

Culture and Success Policy



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Ratified by: Governing body
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Other relevant School policies include:

- Written statement of behaviour principles policy
- Equality Policy
- SEND Policy
- Uniform Policy
- Ted Wragg Trust Anti-Bullying Policy
- Ted Wragg Trust Exclusion Policy
- Ted Wragg Trust Attendance Policy
- Ted Wragg Trust Reasonable Force and Restrictive Interventions Policy
- Ted Wragg Trust Supporting students with medical conditions Policy
- Ted Wragg Trust Computer/Mobile device and online use policy – students

Statutory guidance:

- <https://www.gov.uk/government/publications/school-exclusion>
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [Reasonable force and Restrictive Intervention in schools](#)
- [Keeping Children Safe in Education](#)

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 parents 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 pupils, parents/carers and staff. In addition to an annual pupil, parent/carers and staff survey there are multiple opportunities through school council/parliament/leadership, parental listening sessions and engagement activities to provide feedback.

1.0 Culture and Success Policy

Cranbrook Education Campus is a Campus rooted in its **community** where aspirational **learning** and **opportunities** transform the lives of our pupils . Our mission is to transform lives, strengthen our communities and make the world a better place.

1.1 Overview

Cranbrook Education Campus encourages good behaviour through a mixture of high expectations, clear policy and an ethos which ensures pupils show pride in their conduct and learning by making positive behaviour choices. Our values are the **PERKS** of being #Crantastic. We are Proud, Engaged, Ready, Kind and Safe.

★ **Proud** – We are proud of our work, our behaviour and our school.

💡 **Engaged** – We listen, join in and always try our best.

✅ **Ready** – We are prepared, punctual and ready to participate.

❤️ **Kind** – We treat everyone in our community with kindness.

🔒 **Safe** – We make choices that keep ourselves and others safe.

Cranbrook Education Campus is an all-through Campus for pupils aged 2-16. Our Culture and Success policy reflects developmentally appropriate expectations with overarching systems to support pupils' progression through the Campus.

Note that phases are named the following: EYFS (Nursery, Pre-School, and Reception), Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4), and Upper Key Stage 2 (Years 5 and 6). Key Stage 3 is Years 7-9 and Key Stage 4 is Years 10 and 11.

1.2 Rationale

We wish to ensure that pupils attending our Campus have clear guidelines for culture and success which are consistent throughout their time at Cranbrook Education Campus. They need to see the purpose for the systems that are in place and that these systems are fair, equitable and devised for the good of the Campus community in order to nurture respect for others and their environment.

1.3 Aims

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

1. 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;
2. Make positive choices and take responsibility for their own actions;
3. Provide clarity for staff, pupils and the community about acceptable behaviour and the consequences of misbehaviour;

4. 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;
5. 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;
6. 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 pupils 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 pupils;
- Acting as role-models by demonstrating the positive behaviour we wish to encourage among the pupils;
- Providing a supportive environment where appropriate behaviour is encouraged, noticed and praised.

Aims of policy

This culture and success 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:

- support pupils taking pride in their behaviour, so that there is a culture of warmth, achievement, ambition and learning everywhere in the school with no learning opportunity wasted.
- provide clarity for staff, pupils and the community about acceptable behaviour and enable the creation of strong and positive relationships.
- encourage pupils to make positive choices and take responsibility for their own actions.
- create a truly inclusive environment for all where pupils are safe, connected and successful.

Cranbrook Education Campus encourages good behaviour through high expectations, clear policy and an ethos which ensures pupils 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 pupils complete assigned work; and ensure Cranbrook Education Campus is a safe place for all.

The commitment of staff, pupils and parents is vital to develop a positive whole school ethos. Cranbrook Education Campus reserves the right to apply this policy to all pupils and any time a pupil is recognisable as a Cranbrook Education Campus pupil, 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 pupil is wearing our 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 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, parents and staff during the academic year.

2.1 Recognition Whole Campus

We recognise positive behaviour whole Campus through:

- praise and informal recognition used by all staff;
- sharing successes verbally with other pupils and adults;
- house points - are awarded by all staff through ClassCharts to reward positive behaviour. The collection of house points result in Awards badges which can be worn on uniform. In Secondary there is a ClassCharts Rewards Store where pupils can use their house points to purchase online rewards such as queue jumping passes, hot food snacks and stationary.
- 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. A letter is also sent home to inform parents about the Award.
- #OneCECAwards' Evenings – An annual celebration evening 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, awarded by departments or by subject, for exceptional effort or progress.
- Recognition - The Campus Newsletter, social media channels as well as post cards, phone calls and letters may be used to highlight pupils' achievements.

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. Examples of this include:

- using the positive language of the Campus PERKS (and references to the 'Ready to Learn Ladder' in Primary)
- 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" or "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 in a calm manner with warmth
- speaking to pupils courteously, without the use of sarcasm
- daily or weekly appreciations (phase specific)

Nursery and pre-school

- In Nursery positive behaviour will be acknowledged with a smiley face post-it notes and stickers for effort, behaviour, and demonstrating our Campus values and good manners.
- our Pre-School pupils will have the Super Choices chart displayed in their learning base, every time they show the PERKS they receive a star on the chart. This will support pupils on a day to day basis as we work to develop their skills for appropriate behaviour
- pre-School children can earn a Super Choice certificate once they earn 5 stars, similarly to our Reception/Primary for demonstrating good behaviours.
- pre-School children also are awarded Star of the Week which is celebrated and awarded in the EYFS assembly.
- sanctions for continued poor choices will be discussed as appropriate on an individual basis.

Unacceptable behaviour will be discussed with parents and the Early Years Leader.

2.2 House Points and Badges

House Points - House Points are awarded by all staff through ClassCharts to recognise and reward positive behaviour, linked to PERKS or learning behaviours. Pupils collect house points to earn certificates and achievement badges. Badges will be awarded for Gold, Ruby and Diamond awards in Primary only which can be worn as part of their uniform:

- Bronze 300 - certificate
- Silver 600 - certificate
- **Gold 900 - certificate and badge**
- Sapphire 1200 - certificate
- Emerald 1500 - certificate
- **Ruby 1800 - certificate and badge**
- Platinum 2100 - certificate
- **Diamond 2500 - certificate and badge**
- Opal 2800 - Head Teacher certificate

2.3 Headteacher Awards

A Headteacher Award certificate is given to pupils who have shown exceptional achievement, either in Campus 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 Subject Excellence Awards

Each year, subject leaders will invite class teachers to nominate a pupil who has demonstrated exceptional effort or achievement in their subject. These pupils will be presented with a certificate of achievement and shared in our newsletter.

2.6 Awards Evenings – One CEC Awards

Our annual #OneCEC Awards evening is held for each key stage. Awards are given in the following categories:

- Proud
- Engaged
- Ready
- Kind
- Safe
- Community
- Learning
- Opportunities

We also award for Outstanding Attainment, Effort or Subject Award in a particular subject (nominated by their teacher), Tutor/Class Awards and nominate staff and pupils for the Annual TWT awards.

2.7 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 High Expectations

All lesson expectations are based on the following TWT principles:

- PUNCTUAL AND ORGANISED- Be on time with all of your equipment and uniform.
- KIND and INCLUSIVE- Be kind, in everything you do, to everyone in the Campus and wider community.
- PRIDE- In learning, effort and appearance/community.
- POSITIVE CHOICES- Following all reasonable requests.
- ENGAGEMENT- As an active learner always trying your best.

3.1 Campus Expectations

Cranbrook Education Campus is a Campus 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.

Behaviour expectations are based on the PERKS of being #Crantastic

PERKS of being Crantastic

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

All lesson expectations have been co-produced in consultation with staff and pupils. Lesson expectations are reviewed regularly with pupils and staff. Pupil, family and staff voice is really important to our Campus 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, termly family forums, pupil progress and wellbeing evenings, annual surveys and staff networks.

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 PERKS 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.

3.2 Nursery and Pre-School expectations

- In Nursery positive behaviour will be acknowledged with smiley face post-it notes and stickers for effort, behaviour and demonstrating our Campus values.
- Our Pre-School pupils will have a reward chart displayed in their learning base, every time they show the PERKS they receive a star on the chart. This will support pupils on a day to day basis as we work to develop their skills for appropriate behaviour
- Pre-School children can earn a certificate of recognition once they earn 5 stars for demonstrating good behaviours.
- Pre-School children also are awarded Star of the Week which is celebrated and awarded in the EYFS assembly.
- Sanctions for continued poor choices will be discussed as appropriate on an individual basis.

Unacceptable behaviour from pupils within Nursery, Pre-School or Reception will be discussed with parents, class teacher and, if appropriate, the Early Years Leader or SLT.

3.3 Primary lesson expectations

- To move through corridors and shared spaces in a single-file line, led by an adult, in a calm and quiet manner.
- Pupils will be expected to line up outside a classroom before being threshold through the door and directed to a pre-prepared 'Do Now' activity.
- Pupils are to sit down calmly where you are asked.
- We expect pupils to listen (in silence) when others are talking and work in accordance with the sound set by the adult.
- Show pride in their learning by always working to the best of their ability and promptly attempting all work that is set.
- Show pride in their behaviour by following all reasonable requests and not distracting others.
- Demonstrate PERKS at all times.

3.4 Secondary lesson expectations

- Arrive on time, within 3 minutes of the bell, 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 in BEST in your chair.
- Listen respectfully (in silence) when others are talking and work in silence when an adult asks you to.
- Show pride in your learning by always working to the best of your ability and promptly attempting all work that is set.
- Show pride in your behaviour by following all reasonable requests and not distracting others.
- Phones should be in yourphone pouches at all times. Headphones should be in bags and not in use.
- Demonstrate PERKS at all times.

4.0 Sanctions

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.

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.

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.

4.1 Lesson removal

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 a 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 verbal reminders to a pupil it is important that this is done calmly and professionally throughout. There is an opportunity for restoration explicitly built into the system, whereby any pupil removed from a lesson will be met by the member of staff responsible at an appropriate time.

Secondary

In Secondary if a pupil does not adhere to the PERKS of being #Crantastic, the member of staff may give them a verbal warning by telling the pupil to “think about it” and be specific about which PERKS they have not shown. This is given at the teacher's discretion and sometimes it may be more appropriate to move straight to a last chance and their name will be written on the board.

If a pupil does not adhere to the PERKS of being #Crantastic for a second time in the same lesson, they will be issued a lesson removal for the remainder of that lesson, the next lesson, the next social time and a compulsory after school detention. Appropriate work will be provided for the pupil in lesson removal and they will be given an opportunity to reflect and regulate ahead of reintegration back into lessons. A restorative conversation will take place between the child and the member of staff who issued the lesson removal when it is appropriate to do so.

If a pupil refuses to leave the classroom following a lesson removal, they forfeit their opportunity to discuss or appeal the decision with a member of staff if they believe the removal was unfair. They will also incur a first warning (see 4.2 repeated or more serious incidents.)

If a pupil fails a lesson removal room, we will consider this a more serious incident. (Again see 4.2 repeated or more serious incidents.)

Primary

In Primary, Years 1 to 6, if a pupil does not adhere to the PERKS of being #Crantastic, the member of staff will give them an initial verbal warning, in accordance with the steps shown on the ‘Ready to Learn Ladder’ and be specific about which PERKS they have not shown. At each point, (see below for points), de-escalation strategies will be used before the next step on the ‘Ready to Learn Ladder’ is indicated. Steps are given at the teacher's discretion and sometimes, following serious misbehaviour anywhere on Campus, it may be more appropriate to move straight to a ‘Poor Choice’, ‘Last Chance’ or ‘Unacceptable’ given the context.

KS1 ‘Ready To Learn Ladder’:

- PERKS (Pupils showing positive PERKS behaviours)
- Think About It
- Poor Choice
- Last Chance
- Unacceptable

KS2 ‘Ready To Learn Ladder’:

- PERKS (Pupils showing positive PERKS behaviours)
- Think About It
- Last Chance
- Unacceptable

Before an unacceptable is received, as soon as the pupil exhibits positive change, they will return to the PERKS 'Ready To Learn' starting point. If a pupil continues to demonstrate behaviours not in line with our PERKS, following de-escalation and intervention, and an unacceptable is issued, they will be lesson removed for the remainder of that lesson. Appropriate work will be provided for the pupil in lesson removal and they will be given an opportunity to reflect and become regulated ahead of reintegration into their next lesson. A restorative conversation will take place between the child and the member of staff who issued the 'Unacceptable' when it is appropriate to do so. Pupils in Years 4,5 and 6 will also report to the Reflection Room for 15 minutes of their social time following an unacceptable behaviour incident.

Pupils in KS1 and LKS2 will use the Primary Lesson Removal Room. Pupils in UKS2, will use the Secondary Lesson Removal Room.

When a pupil receives an 'Unacceptable', and is subsequently lesson removed, this will be recorded, by the staff member who has issued the unacceptable on ClassCharts, detailing the reasons for the unacceptable to ensure that families have been notified of the details of the 'Unacceptable' behaviour. This will also be followed by a phone call, or email, at the end of the day.

If a pupil receives a second unacceptable within a day, the pupil will then remain in Lesson Removal for the remainder of the day. For Year 6 pupils, this will take place in the Secondary Lesson Removal Room. The family, parents or carers and the pupil (where appropriate) will be asked to come in for a meeting with their class teacher at the earliest opportunity to discuss and set out a plan of success moving forward.

If there is an observable pattern of 'Unacceptable' behaviour, the family, parents or carers and the pupil (where appropriate) will be asked to attend a meeting with their class teacher, Phase Leader, Inclusion Team and/or Assistant Headteacher for Behaviour and Attitudes. It is important that families are made aware at the earliest opportunity if their child's behaviour is not meeting our expectations.

If a pupil fails a lesson removal room, we will consider this a more serious incident.

4.2 Repeated or more serious incidents

Certain behaviours are considered serious, bypassing the usual stepped approach. These behaviours pose a risk to safety, wellbeing, or the learning environment and require immediate action.

Serious behaviours include, but are not limited to:

- truanting;
- physical aggression
- refusal to follow reasonable requests;

- refusal to go to lesson removal;
- failing lesson removal;
- Swearing and verbal abuse;
- intentional damage to property;

In all cases of serious behaviour, a member of the Senior Leadership Team (SLT) will be contacted immediately to assess the situation, contact families and determine next steps which may include suspension or, in extreme circumstances, permanent exclusion.

Secondary

If a pupil receives a first warning after being lesson removed this will be deemed more serious behaviour and as a result will be expected to stay for an additional hour. At this point a conversation is had with the pupil and if applicable, a reasonable adjustment is made to support them in making positive choices. If a pupil receives a final warning, another additional hour will be added to the lesson removal and a phone call home will be made to avoid an internal exclusion. If an internal exclusion is issued, a pupil will be expected to remain out of circulation for 5 learning cycles. A meeting may be held if appropriate with families. Behaviours that could result in a first warning or final warning being issued in lesson removal could include, but are not limited to;

- refusal to come down to the lesson removal room
- refusal to hand phone pouch over
- rudeness to staff
- talking or interrupting others
- standing up and walking around the lesson removal space
- walking out of lesson removal without permission

We are committed to inclusion for all and to preventing exclusion. However, where a pupil is involved in repeated or more serious incidents in Secondary, the pupil may be sent to Internal Exclusion for a learning cycle of 5 lessons. 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.

Circumstances that could result in a Secondary pupil being internally excluded include, but are not limited to, the following breaches of the behaviour policy:

- repeated truanting;
- discrimination;
- refusal to follow reasonable requests;
- failing lesson removal;
- Swearing;
- aggression;
- intentional damage to property;

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 same day detention.

If a pupil fails to return for the after school detention after a lesson removal, they will be placed in Lesson Removal for one learning cycle for the following day, including an additional detention after school.

If a pupil fails to attend a red card detention they will be placed in lesson removal for one learning cycle and a social time.

In all cases of serious behaviour, a member of the Senior Leadership Team (SLT), or the member of pastoral support team on call, will be contacted immediately to assess the situation, contact families and determine next steps which may include internal exclusion, suspension or, in extreme circumstances, permanent exclusion.

4.3 Reconnect, rebuild and restore

Any staff member who lesson removes a pupil will complete a restorative conversation and discuss with the pupil. The intervention and reflection they have received will help them make different behaviour choices. A phone call or email will also be made home so that families are able to support next steps and ensure open communication.

4.4 School community sanctions

Out of lessons, a wider range of behaviour becomes acceptable as the pupils may run outside 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 staff on duty at break and lunch time to supervise the pupils and monitor behaviour. Any problems are usually dealt with as they occur but the pupil's class teacher/tutor and/or Key Stage Leader may be informed if any behaviour has caused particular concern.

In Primary during lunchtime, the supervising members of staff 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, supervising staff members, with support from SLT, arrange appropriate supervision of, and activities for, the pupils.

Staff may support pupils 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 'Red Card', 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 Campus day, may result in sanctions being given by staff; this is then passed on to the appropriate staff and may lead to a 'Red Card' but this is down to the discretion of the staff involved and other Senior Leaders.

Families of any child who persistently disrupts out of lesson times for others may be contacted by staff to discuss ways of supporting the pupil's behaviour in line with Campus expectations.

4.5 Red Cards

Year 1-5 - The 'Red Card' is a 10 minute removal for pupils who have shown behaviour not in line with our Campus Values or Campus Manners outside of lesson time. A 'Red Card' may be given during social and transition times in and around the Campus. We expect all pupils to always adhere to our PERKS 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 'Red Card'

enables us to address any behaviour that does not meet our high expectations. During the 10 minute 'Red Card' removal, 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 'Red Card' removal:

- 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 atrium
- Purposeful damage of Cranbrook Education Campus property

If a pupil does one of the things above, an adult will issue them a 'Rec Card', which they must serve during the current or next available social time. If a pupil's behaviour involves multiple actions listed above or serious misbehaviours outside of lesson time, a member of staff may issue an immediate lesson removal without red card being referred to.

Year 6 - Year 11 - The 'Red Card' detention is a break or lunch 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 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
- Damaging school 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 break/lunch-time detention at the next available session. If they fail to attend this, they will be upscaled to the next available break/lunch detention. If a pupil still does not attend after a verbal reminder, they will be required to spend a learning cycle in lesson removal and an additional break or lunch detention the next available day.

4.7 Core consistencies and focus week

As part of our understanding that safe and connected pupils learning successfully in a classroom environment we explicitly teach behaviours we want to see at our Campus and beyond into life outside of Campus. We deliver this through our behaviour curriculum. Within the behaviour curriculum there are 10 core consistencies of explicit behaviours that if displayed, will show our PERKS of being #Crantastic. Each week there is a focus for

a core consistency but if necessary, there may be an additional focus week at the start of a new term to remind pupils of particular behaviour expectations. Our core consistencies are outlined below:

1. Punctuality
2. #Crantastic Start
3. Calm corridors
4. Campus manners
5. Stewardship
6. Safe socialising
7. Upstanding
8. Focused learning
9. Digital responsibility
10. Ambassadorship

4.8 Punctuality and lateness

Pupils should arrive at school on time each day. Coming in late will result in a red card being issued unless there is communication from the family around a reason for lateness. Families must inform the reception team of this. In Secondary, pupils are expected to arrive on time to each lesson within 3 minutes of the bell. After a break or lunch time pupils are given a 5 minute warning bell and therefore should be on time to these lessons. Being late to a lesson will result in a red card detention.

4.9 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 pupils. Many pupils will struggle to regulate their feelings after such a significant disruption to their routine. The school reserves the right to permanently exclude any pupil is deemed to have triggered the alarm deliberately or with malicious intent.

4.10 Deliberate use of emergency release doors

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

4.11 Mobile phone policy

This policy outlines expectations for mobile phone use in school to ensure a safe, connected, and successful learning environment. This policy applies to all pupils during school hours, on school grounds, and during school related activities unless otherwise specified by staff.

Process for mobile phones

Phones are not to be used during school. Every pupil from Year 5 to Year 11 is assigned a personal Yondr Pouch. It is each pupils responsibility to bring their pouch with them to school every day and keep it in good working

condition. Refusal to adhere to any part of this policy is likely to result in behaviour sanctions in line with the policy and as outlined below.

Beginning of the day

Pupils must bring their pouch to school with them each day. As pupils arrive to school they will:

- turn their phone off.
- open their Yondr Pouch by tapping against the unlocking base located outside or use a handheld device if arriving late to school.
- place their phone inside the Pouch and secure it in front of school staff during tutor time.
- place pouches in their bag where they should be stored for the day. Pouches should not be seen during the school day. During the school day the school will conduct spot checks to ensure systems are being followed.

We reserve the right to request that any smart watch is also placed in a pouch if we believe it is being used to make calls and message people. Refusal to do this will result in sanctions in line with the mobile phone policy.

End of the day pupils will:

- open their Pouch by tapping against the unlocking base.
- remove their phone.
- close their Pouch (Important to stop the pin bending)
- keep in their school bag overnight.

Late starters or early leavers will pouch/unpouch their phones in reception.

Lost or damaged pouches

Lost or damaged pouches will need to be replaced. We will contact home to arrange for a payment of £11 for a replacement pouch. When second-hand pouches are available, these can be purchased and will be advertised when available.

Examples of damage to a pouch include any of the following, which prevent the pouch from functioning properly:

- Ripped fabric
- Cut
- Torn
- Bent/cut pin
- Signs of force to black button on flap
- Damage to the black ball
- Pouch opens without unlocking station
- Graffiti of any kind on pouch

If there is evidence that a pouch has been damaged deliberately, this will be seen as a breach of our behaviour policy and will be treated differently (see below).

Actions taken if a phone pouch is deliberately damaged		
First occasion	Second occasion	Third occasion (or more)
• Phone confiscated. • Confiscation logged on ClassCharts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Pupil will spend one day learning in Internal Exclusion.	• Phone confiscated. • Confiscation logged on ClassCharts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Pupil will be issued with a Fixed Term Suspension.	• Phone confiscated. • Confiscation logged on ClassCharts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Student will be issued with a Fixed Term Suspension. • Pupils may then be asked to only place their phone in a locked box at reception. A behaviour intervention plan will be put in place.

If a pupil refuses to hand over a mobile phone then this could result in a Fixed Term Suspension.

Phone seen during school time

If a pupil is found in possession of a phone outside a mobile phone pouch, this is considered to be a breach of the school's behaviour policy. This could be the result of:

- Bringing multiple phones into school
- Failing to properly secure their phone during tutor routines
- Damaging a pouch in order to access the phone during the school day
- Accessing an unlocking station or alternative magnet during the school day

Actions taken if a pupil uses a mobile phone during the school day		
First occasion	Second occasion	Third occasion (or more)
• Phone confiscated. • Confiscation logged on ClassCharts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Pupil will spend one day learning in Internal Exclusion.	• Phone confiscated. • Confiscation logged on ClassCharts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Pupil will be issued with a Fixed Term Suspension.	• Phone confiscated. • Confiscation logged on ClassCharts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Student will be issued with a Fixed Term Suspension. • Pupils may then be asked to only place their phone in a locked box at reception. A

		behaviour intervention plan will be put in place.
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If a pupil refuses to hand over a mobile phone then this could result in a Fixed Term Suspension.

Spot checks

On call and duty staff may ask to check Yondr pouches periodically throughout the day. This will involve simply asking a pupil to take the Yondr pouch from their bag and show it to the member of staff. The member of staff will check that it has been locked and is working properly.

Our tutor routines and checking have been designed to ensure that all pupils leave tutor time with a locked pouch. If a pouch is found to be open, with the phone accessible, it will be assumed that it has been left open deliberately. The actions taken are set out below.

Actions taken if pupil is found to have left their mobile phone pouch unlocked		
First occasion	Second occasion	Third occasion (or more)
• Phone confiscated. • Confiscation logged on ClassCharts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Pupil will spend one day learning in Internal Exclusion.	• Phone confiscated. • Confiscation logged on ClassCharts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Pupil will be issued with a Fixed Term Suspension.	• Phone confiscated. • Confiscation logged on ClassCharts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Student will be issued with a Fixed Term Suspension. • Pupils may then be asked to only place their phone in a locked box at reception. A behaviour intervention plan will be put in place.

If a pupil refuses to hand over a mobile phone then this could result in a Fixed Term Suspension.

Pupils possessing unlocking stations (or similar magnetic device)

If a pupil is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, it will be confiscated, and the pupil will be placed into Internal Exclusion whilst the matter is investigated.

Bringing an unlocking station or a similar strength magnet into school and using it to unlock their own or others' phones could result in a Fixed Term Suspension.

Forgotten Pouch

If a pupil forgets their pouch, their phone will be collected and the office will call home to remind families of the policy. The phone will be returned to the pupil at the end of the day. If a pupil consistently forgets their pouch, it is considered lost. Refer to the lost pouch policy above.

Unlocking Stations

If a pupil is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, this will be considered a serious offence and an attempt to undermine school systems. As a result, fixed term suspensions will also be issued.

Persistent breaches of this policy

For persistent breaches of this policy, the school reserves the right to permanently exclude.

Accidental damage

Notify the school immediately explaining what happened. If any damage is spotted at a pouch check it will be considered intentional unless the pupil has raised it previously.

After school clubs, sporting fixtures, school trips

Use of mobile phones and wearable technology will be at the discretion of the staff leading the activity.

Medical needs

The very small number of pupils who need their phones for medical reasons (e.g. diabetes) will have a slightly different pouch that can be opened by the pupil without the use of the unlocking device.

Searching, screening and confiscation

The Department for Education published revised advice for schools on 'searching, screening and confiscation' which came into force on the 1st September 2022. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for. With the implementation of this new policy, the school reserves the right to search for mobile phones if necessary.

5.0 Bullying and Discrimination

At Cranbrook Education Campus our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of pupils. We aim to have a culture of courage, compassion and citizenship and respect where difference is valued. We aim 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 Anti Bullying Award. We believe bullying behaviour is a choice, it should be challenged and it can change.

We want to establish an ethos where pupils set a good example to others and to encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it. We have a system of support for pupils who have been bullied and a system of clear, fair and consistent responses to incidences 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 pupils. A power imbalance is when one pupil (or a group of pupils) is able to dominate decision-making or otherwise asserts power in ways that disadvantages other pupil(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 pupils/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 pupils' 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 pupils 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 (behaviour intervention plan) between pupils 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.

5.1 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 pupils 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.

Cranbrook Education Campus aims to prepare pupils 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 pupils involved taking in to 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 pupils' 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:

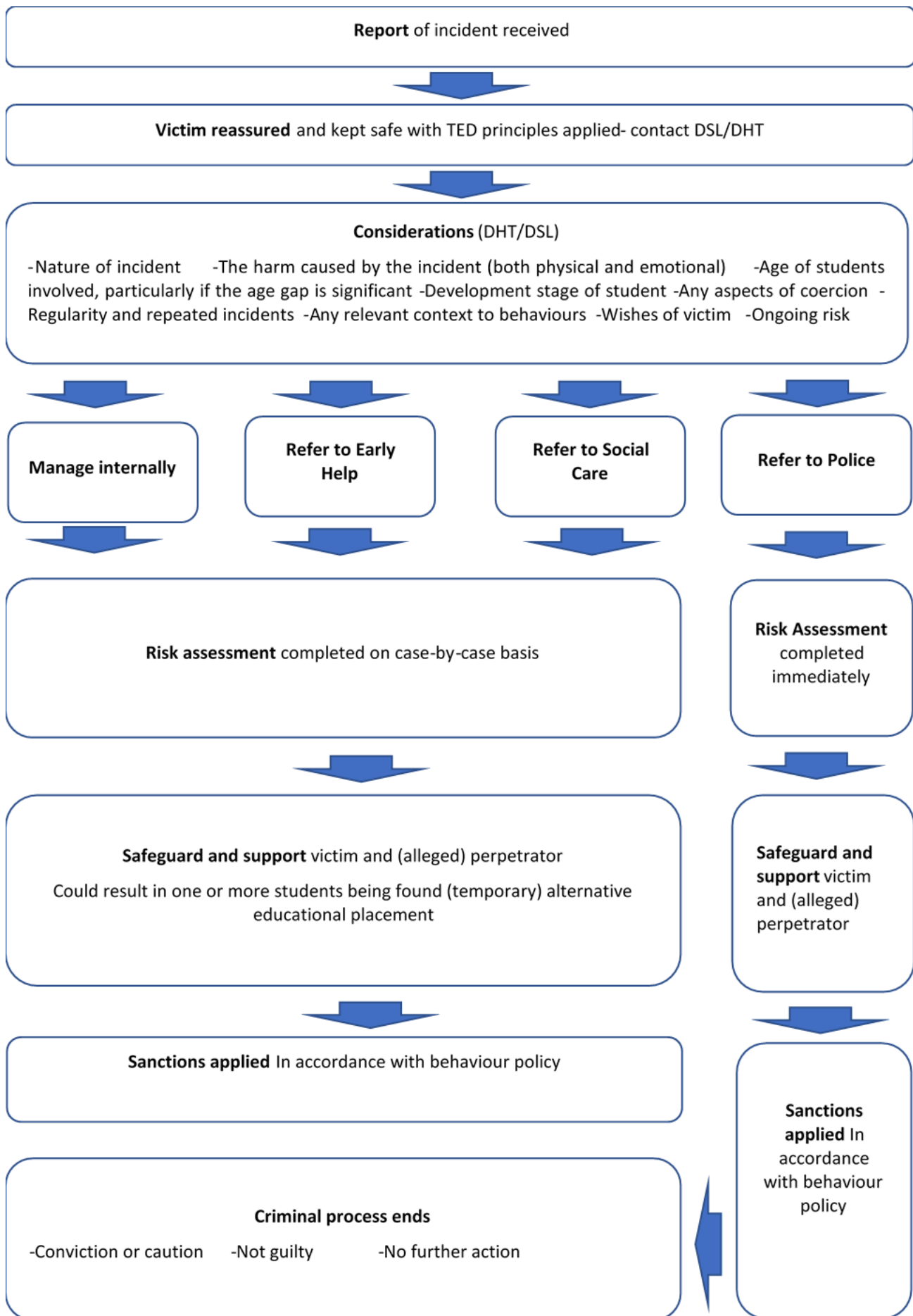
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images;
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats; and
- The deliberate creation and/or distribution of deep fake or AI images involving any member of the school community.

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 pupils involved, particularly if the age gap is significant;
- Development stage of pupil;
- 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 pupil 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;
- Internal exclusion
- 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 pupils. Ultimately, Cranbrook Education Campus will balance the victim's wishes with our duty to protect the victim and other pupils within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

5.2 Separation of pupils for safeguarding reasons

In certain circumstances, Cranbrook Education Campus may temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario, Cranbrook Education Campus may work with the local authority and/or other partners to arrange education as soon as is possible. **This is not an exclusion on disciplinary grounds.** Cranbrook Education Campus will inform parents of the reason why the pupil has been temporarily forbidden from attending its premises. The public law principles of acting

reasonably, rationally and in a procedurally fair manner will be followed. Any decisions, including to temporarily forbid a pupil from attending its premises for safeguarding reasons, will be made on a case-by-case basis, using professional judgement, supported by other agencies, such as children's social care and the police as required.

6.0 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 graduated response, possibly including a logged support plan in place, which outlines a tiered response to supporting them in making positive behaviour choices.

7.0 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 internal exclusion. 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 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 may be expected to write a restorative letter apologising for their actions leading to the exclusion. As part of their reintegration pupils may be expected to spend some in lesson removal.

A re-integration meeting will take place at the earliest available time on the first day the pupil 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 pupil remaining in lesson removal until the reintegration meeting can be held.

8.0 Permanent Exclusion (PEX)

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

- a. in response to a serious breach or persistent breaches of the Campus's behaviour policy; and
- b. 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; and
- 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](#).

9.0 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.

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

9.1 Uniform

Uniform expectations are detailed on the 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.

Consistency of expectations 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.

9.2 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.

9.3 Around the Campus

Our pupils 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. This is one of the 10 core consistencies of behaviour, stewardship.

Pupils 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 business support team working in offices throughout the Campus.

As a result, we expect pupils to walk quietly and calmly through the building at all times. 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 pupils in moving sensibly through the building.

9.4 Mobile phones

We are a 'phone free' Campus. Phones and headphones are not permitted in the Campus. Please see section 4.12 for detailed information. Pupils younger than Year 5 are not permitted to bring a mobile phone to school.

9.5 Social Media

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

- parents should ask themselves whether a smart phone is appropriate for their child.
- parents should check age restrictions on social media platforms and adhere to these. Parents should explore 'parental controls' with their phone/internet providers.
- parents should regularly check their child's phone, including communications with others, web browser history, and interactions on apps. Where possible, parents should 'mirror' children's phones so that they can monitor usage 'live'.
- parents 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 Campus/police if appropriate.
 - Block the contact and do not reply.
 - Be especially vigilant of your child's social media use following any such incident.
- parents 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 parents have not followed the advice above, Cranbrook Education Campus's capacity to support these issues will be significantly reduced.

9.6 Punctuality and lateness (KS3 and KS4)

Pupils who arrive at Cranbrook Education Campus after their allotted start time will be issued with a red card detention to be completed at break or lunch time and families notified by phone/text message. Failure to attend this detention will result in a lesson removal.

9.7 Homework

Primary

We recognise the importance of regular home learning in supporting pupils' progress and fostering strong learning habits. Pupils across all phases—EYFS, KS1, LKS2, and UKS2—are expected to engage in daily reading. This may take the form of:

- Family reading, where pupils listen to stories or read alongside an adult
- Independent reading, where pupils apply their reading skills with increasing fluency

All home reading should be logged using their Reading Diary to help track progress and encourage consistency. From Year 2 onwards, pupils are expected to complete weekly Sparx Maths homework. This is also supported in Campus, with opportunities provided during lessons to complete tasks where needed.

Year 6 pupils will have additional weekly English and Maths homework set via Learning by Questions (LBQ) to support their preparation for end-of-Key Stage 2 assessments. These tasks are designed to target key skills and provide immediate feedback to pupils.

Additional homework may include:

- Half-termly homework grids, offering a range of tasks to choose from across different subjects
- Online learning platforms, such as *Spelling Shed*, *Numbots*, and *IDL*, to reinforce key skills in spelling, number fluency, and literacy

At key points in the year, such as before statutory assessments (e.g. KS2 SATs), pupils may be given holiday homework to consolidate learning and build confidence ahead of exams.

We encourage families to support home learning routines and celebrate their child's efforts in completing tasks regularly.

Secondary

Pupils will use a range of carefully selected online tools to consolidate learning, including:

- SPARX Reader, Maths, and Science: English, Maths, and Science
- Bedrock: Literacy
- LanguageNut: Modern Foreign Languages
- Educake: Geography and History

Homework will be set every Friday at 9:00 a.m. and must be completed by the following Thursday at 3:00 p.m. All assignments will be listed on ClassCharts for easy tracking.

In Years 10 and 11, this will be supplemented with written activities and focused exam preparation, including tasks for options subjects. Homework for GCSE pupils will include tailored revision tasks leading up to Pre-Public Exams (PPEs) and GCSEs. Our Countdown revision booklets will guide their efforts on a week-by-week basis, consolidating all homework into manageable tasks.

We celebrate pupils' efforts with house points, SPARX XP rewards, raffle draws and special rewards events. These rewards motivate and encourage consistency, and we are working closely with our pupils to ensure our rewards are motivational and engaging

We offer daily homework clubs in the Campus library from 3:00–4:00 p.m, providing access to resources and staff support. Pupils who miss deadlines will attend a support session the following Monday from 3:00-4:00 pm to complete tasks and address any challenges. Year 11 pupils also have access to a quiet study room for focused preparation.

For ongoing struggles, our Curriculum Leaders and Heads of Year will collaborate with families to provide tailored support.

9.8 Home School 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 and a behaviour intervention plan may be created to help support clear boundaries and expectations.

9.9 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.

10.0 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.

11.0 Drugs

Cranbrook Education Campus will not tolerate drug possession, use or supply of any sort on school property or during off-site school activities. Cranbrook Education Campus will sanction any pupil 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. Pupils 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.

12.0 Alcohol

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

13.0 Medication

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

14.0 Smoking (including all forms of e-cigarettes/vaping devices)

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

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

15.0 Search and confiscation

The school follows government advice when confiscating items from pupils 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/622222/Searching_screening_and_confiscation.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.

Pupils 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 pupil is unable to immediately rectify a uniform issue they will spend time in the lesson removal room until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

Where pupils repeatedly fail to follow expectations, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Pupils may also be asked not to bring items to school at all and bag searches used to support this. For repeated incidents of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents 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.

Pupils with smoking/vaping materials, including 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. Pupils 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 pupils and will be disposed of by the school according to the guidance in the DfE document as above.

Pupils 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 pupils with or without consent. There may also be severe penalties for pupils 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 pupil). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/vapes/fluid;
- fizzy drinks;
- energy drinks;
- aerosol cans;
- hot water bottles;
- pictures of staff or pupils 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:

- Searches should only be carried out by a member of staff of the same sex as the pupil being searched. There MUST always be a witness – wherever possible a member of the same gender as the pupil.
- Always seek to gain consent of pupils 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.
- Please ask pupils to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- A metal detection device (non-contact) may be used if deemed appropriate.
- Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- Parents should be informed of anything found which is inappropriate.
- All searches should be logged.

16.0 Use of reasonable force

We will aim to avoid the use of reasonable force and other restrictive interventions unless it is deemed absolutely necessary and the advice to all staff is to seek support and advice in any situation before using reasonable force or other restrictive interventions. 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 reasonable force and other restrictive interventions and to manage any situation calmly. The school follows the guidance below from the DFE: 'Restrictive interventions, including use of reasonable force, in schools' April 2026. Detailed guidance can be found here [Reasonable force and Restrictive Intervention in schools](#).

16.1 What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Campus staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

16.2 Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the Campus. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a Campus organised visit.

16.3 When can reasonable force be used?

All members of school staff have a legal power to use reasonable force in certain circumstances, these could include but are not limited to:

- Prevent injury to the pupil or others;
- Preventing a criminal offence;
- Prevent serious damage to property; and
- Maintain good order and discipline among pupils.

Examples of the above could include but are not limited to:

- Removing a pupil from an area where they have refused to follow a reasonable request to do so and may harm themselves or others;
- Preventing a pupil from behaving in a way that disrupts a school event, trip, or visit and may harm themselves or others;
- Preventing a pupil from leaving/entering a classroom where allowing them to would risk their safety or the safety of others;
- Preventing a pupil from attacking a member of staff or another pupil, or stopping a fight; and

- Restraining a pupil who is at risk of harming themselves.

Unacceptable use of force

School staff will never use force on a pupil for the purpose of punishment. Pupils will never be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff will release their hold(s) or re-position into a safer alternative or standing position as quickly as possible. Where needed, the pupil should receive a medical assessment and treatment for any injuries as soon as possible.

16.4 Cranbrook Education Campus can use reasonable force to:

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

Cranbrook Education Campus cannot:

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

Campus staff must never use force on a pupil for the purpose of punishment. Pupils should not be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen.

Where needed, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

17.0 Pupil conduct outside the Campus premises

We aim to prepare pupils for a life beyond education. The Campus therefore reserves the right to apply all aspects of this policy to pupils recognisable as a Cranbrook Education Campus pupil (not just by their uniform) even if they are outside of the Campus 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 Campus](#).

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

The Campus may apply sanctions to a pupil for any misbehaviour when the child is:

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

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

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

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

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

The same behaviour expectations for pupils on the Campus premises apply to off-site behaviour.

17.1 Sanctions and disciplinary action as a result of poor behaviour off the Campus premises

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

18.0 Wilful and accidental damage

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular pupil, there will be no charge levied on the pupil.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the Campus 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.

- Pupils 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 willful act the Campus will consider whether there were any mitigating circumstances. Pupils causing willful 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.

Pupils 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 Campus will inform the Police. The Campus 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 parents 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.

19.0 Behaviour of families

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

All members of our Campus community will do everything they can to support all pupils and families communicating professionally at all times.

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

The Campus 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 family the Headteacher may place a temporary ban on a family member entering the Campus 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.

20.0 Allegations against staff

The Campus has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

The Campus 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.

Parents 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 parents 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 Campus's relevant policy and all complaints have the potential for consequences for the staff concerned.

20.1 Malicious/false allegations

Where it is concluded that a pupil has made a malicious allegation against a member of staff the Campus sanctions will be applied in a way that the Campus 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 pupils to understand the consequences of their behaviour. The sanctions for malicious allegations could include lesson removal, internal exclusion, suspension and permanent exclusion.

21.0 Complaints

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

Appendix 1: Home-Cranbrook Education Campus Partnership Agreement

Cranbrook Education Campus encourages every pupil to strive to achieve their best, both academically and socially through high expectations, clear policies which are available on the Cranbrook Education Campus website and an ethos which ensures pupils show pride in their conduct and learning. We believe that a pupil's success at this Cranbrook Education Campus is supported by the commitment and partnership of staff, pupils and parent/Carers which is vital to develop a positive whole Cranbrook Education Campus ethos.

Pupil

I will...

- Be polite and show respect for staff, pupils, and visitors
- Proudly attend Cranbrook Education Campus and be on time for the start of the day and all my timetabled lessons including my chosen wider curricular activities
- Meet all the rewards, reflection and behaviour expectations
- Complete all homework every night from my homework timetable (KS3-KS4 only)
- Proudly wear the correct Cranbrook Education Campus uniform when I am in Cranbrook Education Campus, and on my way to and from Cranbrook Education Campus.
- Work hard to reach the learning targets set for me
- Try to improve my learning habits to support me in developing skills of remembering, questioning, practising and reflecting to make a better learner
- Proudly keep Cranbrook Education Campus free from litter and graffiti
- Bring the correct equipment for lessons
- Talk to someone if I have a problem
- Keep mobile phones switched off and in a phone pouch
- Work to the best of my ability and take pride in my learning

Family member

I/we will...

- Support my child to meet all the pupil expectations in this agreement
- See that my child attends Cranbrook Education Campus every day and on time, except in the case of genuine illness or another legitimate reason.
- Contact the Cranbrook Education Campus on a daily basis to notify of my child's absence
- See that my child attends Cranbrook Education Campus everyday in the correct Cranbrook Education Campus uniform that adheres to the Cranbrook Education Campus uniform policy and expectations relating to shoes, jewellery, piercings, make up, nails and hair colour and with the correct equipment needed for their learning
- Limit phone calls or texts to my child to outside Campus times
- Support Cranbrook Education Campus policies (available on the Cranbrook Education Campus website)
- Contact the Cranbrook Education Campus about concerns or problems affecting learning and behaviour
- Do my best to encourage my child to improve their learning habits
- Support my child with their attendance to the wider curriculum offers
- Support my child with homework and monitor this using ClassCharts
- Be considerate in all communication with Cranbrook Education Campus

Campus staff

We will...

- Care about your child's happiness, wellbeing and emotional health; ensuring their safety at all times
- Provide high quality teaching in a stimulating learning environment
- Provide a knowledge rich and varied curriculum which is cohesive, cumulative and sequenced
- Set high expectations both in terms of academic rigour and behaviour that ensures your child's potential is fully realised
- Keep you regularly informed of your child's progress
- Provide a wider curriculum offer beyond the classroom that develops pupils cultural capital and social, emotional and physical wellbeing
- Meet the individual needs of your child
- Record and reward your child's commitment and successes
- Be open and welcoming
- Set, mark and feedback in-line with Cranbrook Education Campus learning cycles on relevant Cranbrook Education Campus and homework tasks
- Set high standards for an orderly and calm Cranbrook Education Campus environment
- Treat all pupils at the Cranbrook Education Campus fairly

Appendix 2: Lesson removal process KS3-KS4

Lesson removal process

Last chance (in lesson)	Name on the classroom board and logged on classcharts. Stay in lesson.
Lesson removal	Failure of lesson. Lesson removal issued for 2 lessons, loss of a social time and after school detention issued. Return to lessons after.
First warning (LR)	Name on the board in lesson removal. Additional hour added to lesson removal. Reasonable adjustment considered.
Final warning (LR)	Name on the board. Additional hour added to lesson removal. Phone call home made to support. Reasonable adjustment considered.
Failure of LR	Move to internal exclusion. Stay out of circulation for 5 lesson cycle. Phone call home made and potential follow up meeting.