

CRANMORE



Behaviour, Rewards and Sanctions

Prep School

2026-27

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 2025), 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

Reception – Year 3

We have Golden Rules:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

Language Used to Support Good Behaviour

- Behaviour is a 'choice' and children are rewarded for making the right choices in their behaviour.
- Children are taught right from wrong, to understand systems of rules and laws (including Fundamental British Values), and to accept responsibility for their own behaviour, including their behaviour towards others.
- There is emphasis on positive behaviour, on 'catching children being good' and time invested in positive praise, rewards and celebration.
- Instructions given to children are simple and clear and explanations are always given of why something should be done. Negative language is avoided as far as possible but, when behaviour is unacceptable, it is made clear to the child that it is the behaviour and not the child that is disapproved of.
- Whenever possible, instances of unacceptable behaviour are used as learning opportunities to engage the child, or a group of children, in discussing what has happened, and what should happen to resolve the situation. This gives children the chance to become involved in setting the rules and boundaries for behaviour at Cranmore.

Rewards

- By listening and encouraging
- Offering specific praise
- By the awarding of merits and certificates
- Class rewards such as marbles in a jar
- Golden Time
- Sharing their special achievements with Head of Prep
- Recognition in Assembly (e.g. Golden Award)
- Written praise on child's work and in the School Chronicle
- Display of child's work in the classroom and around the school
- Celebrating achievements and milestones from home
- End of Term Cups and Awards

Reflection Time / 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.

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. Please see guidance on Behavioural Consequences on p5.

Behaviour Management Plans

Where a child persistently behaves in a manner deemed to be inappropriate, it will be investigated fully to try and 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. In consultation with parents, an individual behaviour management plan may be introduced to ensure consistency of approach.

Cranmore staff work in partnership with parents to ensure best outcomes for all children.

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.

Years 4-6

Rewards

- By listening and encouraging/ offering praise
- By the awarding of merits and merit certificates
- Supermerits are awarded to pupils who produce an **exemplary** piece of work or service and is the equivalent of 10 merits
- Use of merits, certificates and 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
- Positions of responsibility

Sanctions

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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 and electronically within iSAMS. Parents are asked to monitor and sign their child's homework diary each evening.

Accumulation of such cautions will lead to the following consequences:

Sanctions (per half term)	
2 x O	<i>Tutor discussion with pupil and parents (if necessary)</i>
2 x B	<i>Break time reflection with a designated member of staff</i>
3 x O	<i>Head of Year lunch time reflection and parents informed</i>
3 x B	<i>Head of Year lunch time reflection and parents informed</i>
4 x O	<i>Consider a support card</i>
4 x B	<i>SLT lunch time reflection, parent informed and consider a support card</i>
5 x B/O	<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. The following guidelines are not exhaustive but might include:

Level	Examples of unacceptable behaviour	Potential Actions/Consequences which pupils may face (incidents are reviewed on an individual basis)
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 Not handing in mobile phone	Warning and rule reminder Apology Reflection time B (behaviour) mark recorded in diary/iSAMS (Yrs 4-6) O (organisation) mark recorded in diary/iSAMS (Yrs 4-6) Detention held by the subject teacher/HoD (Yrs 4-6) Possible confiscation of phone
3	Repeat occurrence of the above Deliberately harming someone Deliberate damage to property Swearing Defiance	Head of Year involved Parents informed SLT informed
4	Repeat occurrence of the above Physical violence Bringing inappropriate/dangerous objects into school Verbal abuse and use of discriminatory language towards 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	SLT involved and Head notified Meeting with parents Internal suspension - <i>in consultation with Headteacher</i> Support Card issued (Yrs 4-6)
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 or pupils	SLT/Headteacher involved Meeting with parents External suspension - <i>in consultation with Headteacher</i>
The Headteacher can impose the ultimate sanction of either internal/external exclusion or permanent exclusion for very serious offences or continuous repetition of offences and will be kept informed of any serious incidents.		

Tutors, Heads of Year and other parties involved will be kept fully informed of any serious incidents and sanctions.

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, Head of Prep 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.

Procedures to be followed when dealing with the use of alcohol, smoking, illegal drugs or weapons

Refer to Senior Behaviour Policy.

Procedure to be followed when dealing with devices

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.

All pupils are expected to use devices in-line with the Acceptable Use Agreement, and parents will be given access to the EST Online Safety Policy.

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 at the end of the day. If a pupil does not hand in their mobile phone and is found with one, they will be issued with a B and will be given a detention. We 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 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 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 assemble 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 (Pastoral) or Head of Prep who will inform the Headmaster where appropriate.

Physical Intervention

If a child requires any form of staff physical intervention, this should be recorded in the 'Physical Intervention' book. The information recorded states the date, time and details of what happened.

