

CRANMORE



Behaviour, Rewards and Sanctions

Senior School

2026-2027

Cranmore's mission is to be a Catholic school committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian Community.

Cranmore's values: Faith, Character, Community, Compassion and Intellect

This policy should be read together with the Child Protection Policy and Keeping Children Safe in Education (September 2026), the DfE guidance Restrictive interventions, including use of reasonable force, in schools (April 2026), the Equality Act 2010, and the School Standards and Framework Act 1998.

Introduction

Cranmore has high expectations of all pupils, and the staff share a collective responsibility to ensure that a high standard of behaviour is maintained in all areas of school life. It is central to the School's Mission Statement that all individuals within the Cranmore community provide for the needs of each other committed to the teachings of the Gospel. The purpose of the behaviour policy is to enable all members of the school community to share responsibility for creating an atmosphere that is conducive to a happy and successful school.

We aim to create a friendly, caring, calm and orderly environment in which the pupils can enjoy learning and effective personal growth can take place. We encourage our pupils to take pride in our school and the local community.

In accordance with our duties under the Equality Act (2010), Cranmore is fair, non-discriminatory and does not put individuals or groups of people at a disadvantage. Cranmore does not discriminate against any pupil by treating them less favourably because of their protected characteristics. Where pupils have an identified special educational need or disability, reasonable adjustments are made for these pupils.

This policy (together with the Code of Conduct and all School policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:

- in or at School;
- representing the School or wearing School uniform;
- travelling to or from School;
- on School-organised trips; or
- associated with the School at any time.

This policy shall also apply to pupils at all times and places including out of school hours and off School premises in circumstances where failing to apply this policy may:

- affect the health, safety or wellbeing of a member of the School community or a member of the public;
- have repercussions for the orderly running of the School; or
- bring the School into disrepute.

Policy Aims

- To create a school community which is a safe and a happy environment for effective teaching and learning to take place, based on high standards of behaviour, shared values and a clear understanding of the behaviour expected
- To foster mutual respect and caring attitudes, where all achievements are acknowledged and celebrated
- To help pupils develop a sense of self - worth and take responsibility for their behaviour
- To help them to grow into self-disciplined individuals with respect for self and others
- To manage pupil behaviour effectively by having a clear approach that is understood by pupils, parents and staff
- To set clear expected standards of behaviour and ensure children feel secure
- To encourage a partnership of shared responsibility for behaviour

Cranmore does not use or threaten corporal punishment

Senior School

A positive, friendly, child-centred approach is adopted at Cranmore. The relationship between staff and pupils is one of trust and warmth. Pupils are praised for their efforts and achievements as well as for politeness and showing a caring attitude to others. It is our aim that children learn to take responsibility for their attitude towards others and for their behaviour and their efforts. Parents are automatically notified when pupils receive a reward or sanction via iSAMS.

Merits are awarded for hard work, good effort and for being polite and helpful. Distinctions are awarded for outstanding contributions.

Rewards

- By listening and encouraging/ offering praise
- By the awarding of merits and certificates for 100/200/300 merits
- Distinctions are rewarded to pupils who produce an **exemplary** piece of work or service. A distinction is the equivalent of 10 merits
- Use of merits, certificates & awards including termly/end of year prizes/cups
- Through the House System
- Recognition at year group and whole school assembly and via the schools' social media platforms
- Written praise on pupils' work/achievements in the Chronicle
- Display of pupils' work around the school
- Half termly Headmaster Commendations
- Half termly edible treat for pupils in Years 10 and 11 who receive a distinction and not any B's
- Lunch time 'skip the queue card' for pupils who gain the most merits in the preceding two weeks
- Cups and awards are presented to pupils on a termly basis
- Positions of responsibility

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Sanctions

No member of staff should ignore poor manners or behaviour. Minor infractions of the school rules and expected behaviour should be dealt with immediately by the member of staff concerned.

Members of staff should always advise a pupil that they will be issuing a sanction and of any other action they intend to take to resolve the concern. Staff are expected to use their professional judgement to decide what warrants the issuing of a sanction, but it is likely to be when a pupil has not responded to an initial conversation about the stated issue. Warnings should be seen as a prompt for a conversation to be had and **do not** automatically result in a sanction.

On occasions, reflection time / sanctions may be necessary to ensure pupils are aware of behaviour that falls short of the excellent standard we expect. These might include:

Cautions: a pupil may be given a caution for poor organisation (O) or poor behaviour (B). The Caution is recorded in a pupil's Homework Diary (Years 7 – 9) and electronically within iSAMS.

Accumulation of such cautions will lead to the following consequences:

Sanctions (<i>per half term</i>)	
<i>2 x O</i>	<i>Tutor discussion with pupil and parents (if necessary)</i>
<i>2 x B</i>	<i>Break time reflection with a designated member of staff</i>
<i>3 x O</i>	<i>Head of Year lunch time detention and parents informed</i>
<i>3 x B</i>	<i>Head of Year lunch time detention and parents informed</i>
<i>4 x O</i>	<i>Consider a support card</i>
<i>4 x B</i>	<i>SLT lunch time detention and parent informed</i>
<i>5 x B/O</i>	<i>Form tutor and Head of Year to meet with parents and pupil</i>

Break time detentions take place once a week and tutors inform pupils of this arrangement (via the HoY).

In school, if behaviour is unacceptable, there will always be a consequence. Staff take individual circumstances, the ages of those involved and any protected characteristics into consideration when deciding the consequences of a pupil's action. Incidents are reviewed on an individual basis. The following guidelines are not exhaustive, but might include;

Examples of poor behaviour

Level	Examples of unacceptable behaviour and poor academic standards	Potential actions/consequences which pupils may face
1	Calling out/talking in class or assembly Interrupting Ignoring instructions Silly noises Rough play Pushing in line Running in the corridor Lying Failure to hand in homework or to complete work to a satisfactory standard	Rule reminder Verbal warning If behaviour continues, move to the next level
2	Repeat occurrence of the above Being disruptive or cheeky Name calling Disrespectful/threatening gestures Taunting/Teasing Aggressive play e.g. hair pulling Not handing in mobile phone	Warning and rule reminder Apology Reflection time B mark recorded in diary/iSAMS O mark recorded in diary/iSAMS; detention held by the subject teacher/HoD; possible confiscation.
3	Repeat occurrence of the above Deliberately harming someone Deliberate damage to property Swearing Defiance	SLT consulted Parents informed Persistent poor behaviour in class may require removing pupil to HOD (must be communicated, ideally by phone)

4	Repeat occurrence of the above Physical violence Bringing inappropriate/dangerous objects into school Verbal abuse and use of discriminatory language to staff/children Inappropriate use, or content, on a digital device/social media e.g. sharing an image of anyone under the age of 18, AI-generated or deepfake images, videos or audio involving pupils, staff or members of the school community. Serious damage to property	Sent to SLT and Head notified Meeting with parents Internal suspension <i>In consultation with Headteacher</i> Report/Support Card issued*
5	Repeat occurrence of the above, having applied previous actions and consequences Extremely dangerous/violent or threatening behaviour that poses a safety risk to themselves or others Stealing Serious physical abuse to staff/children Serious foul/discriminatory language or gestures Serious false accusations towards staff and pupils	SLT/Headteacher Meeting with parents External suspension <i>in consultation with Headteacher</i> Required removal
The Headteacher can impose the ultimate sanction of internal/external suspension and permanent exclusion.		

***Report and Support cards:** A report card is issued to monitor behaviour and organisation and a support card is to monitor pupil academic progress; either is issued by a member of SLT at the request of the Class Tutor/subject teacher, once the structures outlined above have been exhausted. At the end of the report card period, a copy is uploaded onto CPOMS, SLT are informed of the outcome and the class tutor also informs parents.

Tutors, Year Group Coordinators, Heads of House and other parties involved will be kept fully informed.

- a) Informing the Headteacher, who can impose the ultimate sanction of either internal or external exclusion for very serious offences or continuous repetition of offences.

Serious sanctions are recorded in the Sanctions book kept in the Deputy Head's (Pastoral) office as well as on CPOMS.

Staff are required to use their professional judgement at all times.

Behaviour Management Plans

Where a child persistently behaves in a manner deemed to be inappropriate, it will be investigated fully to determine the cause. A record will be kept of where and when these episodes occur to see if there is a pattern emerging. Strategies may need to be put in place to avoid certain "triggers" that are causing the child to behave in a certain way. Cranmore staff work in partnership with parents to ensure best outcomes for all children. In consultation with parents, an individual behaviour management plan may be introduced to ensure consistency of approach.

Records must be kept current and up-to-date, to ensure that pupils transitioning year groups and other schools have a clear understanding of any previous behaviour issues.

Malicious Accusations Against Staff

Any pupil found to have made a malicious accusation against a member of staff will be subject to the school's most serious sanctions. This also includes the creation or distribution of AI-generated, manipulated or deepfake content falsely depicting a member of staff, which will be treated as a serious safeguarding concern and may result in suspension or permanent exclusion. The Headteacher or Deputy Heads will have been involved in the investigation, and it is likely that the Chair of Governors and the Safeguarding Governor will also already be aware. The school will take direction and/or advice from the LADO and police as required. Parents and guardians will be kept aware of the matter with direction from appropriate authorities.

Procedure to be followed when dealing with the use of alcohol

There are occasions when the use of alcohol between adults (e.g. staff and parents) on school premises in relation to various social or other events may be sanctioned. Pupils are not allowed to bring or consume alcohol on the School premises at any time, either for their own use or for the use of others (this also includes on a school trip or when representing the school in any capacity). Any flouting of this rule must be reported to a member of staff and will be dealt with, by a member of SLT, on an individual basis. It will be regarded as a very serious offence and punished accordingly.

Procedure to be followed when dealing with smoking

The possession and/or use of cigarettes, e-cigarettes and vaping items are forbidden on school premises, school transport or off-site where pupils can be identified in uniform. Anyone disobeying this rule must be reported to a member of staff and will be dealt with, by a member of SLT, on an individual basis. It will be regarded as a very serious offence and punished accordingly.

Procedure to be followed when dealing with the possession of illegal drugs

It is against school rules to be in possession of illegal drugs or to be found to have brought these into school for personal use or for the use by another pupil. It is known and understood that either action may result in expulsion. Any drugs found in the possession of pupils will be confiscated immediately. Such confiscation should be witnessed by another adult as a defence against any accusation that the drug in fact belonged to the teacher or member of staff. A member of SLT should always be informed of drug possession on school premises. If the drug is handed to the police, the Headteacher is not bound by law to give the name or other identifying characteristics of the young person from whom the drug was taken. However, information will be shared with relevant agencies, where required, to safeguard children. A record of the incident is to be produced by a member of SLT (with input from the staff involved) and it should be kept in the pupil's file. The Governors will be informed by the Headteacher.

Procedure to be followed when dealing with the possession of an illegal weapon

It is against school rules to be in possession of offensive weapons. Cranmore has a duty to protect pupils' health and safety. If a pupil is suspected of having an offensive weapon in their possession, the Headteacher and any authorised member of the school staff has the right to search that pupil. If a search reveals any 'offensive weapons or knives, or evidence in relation to an offence', the school must summon the police. The school has no discretion in this (Section 45 of the 'Violent Crime Reduction Act'). This offence is punishable by exclusion.

Procedure to be followed when dealing with devices

Pupils must not bring any portable electric devices such as Kindles, cameras, cellular enabled smart watches, or electronic equipment such as electronic games, iPods, or MP3 players into school, unless instructed to do so.

Pupils who travel independently to or from school may bring a mobile phone which must be handed in to the office at the start of the day and be collected when they leave. If a pupil is going to an away fixture or activity, they may collect their phone, but it must not be used until after the fixture or activity is finished.

All pupils are required to read and sign the Acceptable Use Agreement on a yearly basis, and parents will be given access to the EST Online Safety Policy.

Following the DfE's January 2026 guidance, schools must operate as mobile-phone-free environments. Pupils are not permitted to use, access, or display mobile phones or smart devices at any time during the school day, including lessons, transitions, breaks, and lunchtimes.

School Expectations

- All pupils must **hand in their mobile phone at the main reception each morning**.
- Phones are stored securely and **cannot be accessed** during the school day, unless agreed otherwise.

If a Pupil Is Found with a phone

- An appropriate sanction will be applied.
- Phones or devices may be confiscated where proportionate and for a duration considered appropriate.

Adjustments may be made for pupils with:

- medical needs requiring device access,
- SEND-related needs,
- exceptional circumstances.

These must be assessed **case-by-case** and agreed with SLT or the Safeguarding Team.

Procedure for restrictive interventions, including use of reasonable force and seclusion

Definitions

- **Restrictive intervention:** any action (physical or non-physical) that prevents, restricts, or subdues a pupil's movement.
- **Reasonable force:** the minimum force necessary, for the shortest time, to prevent injury, offence, damage to property, or disorder.
- **Significant incident:** any use of force beyond normal appropriate physical contact.
- **Seclusion:** keeping a pupil confined and preventing them from leaving; used only as a safety measure, not a punishment.
- **Restraint:** immobilising or limiting movement, with or without direct physical contact (e.g. holding arms, removing mobility aid).

When Reasonable Force May Be Used:

Reasonable force may be used to:

- prevent injury to the pupil or others;
- prevent a criminal offence;
- prevent serious damage to property;
- prevent or stop disorder among pupils.

Unacceptable Uses of Force

Staff must **never** use force as punishment or use techniques that restrict a pupil's airway, breathing, or circulation (e.g. pressure to neck/abdomen, covering the mouth or nose). Ground restraint must not be used due to increased risk; if a hold unintentionally goes to ground, staff must move the pupil to a safer position as quickly as possible.

Seclusion (Non-disciplinary Safety Measure)

Seclusion may only be used as a **last-resort safety measure** when the risk of harm is high. It must:

- never be used as a sanction;
- remain supervised and safe;
- end as soon as the immediate risk reduces.

Prevention, Training and SEND

Staff must prioritise **prevention and de-escalation**, including calm communication, providing space, and adapting the environment. Staff likely to intervene must be appropriately trained, and risks must be assessed. For pupils with SEND, reasonable adjustments and behaviour support plans must be in place, with triggers understood and agreed strategies documented.

Recording and Reporting: Significant Use of Force

Significant uses of force must be **recorded in writing as soon as practicable** (ideally the same day), including:

- names of pupil and staff involved;
- relevant pupil needs/SEND status;
- time, date, location, duration;
- narrative of triggers, de-escalation strategies, type and degree of force, injuries;
- rationale and post-incident support provided.

Parents must be informed as soon as practicable unless doing so would likely cause serious harm.

Recording and Reporting: Seclusion and Non-physical Restraint

All instances of seclusion or restraint (including non-physical restraint) must be recorded in writing as soon as practicable, with parents informed promptly. If an incident meets the threshold for significant use of force, the statutory use-of-force reporting route is followed.

Post-incident Support and Review

Post-incident procedures must include:

- medical assessment/treatment and recording of any injuries;
- restorative or reflective conversations with the pupil and staff (ideally facilitated by someone not directly involved);
- support for witnesses where needed.

Termly analysis of incidents must take place to identify patterns, disproportionality, and training needs, with governing body oversight.

Searching and Use of Force

Only authorised staff may use reasonable force to search for prohibited items where there are reasonable grounds for suspicion. Force must not be used to search for items banned only under school rules.

Code of Conduct

- Wait quietly outside classrooms until given permission to enter.
- Enter lessons on time, smartly dressed with all necessary equipment and stand quietly behind desks until asked to sit down.
- Sit down quietly and prepare yourself for the lesson.
- Put your hand up if you wish to ask or answer a question but do not interrupt.
- Sit correctly at the desk.
- Work in a satisfactory manner for the lesson and stop when told to do so by a teacher.
- Be ready to leave the class in an orderly and quiet manner at lesson change over time.
- Do not run in the corridors, keep to left, preferably in a single file. Move along the corridors quietly.
- Never go into another pupil's locker or desk. Lockers in all locker areas must be kept tidy and closed.
- Do not use the staircase in the reception area unless directed to do so. The atrium and reception area are not a thoroughfare.
- Mobile phones must be handed in at the office before school and collected from the Dining Room at the end of the day. The consequence for using phones and other devices is a B, detention and confiscation of the item. The School will confiscate and only return the items to parents if this is a recurring offence.
- Pupils must not use cellular devices when at school, unless instructed to do so by a member of staff.
- Smartphones and smartwatches are not to be used on site.
- Refer to the Acceptable Use Agreement

Some of the standards of behaviour expected of pupils at Cranmore:

- Show respect and courtesy for all members of the Cranmore community, for visitors and the school environment.
- Observe silence before, during and after assembly.
- Assemble outside the classroom in a quiet and orderly manner.
- Walk in the corridors and on the stairs. Keep to the left.
- Observe good table manners in the dining room and show respect and politeness to the catering staff and staff on duty, at all times.
- Travel to and from school in full school uniform (there may be exceptions following sports fixtures). Wear the correct clean clothing for all sporting activities.
- Observe the rules of the playground/ break time as laid down in the Handbook issued on entry to the Senior School.
- At the end of the school day wait in the designated area in the car park.
- Permission to leave school during the school day should be directed in writing to the Class Tutor. Before leaving, pupils must always report to the office, inform the receptionist and be collected by a parent or guardian.
- Always sign in at reception if late to school.
- On hearing the fire alarm walk directly to the playground and assembly with the class.

Pupils may not:

- Attack any other member of the school community either physically or verbally.
- Enter another pupil's locker or desk.
- Run inside the building or enter the building during breaks unless the member of staff on duty has called a 'wet break', or they are attending an activity.

- Eat any food inside the building (except the dining room).
- Bring in any break time food other than healthy snacks.
- Chew gum.
- Use an electronic device inappropriately e.g. recording, sending inappropriate messages etc.
- Use the telephone in the office without permission from a member of staff.
- Make malicious accusations against staff.

Any form of bullying, cyberbullying, online harassment or the misuse of artificial intelligence tools, including the creation or sharing of manipulated images, videos, audio or written content intended to harm, embarrass, intimidate or target another person, will be viewed as a serious breach of school rules and will be dealt with accordingly.

The Role of the Staff

It is essential that all staff should be positive role models at all times for the pupils, for each other and for the school. Any issues or problems arising with pupils, other members of staff or parents should be discussed in private with the relevant member of staff, as laid out in the Staff Handbook.

The full support of all the staff is essential to ensure that the high standard of discipline laid down at Cranmore is maintained.

Most disciplinary issues will be dealt with by the Class Tutor, the Year Group Coordinator, the subject teacher or the teacher on duty (Refer to the Staff Handbook).

The Role of the Parent

The school rules are laid down in the Parents' Handbook, which is given to parents with all other 'joining information'. We request that parents read the handbook and support the staff in their endeavours to maintain high standards of behaviour and discipline. Should any problems of discipline arise, in the first instance the parent should address the matter to the Class Tutor. Serious issues should be addressed to the Deputy Head or the Head of Prep who will inform the Headmaster if appropriate.

*Date updated and amended: JP, JS September 2025; JP, JS April 2026; JP, JS September 2026
Next review: September 2027*