with the staff on duty or be guided to a supervised indoor location.

Negative behaviour before the start of the day, at break time, at lunchtime or after the school day, may result in sanctions being given by the Playworkers or Teaching Assistants; this is then passed on to the Phase

Leaders/SLT and may lead to an 'Unacceptable Behaviour' entry on the 'Ready to Learn Ladder' but this is down to the discretion of the staff involved and other Senior Leaders.

Families/ families/ Carers of any child who persistently disrupts lunchtimes for others may be contacted by the class teacher or SLT to discuss ways of supporting the student's behaviour in line with Campus expectations. families may be alerted to the possibility of their child being sent home for lunch for a period of time, unless their child's behaviour improves. If such a sanction is necessary, The Campus will contact families and discuss arrangements.

5.0 Rewards, Reflection and Lesson Removal - KS3 and KS4 (with reference to UKS2 where appropriate)

We are committed to transforming lives and strengthening communities through learning focussed classroom environments and throughout Campus at all times.

Aims

- To support pupils taking pride in their behaviour, so that there is a culture of achievement, ambition and learning everywhere in the Cranbrook Education Campus, and no learning time is wasted
- To provide clarity for staff, pupils and the community about acceptable behaviour and the consequences of misbehaviour
- To encourage pupils to make positive choices and take responsibility for their own actions
- To enable teachers to deliver engaging and creative lessons, experiment and take risks, without concern for behavioural interruptions as barriers

To ensure we always maintain the highest standards of behaviour across all phases of the Campus, the following non-negotiables are in place:

- All pupils will be expected to adhere to the Campus uniform guidelines. See uniform guidelines here: <https://www.cranbrook.education/uniform>
- Every lesson or teaching episode will have a set of expectations displayed in the classroom.
- No pupil or group of pupils will be allowed to prevent another from accessing learning or from feeling secure and happy in that environment.
- A minimum of three House Points will be awarded per lesson/teaching episode.

At times behaviour will need to be challenged. This should be done in a depersonalised way, using the processes within each of the phases. In all cases, it is not acceptable to sanction a pupil for an issue related to a special educational need or disability unless all reasonable adjustments have been made within the lesson to accommodate that need.

Please note that incidents of serious behaviour could accelerate the processes taken within these systems. These include physical assault towards any members of the Campus community (biting, kicking, hitting, spitting) and actions which jeopardise the health and well-being of staff.

5.1 Creating Routines

- If a pupil does not adhere to the PERKS of being #Crantastic, the member of staff will give them a verbal warning by telling the pupil to "Think about it" and be specific about which rule they have broken.
- If a pupil continues to disrupt learning, the teacher will tell them that they have a 'Last Chance' and their name will be written on the board in the Expectations section.

- If a pupil does not adhere to the PERKS of being #Crantastic for a second time in the same lesson, they will be issued an 'unacceptable' and they will either be sent to another classroom or the lesson removal room based on their phase.
 - Key Stage 1 and Key Stage 2 - sent to different classroom within the phase for 15 minutes
 - Upper Key Stage 2 - pupils will be sent to the lesson removal room until the end of the next social time if the above process and consequences for Unacceptable Behaviour are not adhered to or behaviour worsens. If this sanction is given, the pupil will remain in lesson removal until the end of their lessons up to and including the next social break. If this sanction is given after lunch, Upper KS2 pupils will return for the following day's social time at morning break.
 - Key Stage 3 and Key Stage 4 - sent to the lesson removal room for the remainder of that lesson, the next lesson, the next social time and a compulsory one-hour after Campus detention.
 - If a pupil fails to return for the 1 hour after Campus detention, they will be placed in Lesson Removal for one learning cycle for the following day, including a one-hour detention between 15:00-16:00
 - If a pupil is Lesson Removed from two lessons in one day, they will be placed in Lesson Removal for one learning cycle of 5 lessons, including a one-hour (same day) detention from 15:00 until 16:00. This is presented in diagram format in the appendix of this behaviour policy.

6.0 Repeated or more Serious Incidents- Lesson Removal Other/Incident

We are committed to inclusion for all and to preventing exclusion. However, where a pupil is involved in repeated or more serious incidents, the pupil will be sent to the Lesson Removal Room for a learning cycle of 5 lessons including a one-hour after Campus detention (Key Stage 3 & Key Stage 4) which will finish at 16:00, to be successfully completed.

Circumstances that could result in a pupil spending time in Lesson Removal include, but are not limited to, the following breaches of the behaviour policy:

- incorrect uniform;
- piercings/jewellery; and
- unkindness.

More serious incidents:

- truanting;
- refusal to follow instructions;
- refusal to go to Reset;
- failing Reset;
- refusal to attend detention;
- bullying;
- swearing; aggression;
- rudeness; and
- dangerous behaviour.

6.1 Lesson removal

We are committed to inclusion and to preventing exclusion. However, where a pupil (for example) repeatedly fails to wear the correct uniform, or attend detentions, receives several lesson removal room detentions, or is involved in an incident too serious for a detention, the pupil will be sent to the lesson removal room for a learning cycle of 5 lessons and a same day one-hour detention after school, to be successfully completed. This means they are supervised in a room, given work to do, and given the chance to reflect on their behaviour. When this happens pupils also receive shorter breaks and lunches than the rest of the Campus and at slightly different times.

6.2 Lesson removal at a host school

In certain incidents of very poor behaviour but where the Campus wishes to avoid suspension, or this sanction is deemed inappropriate, the Campus may place the pupil in lesson removal at another school. This allows the pupil to continue to learn. If a pupil refuses to attend then a suspension could be issued.

Circumstances that could result in a pupil spending time at a host school include, but are not limited to, the following breaches of the behaviour policy:

- failure of Lesson Removal;
- refusal to follow instructions;
- bullying;
- swearing;
- aggression;
- rudeness;
- dangerous behaviour;
- inappropriate use of computers, the internet, images or social media; and
- fighting.

This would be made as an age-appropriate decision.

6.3 Suspension

We will endeavour to avoid exclusion wherever possible. A decision to suspend is taken only in response to a breach of the Campus's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson removal or lesson removal (host school) to be appropriate. All suspensions and exclusions are authorised by the Headteacher or designated representative or, in their absence, the next most senior member of staff.

Under exceptional circumstances a pupil may receive a suspension but if further investigation reveals more serious circumstances then a permanent exclusion may be issued.

All suspended pupils will be given some work to complete and will be expected to write a restorative letter apologising for their actions leading to the exclusion. The completed letter will form part of the reintegration meeting.

A reintegration meeting with the pupil and their family will take place at the earliest available time on the first day the pupil is to return to Campus. The reintegration meeting will aim to clarify next steps and discuss if any

additional support is required. Failure to attend will result in the pupil remaining in lesson removal until the reintegration meeting can be held.

7.0 Restoration

Any staff member who removes a pupil will complete a restorative conversation and discuss with the pupil the intervention and reflection they have received that will help them make different behaviour choices.

8.0 Red Card (KS3 and KS4)

The 'Red Card' detention is a 30-minute detention for out of lesson and anti-social behaviour in and around Cranbrook Education Campus. We expect all pupils to always behave and treat each other with respect. That means attending the Campus on time, in the correct uniform, walking around the Cranbrook Education Campus calmly and quietly, respecting each other's space and looking out for each other. Our red card detentions enable us to address any behaviour that does not meet our high expectations.

The following are possible (but not limited to) reasons for a red card detention:

- Being late to school or a lesson
- Attending without the correct uniform
- Running indoors
- Shouting indoors
- Being out of bounds
- Dropping litter/throwing food
- Inappropriate language or attitude
- Eating and drinking in banned areas
- Not clearing away your tray in the canteen or dining hall
- Hitting or kicking Cranbrook Education Campus property

If a pupil does one of the things above, an adult will tell them that they have a "Red card", and that they must serve a 30-minute break/lunch-time detention at the next available session.

9.0 Home Cranbrook Education Campus Partnership agreement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. The Campus welcomes the interest and close involvement of families and we hope that families will support the Campus Positive Behaviour Management Policy.

In order to ensure good communication and understanding of expectations, all families are asked to read the Home Cranbrook Education Campus Partnership agreement (see appendix). Application of Cranbrook Education Campus' behaviour policy is not dependent upon families signing the Partnership agreement. By sending your child to Cranbrook Education Campus you are agreeing to support the Partnership agreement.

Cranbrook Education Campus has a structured programme, which ensures that families have regular opportunities to liaise with staff and exchange information about their progress, behaviour and well being. Informal contact with families, before and after Campus, is encouraged but families are invited to discuss more specific concerns with staff by appointment, if at all possible.

If a child's behaviour gives particular cause for concern, families will be involved as soon as possible. Families are invited to work with the Campus in order to support the child to develop appropriate behaviour. Families

will also be invited to a meeting with the relevant member of staff following their child receiving multiple unacceptables / lesson removals or following a suspension.

10.0 Situation specific expectations

10.1 In the classroom

Careful and consistent classroom organisation, at all ages, encourages positive and appropriate behaviour. The behaviour of all adults in the Campus, including visitors, will influence the behaviour of our pupils. At Cranbrook Education Campus, we aim to be fair and consistent, setting expectations which are the same regardless of the adult who is with the class. For example, in Year 1, pupils will have a main class teacher as well as some subject-specific teachers, such as PE or Music. In Year 7, pupils will move between different teachers for their curriculum. There will also be examples when different adults might be working with a group such as a visiting speaker or a cover teacher.

10.2 Around the Campus

Our children are encouraged to feel an ownership and responsibility for the Campus as a whole whether by participating in whole-Campus events, seeing their work displayed through the Campus or by tidying up after themselves.

Children are expected to behave in an appropriate and positive manner in shared areas such as in corridors, hall and break-out spaces. As an all-through Campus, break and lunch times are staggered and so other pupils are always still learning. We also have adults in our Campus support team working in offices throughout the Campus.

As a result, we expect children to walk quietly and calmly through the building during lesson transitions or to move to different learning spaces. Pupils may only move to a different area than where they are timetabled with permission of, or under the supervision of, a member of staff.

In the Primary Phases, staff follow a specific routine to support children in moving sensibly through the building.

10.3 Mobile phones

We are a 'phone free' Campus. Phones and headphones are not permitted in the Campus. In Primary, these must be handed to the Class Teacher at the start of the school day. In KS3 and KS4, these must be placed in students' bags before entering the Campus building in the morning and remain there, either silent or switched off, including break and lunchtimes. Pupils may only have your phone out or use it with permission from a member of our staff team. If a pupil is seen using their phone, it will be confiscated by the member of staff immediately and returned to the pupil at the end of the day. If a pupil refuses to hand their phone to the member of staff, the escalation process will then be followed and the pupil placed in the Lesson Removal room.

10.4 Punctuality and lateness (KS3 and KS4)

Pupils who arrive at Cranbrook Education Campus after their allotted start time will be issued with a 30-minute same day late detention to be completed at break time and families notified by phone/text message. Failure to attend this detention will result in a same day 1-hour after-school detention in the lesson removal room.

10.5 Homework

EYFS, KS1, LKS2 and UKS2 pupils are expected to read daily either through family reading where they can participate through listening or attempting to read themselves or through independent reading. Home reading should be recorded on Boom Reader. Children from Year 2 upwards are expected to complete weekly Sparx homework, which they are also given an opportunity to do during lessons. Other homework tasks set will be through half termly homework grids which promote an element of choice in activity as well as through online set work which could include Spelling Shed, Numbots and IDL activities. Holiday homework may also be set to support pupils with up and coming assessments e.g. Easter homework prior to KS2 SATs.

Key Stage 3 and Key Stage 4 pupils receive a minimum of one hour of homework each weekday which consists of either online learning tasks or knowledge organiser tasks which follows the set homework timetable outlined in their Knowledge Organiser. Knowledge Organiser booklets are used for homework and pupils are expected to use a range of advised strategies in their homework book.

All KS3 and KS4 knowledge organiser homework is checked the following day by the Tutor; a house point is given for completed work, a same day red card detention is issued for incomplete knowledge organiser homework. Families will be notified by text message. Failure to attend this detention will result in Lesson Removal the following day.

The official hand in for each piece of online KS3 and KS4 homework is 4pm the following day after the allocated slot. This allows all pupils who have been unable to fully complete the homework task the opportunity to get support from subject specialists either during break, lunch or between 15:00-16:00. If the homework is not completed by 4pm, a one hour compulsory afternoon school detention will be issued.

- E.g. -
 - Sparx Maths is allocated to Monday afternoon within the knowledge organiser homework schedule. Deadline = 4pm Tuesday
 - Pupil unable to complete all tasks during Monday's allocated slot;
 - Pupil needs to proactively seek support at break, lunch or afterschool

11.0 Sanctions

As stated previously sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of pupils. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the pupil's personality), calmly, fairly, consistently and professionally.

The only sanctions/systems to be used within a lesson are Think About It, Poor Choice (EYFS - KS1 only) Last Chance and Unacceptable. See appendix for a staged sanctions diagram. The Lesson Removal room is used from Year 5 and up for pupils who are still not exhibiting the correct learning behaviours and attitudes.

The aim should be to keep all pupils accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where pupils who fail to respond to a verbal reminder by correcting their behaviour can be sent to another classroom or the lesson removal room in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a

pupil can be collected (if deemed a serious incident) and removed from the classroom by a member of staff who is on-call.

When issuing a verbal reminder to a pupil it is important that this is done calmly and professionally throughout. The aim is to show pupils that they have 'chosen' their behaviour. There is a (mandatory) opportunity for restoration explicitly built into the system, whereby any pupil removed will be met by the member of staff responsible.

Uniform expectations are detailed on the Cranbrook Education Campus website. Uniforms are checked regularly by members of staff. Pupils who are not in correct uniform (unless carrying a signed permission slip) and refuse or are unable to correct it will be supported to make a positive choice through reflection and restoration.

12.0 Support

We aim to support all our pupils to ensure that every child succeeds during their time at Cranbrook Education Campus. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. We will always consider whether continual disruptive behaviour is the result of an unmet special educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate.

Every child is different, and all support is tailored to meet the needs of each individual. In recognition of that, what works for one child may not for another. Any pupil designated at risk of exclusion will have a Pupil Inclusion Map (PIM) which is a tiered response to supporting all pupils to make positive behaviour choices.

13.0 Consistent expectations

Consistency is hard to achieve in any organisation; we recognise that it is key when creating an outstanding learning environment. Pupils are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

This consistency will be applied to all issues relating to uniform. Pupils will be expected to follow the uniform policies at all times. If a pupil is unable to meet uniform expectations an alternative will be offered (if possible); refusal to accept the alternative will be viewed as defiance and the pupil may be placed in the lesson removal room until the issue is rectified.

14.0 Maintaining a positive learning environment

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch pupils being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task pupil can often be redirected through praise of a neighbouring pupil who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

15.0 Restorative Justice

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to stop this from happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Justice has been shown to work extremely well if there has been a repeated problem between a pupil and member of staff because it gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Conferences are ideally held in a neutral place and occasionally with a mediator who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

15.1 Embedding our expectations

In order for our values-based expectations to be the embedded norm for all children at the Campus, they are part of our daily practice at the Campus and form a key component.

16.0 Deliberate use of fire alarm

Deliberately setting the fire alarm off is an extremely dangerous act. The whole school experiences significant disruption and could prevent a fire engine attending a genuine emergency. In addition to the disruption to teaching, learning and the good order of the school it also has a disproportionate impact on the most vulnerable students. Many students will struggle to regulate their feelings after such a significant disruption to

their routine. The school reserves the right to permanently exclude any student deemed to have triggered the alarm deliberately or with malicious intent.

16.0 Deliberate use Emergency Release doors

Deliberately releasing the doors is a serious act and could put many pupils in a significantly vulnerable situation. The school reserves the right to suspend any pupil deemed to have released safety doors through triggering the release buttons deliberately or or with malicious intent.

17.0 Bullying and Discrimination

PLEASE REFER TO SEPARATE ANTI-BULLYING POLICY

At School our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of students. We aim to have a culture of courage, compassion and citizenship and respect where difference is valued. The School aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community. We are proud of our journey with the Diana Award in Primary and our work towards the Anti Bullying Quality Mark across the campus.

To establish an ethos where students set a good example to others. To encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it. We have a system of support for students who have been bullied and a system of clear, fair and consistent responses to incidents of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying can also occur where there is a power imbalance between students. A power imbalance is when one student (or a group of students) is able to dominate decision- making or otherwise asserts power in ways that disadvantages other student(s).

Bullying in any form will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- Emotional harm;
- Physical harm;
- Deliberately hurtful comments;
- Social bullying;
- Social media;
- Filming students/staff without consent;
- Posting inappropriate content/filmed incidents online/sharing;
- Threatening behaviour;
- Power imbalance;
- Name calling;
- Sexting;
- Cyber bullying; and
- Sexual exploitation.

Bullying can impact on a students' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations and work with our community to ensure that our students have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful the school may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to: red card, Lesson removal, suspension exclusion and for repeated breaches, permanent exclusion.

17.1 Sexual harassment and online sexual abuse

Cranbrook Education Campus takes all reports of Sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

School aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved taking into account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a student's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include but is not limited to:

- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and

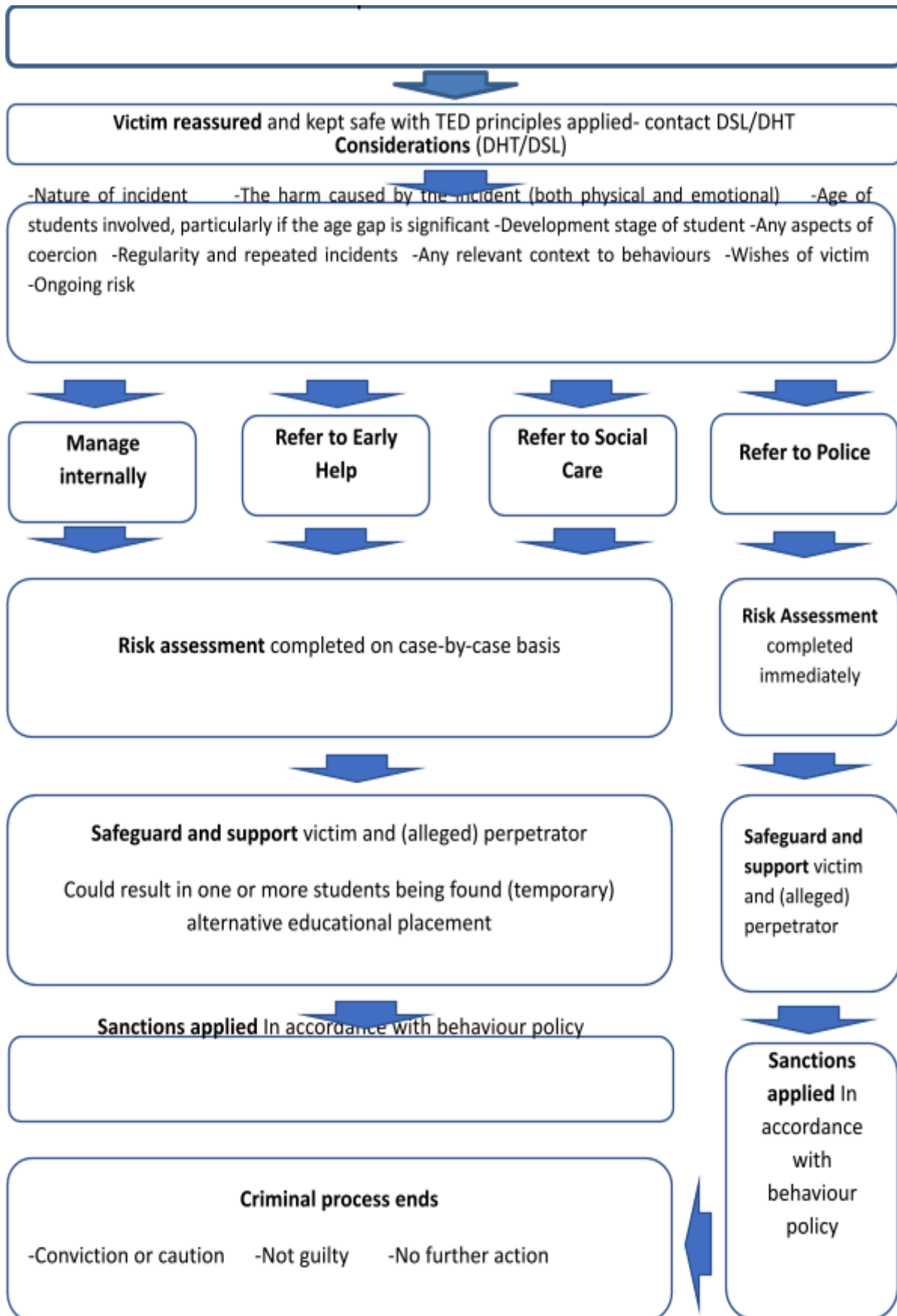
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats.

Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- Rape;
- Assault by Penetration;
- Sexual Assault; and
- Causing someone to engage in sexual activity without consent.

Cranbrook Education Campus will follow the following process when incidents are reported.



Cranbrook Education Campus recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim; and
- Ongoing risk.

Cranbrook Education Campus will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Cranbrook Education Campus will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour contract;
- Lesson removal;
- Host school Lesson removal;
- suspension;
- Managed move;
- Permanent exclusion; and
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Cranbrook Education Campus will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Cranbrook Education Campus will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

17.2 Drugs

The school will not tolerate drug possession, use or supply of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents, vape fluids or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in any drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

18.0 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

19.0 Medication

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Families should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by families is stored in a locked cabinet.

20.0 Smoking- including all forms of e-cigarette/vaping devices

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

21.0 Search and Confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/102222/Searching_screening_and_confiscation_Advice_for_Headteachers_school_staff_and_governing_bodies_July_2022.pdf)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue eg. Hair dye or false nails they will spend time in the lesson removal room until they are able to follow uniform expectations. In all cases families will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all eg. mobile phone and bag searches used to support this. For repeated offences of this nature families will be asked to collect confiscated items. Where items have been previously returned to families and have been brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a School Student on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion. The following are some examples, but not limited to:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, filters 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 student). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/vapes/fluid;
- fizzy drinks;
- energy drinks;
- hot water bottles;
- pictures of staff or students taken without appropriate consent; and
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. families should be informed of anything found which is inappropriate.
- g. All searches should be logged.

22.0 Use of reasonable force

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DfE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2013

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

22.1 Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

23.0 Student conduct outside the school premises

We aim to prepare students for a life beyond education. The School therefore reserves the right to apply all aspects of this policy to students recognisable as a Cranbrook Education Campus student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DfE Guidance [Behaviour in Schools](#).

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The School may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and
- in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

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

The School is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

23.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the incident;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the School;
- the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

23.2 Social Media

Although we will support issues arising on social media relating to our students, and reserve the right to apply our behaviour policy in such cases, we strongly encourage all families to take a proactive approach in monitoring social media. We offer the following advice:

- families should ask themselves whether a smart phone is appropriate for their child.
- families should check age restrictions on social media platforms and adhere to these. families should explore 'parental controls' with their phone/internet providers.
- families should regularly check their child's phone, including communications with others, web browser history, and interactions on apps. Where possible, families should 'mirror' children's phones so that they can monitor usage 'live'.
- families should routinely speak to their children about social media usage, including the amount of time spent on devices.
- Where inappropriate, harmful, or hurtful behaviour occurs we suggest:

- Retain evidence and share with the school/police if appropriate.
- Block the contact and do not reply.
- Be especially vigilant of your child's social media use following any such incident.
- families should never reply to a child in a threatening or inappropriate manner via social media, nor should any post make reference (direct or indirect) to another child in a way that could be perceived as a threat.

Where there is a continued issue related to social media and families have not followed the advice above, Cranbrook Education Campus's capacity to support these issues will be significantly reduced.

24.0 Wilful and Accidental Damage

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a wilful act the school will consider whether there were any mitigating circumstances. Students causing wilful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage are likely to be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with families and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

25.0 Behaviour of families

We are passionately committed to building strong and positive relationships between the School and families and carers. We are grateful for regular feedback from families via questionnaires at families' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between families and school. Staff liaise closely with families to support effective transition into the school.

All members of our School community will do everything they can to support all students, families and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any families who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and families will be able to share their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

26.0 Allegations against staff

The School has a clear Complaints Policy, which is published on its website, and encourages families to use this as necessary.

The School should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

families and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If families or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the School's relevant policy and all complaints have the potential for consequences for the staff concerned.

26.1 Malicious/false allegations

Where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases it will be appropriate to use restorative justice as a tool for supporting students to understand the consequences of their behaviour. The sanctions for malicious allegations could include lesson removal, internal exclusion, suspension and permanent exclusion.

26.2 Complaints

The school has a complaints procedure. We encourage families to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **School Complaints Policy**. For information on complaints relating to exclusions, see the **School Exclusions Policy**. **Both of these policies are available to download from our website.**