



Cranbourne Behaviour Policy

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1. Rationale

- 1.1. At Cranbourne, we endeavour to be "Excellent in Everything". Our behaviour policy supports this aim by ensuring kind, considerate behaviour and positive relationships between all members of the school community; all students then have access to an excellent educational experience throughout the school day
- 1.2. This policy is a working document designed to enable the whole school community to understand our vision and aims of our approach to behaviour, as well as explaining the organisation and management of student behaviour at Cranbourne.
- 1.3. This document is the result of consultation with students, staff, parents and the Governing Body and reflects the current practice at Cranbourne; its implementation is the responsibility of the staff at the school.
- 1.4. In order for the school to be excellent, behaviour, in class and outside of lessons must enable a safe and secure environment. We believe that all should behave in a considerate and humane way and treat others fairly, making amends when poor behaviour challenges positive relationships.
- 1.5. All students, including SEND, follow these principles and reasonable adjustments are made on a case by case basis.

2. Governor's Statement of Principles

- 2.1. The Governing Body have compiled this policy with regard to the appropriate sections of the 2006 Education and Inspection Act, which states that all schools are required to have a set of governing principles, which guide the Headteacher when determining measures to promote good behaviour and underpin the behaviour policy.
- 2.2. These principles have been formed following consultation with staff, parents and students.
- 2.3. The Governors acknowledge their duties under the 2010 Equalities Act, which seeks to eliminate all forms of discrimination, harassment and bullying and promotes the welfare of all members of the school community.
- 2.4. This policy takes account of the needs of vulnerable students and complies with all guidance and statutory requirements regarding equal treatment and unfair discrimination.

2.5. The Governing Body believes that in order for all students to achieve their full potential, excellent behaviour in all aspects of school life is necessary. It seeks to create an excellent and inclusive atmosphere by:

- Promoting self-discipline and respect for self and others.
- Ensuring all students are happy at school and fully able to participate in all opportunities.
- Ensure that students complete assigned work and achieve their best.
- Encourage students to take responsibility for their own actions, both in and out of school, and to consider how their behaviour impacts upon others.
- Ensuring consistency in response to both positive and negative behaviours.
- Promoting early intervention.
- Working closely with parents and carers, so that we have a shared approach to implementing the school's policy and encouraging good behaviour.

2.6. The Governors consider that rewards encourage good behaviour and sanctions demonstrate that poor behaviour is unacceptable, expressing the disapproval of the school community. Both should be applied reasonably and proportionately.

2.7. The Governing Body recognise that the application of rewards and sanctions should take account of the individual situation and the student. The Headteacher is expected to use discretion in the application of rewards and sanctions. In situations where accounts of student behaviour differ, the Governing Body accept that the standard of proof used will be the balance of probabilities.

2.8. The statement of principles will be reviewed annually at a meeting of the Governing Body.

2.9. The Headteacher will communicate the behaviour policy to students, parents and staff at least once a year and place it in the home-school agreement.

3. Behaviour Curriculum (Ethos curriculum)

3.1 At Cranbourne we want our students to feel confident and curious and to behave compassionately to those around them. These qualities should be nurtured and modelled by all staff. Staff can reinforce the behaviour curriculum in every interaction they have with students by:

- Modelling what positive relationships look like, in their interactions with all members of the School community

- Acknowledging and praising behaviour that meets the expected standard
 - Giving students clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
 - Being clear and consistent in the use of sanctions
- 3.2 Students will also be taught explicitly and regularly about behaviour through:
- The PSHE Education and Citizenship Education curriculum
 - Assemblies
 - Activities in PDL, including the Ethos curriculum
 - The wider personal development offer
- 3.3 Any students who join mid-term, have a bespoke induction programme with a Head of House and are given information about the school behaviour system and their understanding of this will be monitored by their form tutor and their Head of House.

Student Voice

- 3.4 Asking students about behaviour in the school and the implementation of the behaviour policy is a regular feature of the school's self-evaluation. The school commits to listening to the voices of students and, in line with Article 12 of the [United Nations Convention on the Rights of the Child](#) (UNCRC), will provide an opportunity for all students to have a say in matters which affect them and to be involved in decisions that affect them, as far as is appropriate. At Cranbourne students' views will be gathered through an annual survey, as well as focus groups and regular half termly meetings with our Union of Cranbourne Students and Student Leadership Team.
- 3.5 Our Head Students also have the opportunity to present to the Governing Body.

4. Safeguarding

- 4.1 Cranbourne recognises that changes in behaviour may be an indicator that a child needs help or protection. All staff should maintain professional curiosity and proactively consider whether a child's behaviour, including misbehaviour, may be linked to them suffering, or being likely to suffer, significant harm.

- 4.2 Any safeguarding or child protection concerns must be reported to the Designated Safeguarding Lead (DSL) immediately, using CPOMS. The DSL, after liaising with appropriate staff or other agencies, will determine whether early help intervention or a referral to children's social care is appropriate.

5. Standards of Behaviour

- 5.1 Our mission of "Excellence in Everything" requires all adults and students in the school community to take responsibility for all aspects of school life: this includes modelling excellent behaviour at all times.
- 5.2 As adults we:
- Create a positive and caring ethos, with realistic expectations
 - Promote honesty, consideration, kindness and an appreciation of the needs of others
 - Ensure equal treatment of all regardless of race, religion, gender, sexuality, abilities or personal appearance
 - Provide a safe and effective learning environment
 - Ensure that our students are educated in a community which does not tolerate abuse or harassment in any form
- 5.3 Students are expected to:
- Come to school ready to learn, dressed in published school uniform and properly equipped
 - Observe the "**Code of Conduct**" and the "**Non - Negotiable**" **basic classroom rules**
 - Treat others with respect and care and listen to their opinions; never subjecting others to intolerant language, abuse or harassment and ensuring that any behaviour of this type is immediately reported to staff
 - Take personal responsibility for their actions
 - Follow the school rules about mobile phones, electronic devices and areas which are out of bounds
 - Move around the school in a careful and considerate way
 - Look after their own property and that belonging to others and the school
 - Observe the rules set down for students travelling to and from school (If coming to school on the bus, follow the rules set down in the bus contract)

6. Responsibilities

- 6.1 Everyone in the school has a part to play in maintaining high personal

standards of behaviour:

6.1.1 The Governing Body

- The Governing Body will compile the behaviour policy in consultation with the school community and keep the policy under review.
- The Governing Body ensure that this policy is non-discriminatory and that it is clearly communicated to all.
- The Governing Body support the school in maintaining high standards of behaviour.

6.1.2 The Headteacher and SLT

- The Headteacher and SLT are responsible for the strategic planning of all aspects of this policy, the monitoring of impact and the evaluation of the pastoral provision.
- The Headteacher and SLT ensure staff are clear about the behaviour policy and receive effective CPL on positive behaviour management strategies
- The Headteacher and SLT will ensure that the school community is consulted with and is clear on the school behaviour policy.
- The Headteacher and SLT ensure the school's behaviour policy is consistently and fairly applied and is non-discriminatory.
- SLT line managers of departments and pastoral teams are responsible for ensuring the Head of Department, Pastoral Leads and their team are maintaining excellent behaviour for learning in their subject area.
- The Headteacher and SLT ensure that the school does not tolerate violence, threatening behaviour or abuse by students or parents on or off the school site; such behaviour from parents may result in a ban from school premises and/or prosecution.
- The Headteacher and SLT ensure staff model good behaviour and never denigrate others.
- The Headteacher and SLT co-operate with all external agencies and other schools to enable good behaviour and attendance, making arrangements for alternative provision, where appropriate and promoting community cohesion.
- The Headteacher and SLT take all reasonable action to prevent harassment and bullying and deal effectively with all reports of this.

6.1.3 Heads of Department

- Heads of Department have responsibility for maintaining an excellent working ethos in their department, with the whole team contributing to this.
- Heads of Department have responsibility for supporting their classroom staff in consistently applying sanctions e.g. Green Room, Short Detentions, One Hour Detentions, Departmental Reports.
- Heads of Department have responsibility to ensure that teaching is appropriate and stimulating, encouraging excellent behaviour for learning.

6.1.4 The Heads of House

- Heads of House ensure that their tutor team supports students, staff and parents in making sure that all necessary rewards, interventions and sanctions are applied fairly and consistently to encourage excellent behaviour.
- Heads of House deal with a persistent poor behaviour in number of ways, including an "On Report" system and referral to bespoke support and intervention programmes.
- Heads of House ensure we offer varied support, tailored to the individual. The tutors are always available to support students with any issues they may encounter and the tutors often know their tutees well and can offer support and guidance. For more complicated issues, the Head of House can meet with a student and offer support and guidance. There are a number of strategies that might be employed including:
 - Regular discussions one-to-one.
 - Meeting with parents to discuss how to help the student.
 - Referral to the Compass or Resourced Provision Unit to screen for learning needs.
 - Referral for additional emotional support e.g. ELSA, Involvement of outside agencies for additional support, such as the NHS Team and EHH.
 - Referral to The Lighthouse for short- and long-term support.
- Heads of House are responsible for ensuring good attendance and behaviour in their House.

6.1.5 Teaching and Support Staff

- Teaching and support staff are responsible for contributing to the development of the school behaviour policy.

- Teaching and support staff are responsible for the fair and consistent application of the policy.
- Teaching and support staff are responsible for maintaining a high-quality learning environment and ethos of excellent behaviour in and outside of the classroom so that all students are physically and emotionally safe.
- Teaching and support staff have responsibility for delivering a stimulating curriculum at the appropriate level, so that all students can participate in the lesson.
- Teaching and support staff have the responsibility to act as good role models and ensure that they take appropriate action to tackle discrimination and harassment, as well as applying the policy in a non-discriminatory way.
- Teaching and support staff should ensure that parents are kept informed of their child's behaviour and promote shared responsibility for ensuring students behave well.
- Teaching and support staff should engage with students' attempts to make amends for poor behaviour and allow students to repair damaged relationships.

6.1.6 Students

- Students must follow the “**Code of Conduct**” and lesson “**Non – Negotiables**”.
- Students must speak respectfully to staff and other students and be willing to make amends for poor behaviour.
- Students must not disrupt the learning of others in class.
- Students must ensure that they do act in a kind and considerate way; never bullying or harassing other students. Racist, sexist and homophobic language and behaviour will not be tolerated.

6.1.7 Parents and Carers

- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child in and out of school.
- Parents and carers should respect the school behaviour policy and the authority of staff.

- Parents and carers should ensure that their child attends school, arrives on time in correct uniform, with equipment.
- Parents and carers should expect their child to be safe and well cared for in school.
- Parents and carers should communicate with the school if their child is absent, late or has problems outside school, which may affect their learning.
- Parents and carers should encourage their child to follow school rules and support sanctions applied for unacceptable behaviour.
- Parents and carers can expect to have any complaint they make about their child being bullied taken seriously by the school.
- Parents and carers are expected to attend meetings with school staff, when requested, to discuss their child's behaviour.
- Parents and carers can expect to be kept informed about their child's progress, effort levels and behaviour.

7. Rewards and Sanctions

- 7.1 We believe that students respond best to praise and reward. As a school we celebrate the success of our students. Our rewards system is based on regular praise: House Points collected in each lesson for good behaviour for learning; certificates, prizes and invitations to rewards trips; letters home from the school for "Role Model Students", as well as termly prize giving events. Learner of the Lesson celebrates excellence in the classroom. In addition, inter house competitions reward participation and commitment.
- 7.2 Students are awarded House Points in every lesson, through the online system Edulink, if they have met the classroom non-negotiables. Students may receive additional House Points for other contributions to school life, or exceptional work.
- 7.3 House Points are collated on Edulink and students are awarded school prizes when attaining a certain number of House Points, as shown in appendix 7. The HOH lead a rewards assembly to celebrate achievement every term.
- 7.4 Ethos Awards, linked to our school values are nominated by teachers and student council termly and are presented at Whole School Assembly.
- 7.5 There are rewards evening three times a year to recognise exceptional performance and effort in subject areas.

- 7.6 Year 11 leavers are presented with Year trophies for outstanding achievements in GCSE examinations, and the Headteachers Award recognises exceptional performance. We also celebrate students with awards for House Ethos
- 7.7 The House Cup will be presented at the end of the year to the House with the most points.
- 7.8 Day of Sport is a hugely recognised event which also allows recognition for effort and performance. Students will receive certificates and trophies for their achievements and the House with the most points will win the Day of Sport Trophy.
- 7.9 Rewards for attendance are also given out on a termly basis in Whole School Assembly with those students being celebrated who have achieved 96%. Two students from each year group will be awarded a voucher for their continued resilience and commitment to attending school.
- 7.10 We also recognise the need for a range of sanctions to reinforce our expectations when students do not follow our code of conduct and non-negotiables. These range from conversations with the teacher and short detentions after class to one hour or two-hour detentions and ultimately, suspension from school. Any sanction is applied fairly and with the student understanding the reason for its imposition.

Appendix 1: Code of Conduct and Non-Negotiables

At Cranbourne we have high expectations of each other's behaviour on or off the premises. This helps us to work together. This code of conduct shows what we expect of each other.

Come to school ready to learn, dressed appropriately and properly equipped

- Arrive on time for school and for lessons wearing the correct uniform.
- Wear the correct uniform neatly and no make-up, jewellery, nail varnish, false nails or eye lashes. If students have new piercings they will be asked to wear a clear retainer until the piercing has healed. There are no exceptions.
- Only waterproof and windproof coats should be worn; no hoodies, army jackets, denim, cardigans or items other than prescribed uniform may be worn to school; trainers are to be worn in PE only.
- Prepare for lessons and bring all you need for them. Essential equipment is two pens, pencil, pencil sharpener, ruler, scientific calculator, rubber and pencil case and in Key Stage 4 all revision guides. All available in school.
- PE kit is required equipment on days when Physical Education is timetabled.
- Do not go in areas which are out of bounds.

- Behave politely and respectfully when travelling to and from school and also after school in public.

Observe the “non-negotiable” basic classroom rules (practical lessons may have adapted rules)

- Enter your classroom sensibly, on time, sit in seating plan order.
- Place equipment and open toolkit on the desk.
- Complete the retrieval practice task.
- Always try your best and be enthusiastic about the task given.
- At the end of the lesson tidy up and leave the classroom sensibly.

(Do not expect to leave the classroom during the lesson unless by arrangement with a member of staff.)

Positive Relationships

- Treat others with kindness, respect and care; listen to their opinions.
- Speak and act towards others in a way that will not offend.
- Listen to others' opinions - everyone is an individual.
- Treat others as you would like to be treated.
- Respect the feelings and property of residents when travelling to and from school.

Take personal responsibility for your actions

- Deal with conflicts without shouting or violence and report concerns or incidences to a member of staff.
- If you do something wrong, tell the truth and own up to your mistakes.
- If you see something happening that is against our school rules report it to a member of staff.

Follow the school rules about mobile phones and electronic devices

- Mobile phones must be switched off and in the Phone pouch during the school day and detentions. The exception to this is when a member of staff requests their use, they will unlock the pouch and asked the phone to be returned to the pouch at the end of the lesson.
- If a phone is not in the pouch it will be confiscated and given to the Headteacher, a parent will be asked to come and collect the phone at the end of the school day.
- If the Phone pouch is lost or damaged, the student will be requested to purchase a new pouch from the Finance Office for £10. The pouch remains the property of the school.
- No taking of photos or videos in school.
- Contact with home should be through CPP, students should not use their personal phones to call home.
- The use of smart watches is prohibited in school, in accordance to JCQ examination regulations.

Move around the school in a careful and considerate way

- Be calm around the school grounds and keep to paths.
- Walk on the left-hand side of the corridors to make room for other students and line up quietly outside of your classroom.
- Use the one-way system in C Block and E Block on the stairs and in the corridor.
- Get to lessons promptly.
- Open doors for others.
- Use only designated areas outside of lesson time (no sitting in corridors).

Look after our own property and that belonging to the school and others

- Respect and take care of other peoples' work on display.
- Return anything that you borrow.
- Hand in anything you find to reception.
- Put all rubbish in a bin and recycle wherever possible. Only eat in the dining room or outside the buildings.

We are committed to being a safe and healthy school where anything unlawful is also unacceptable

- Do not engage in any intolerant behaviour towards others, e.g. sexist, racist or homophobic remarks.
- Report any such behaviour, which puts your own or others' physical or mental health at risk.



CRANBOURNE CODE OF CONDUCT

BE READY



Wear
correct
uniform



Essential
equipment
ready to use

Settle quickly
and follow all
instructions



Always try
your best

No food or
drink in
class



Phones off
and in
pouches

BE RESPECTFUL

Treat others
with kindness,
respect and
care



Listen to the
opinion of
others

Speak and act
in a way that
will not offend
others



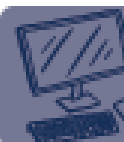
Never use
discriminatory
language

Behave politely
and respectfully
when travelling
to and from
school



Take
responsibility
for your
actions

BE SAFE



Follow the IT
agreement

Treat the
building with
respect



Stay away
from out of
bounds
areas

Do not leave
the classroom
during lessons



No filming or
taking
photos in
school

Use the one
way system



Put rubbish in
bins and
recycle

Open doors
for others



EXCELLENCE IN EVERYTHING

Appendix 2: Guidance for Staff on the Application of Sanctions

Classroom discipline is the responsibility of the classroom teacher. There is no hard and fast formula for creating the ideal environment but well-structured lessons, delivered with good humour and pace, at a level the students understand, help to create an atmosphere where learning takes precedence over boredom and disruption. This includes PDL. The classroom non-negotiables are there to help create consistency and routine, which help students to settle to work productively. Apply them consistently.

We believe that students respond best to praise and reward. Classroom staff must ensure that they give House Points to all students who show good behaviour for learning as itemised in the toolkit. Timely and regular feedback to students on their work encourages excellence.

We note that there will be occasions where student behaviour is so challenging that it cannot be dealt with by the member of staff alone at that time. In these situations, the support of other colleagues will be necessary, e.g. Leadership Support; Senior or Middle Leaders; or any other colleague. In situations requiring a collaborative approach we will ensure that the incident is fully resolved, with the support and agreement of the original member of staff before the student returns to a normal school day.

Behaviour and Sanctions Table (Correct May 2026)

B4	Severe Disruption - Theft - Sexual misconduct - Physical assault against a student and/or an adult - Verbal abusive/threatening behaviour against a student / adult - Racist language and behaviour - Intolerant language/behaviour: religion and belief - LGBTQ+ prejudicial language and behaviour - Sexist language and behaviour - Ableist language and behaviour - Substance/alcohol possession or use - Possession / use of a weapon - Smoking/vaping or being with smokers/vapers - Persistent disruptive behaviour - Persistent truancy from lessons - Misuse of the Fire Alarm - Bullying, including cyber bullying - Damage and/or vandalism to the school	• 2-hour SLT detention • Internal Exclusion or Twilight • 1:1 supervision at another school • Suspension • Behaviour Support Plan • SLT report • Restorative conversation • SEMH Interventions • Thrive Interventions • Community Service • External agency support • Alternative school placement • Governor meetings • Permanent Exclusion
B3	High Level Disruption - Persistent green-rooming within a department (more than three occurrences) - Truancy from lessons - Bullying, including cyber bullying - Swearing - Misuse of school IT equipment - Refusal to hand over a phone - Lack of respect for staff and peers - Failure to attend class teacher detention	• Rehoused within department • 1-hour detention with HOD / HOH • 1.5-hour SLT detention • Phone call home • Meeting with parent/carer • Behaviour Support Plan • HOH report • Internal Exclusion (including when serious incidents are being investigated) • SEMH Interventions • Thrive Interventions • CPP lesson checks • Community Service • Loss of social time
B2	Persistent Low-Level Disruption - Classwork not completed - Off task behaviours in lesson - Persistently talking over teacher in lesson - Not following staff instructions in lesson - Chewing gum or eating in lessons	• 30-minute departmental detention with class teacher • Classwork set as homework to complete to expected standard • Restorative conversation during student's social time • Phone call home • Rehoused within department • Department/tutor report

B1 (HEPPU)	Not meeting the basic B1 expectations - Homework: late or not completed - Equipment: Incorrect or lack of equipment - Punctuality: to school and/or lessons (more than 3 minutes) - Phones: Not sealed in pouch, use during the school day - Uniform: Incomplete or incorrect	• 30-minute detention after school on the same day • 1-hour detention on the following day if HEPPU if missed or refused • 1.5- hour SLT detention if 1 hour detention missed and parent meeting • <i>Phones not sealed in a pouch will be confiscated and given to the headteacher. They can be collected by a parent/carer from 4pm</i>
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Detentions

After school detentions are the most serious sanctions before inclusion, or exclusion. The Education Act 2011 empowers schools to detain students after school, on the same day, without the consent of parents. We will always try to inform parents by text, Edulink or phone call, or via the student toolkit.

Middle Leader Detentions

These detentions take place after school and are scheduled and overseen by the Head of Department and/or Head of House.

SLT Detentions

These are one or two-hour detentions, held after school and are a result of severe behaviour incidents.

Internal Exclusion

In the case of continual breaches of the Behaviour Policy, a student may be internally excluded for a whole or part day/s. Parents will then come into school to discuss their child's behaviour.

Out of Circulation

In the case an incident needs to be investigated a student may be placed out of circulation, for a period of time which is not a sanction, to establish facts and mitigate against further issues.

Twilight

For students who continue to breach the Behaviour Policy, a student may be placed in Twilight with SLT or HOH from 12pm until 5pm. Their parents/guardians will be contacted the day before and work will be provided by their class teachers.

Reciprocal placements

A reciprocal placement can sometimes be used as an alternative to a suspension. This is a temporary, off-site provision in another school setting to improve a student's behaviour. The number of days will depend on the seriousness of the student's behaviour and is a maximum of up to five days.

On day one of the placement, the student and their parent/carer will be met by their Head of House at the host school to discuss the reasons for the reciprocal and the expectations of the placement. The student must complete the agreed number of days prior to their return to Cranbourne. They will be supplied with work to complete during the placement.

Parents must make sure that the student attends their reciprocal placement, otherwise the school will not authorise the absence and may issue a fixed penalty notice.

Suspension

Serious breaches of discipline may result in fixed term suspension and, ultimately, permanent exclusion.

Suspensions will be followed by a period on SLT report. Where severe incidents have taken place, we may discuss with parents a risk assessment and behaviour support plan, as well as a period of monitoring.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a child to another mainstream school permanently. This is dependent on local schools having the capacity to receive students under this process, which is not always the case. For this reason, managed moves may not be on offer in all geographical areas of Basingstoke.

The aim of a managed move is a successful transfer to a new school setting to enable the student to have a fresh start in a new school. These placements are reviewed every three weeks. The host school has the right to terminate a placement at any point if they have concerns about behaviour and/or attendance. Students accessing this support will be dual-registered until successful completion of the placement, at which point they will be transferred fully to the roll of the host school.

Appendix 3: Suspensions

At Cranbourne, suspensions are used as an ultimate sanction when all other avenues have been thoroughly explored. It is acknowledged that initial suspension can have a positive effect upon the student concerned but that further and longer suspensions are usually to benefit or safeguard the quality of education provided to the rest of the school.

When students are suspended for more than two days, school work will be arranged to do at home and be marked until their return to school. A letter will be sent to parents explaining the arrangements for setting and marking this work. Arrangements for re- admitting students after suspension will include receipt of work completed during the suspension.

We view the “Re-integration” meeting with parent(s) as a very important part of any suspension from school, and a legal requirement. It is an opportunity for parents and the school to discuss the issues that led up to the exclusion and consider how alternative behaviour in the future might avoid the need for further suspensions.

Parents are always asked to attend a “Re-integration” meeting before readmittance to school. Students will not be able to return to timetabled lessons until this meeting has taken place.

If a reintegration is not successful, we may explore alternative options for the student’s education.

If parents/guardians wish to appeal a suspension, then they will need to write a formal letter addressed to the Headteacher, outlining the reason for the appeal, making clear what actions they would like to see as outcomes. All appeals against suspension must be received by the school within two weeks of the suspension start date.

Re-integration meeting

Whenever a student is suspended, at the re-integration meeting, both the parent and the student will sign the re-integration plan and the code of conduct, to reaffirm a commitment to the school rules and values.

Serious one-off incidents or persistent disruptive behaviour may lead to permanent exclusion.

Alternatives to suspension and Permanent Exclusion - Offsite Direction

Off-site direction is when a School arranges temporary off-site provision for a student to attend another education setting to improve their behaviour. Parental agreement is not a requirement of off-site direction although it is always best

practice to try and receive this. Parents should be kept informed at all stages of the process and consulted wherever possible.

Where interventions or targeted support have not been successful in improving a child's behaviour, the school may use off-site direction to arrange time-limited placements at an Alternative Provision or another mainstream school. Students accessing this support will be dual registered.

Further information and guidance on off-site direction can be found in the DfE's 'Suspension and permanent exclusion from maintained schools, [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions) academies and pupil referral units in England, including pupil movement' and the DfE's 'Alternative Provision: Statutory guidance for local authorities'. [Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/alternative-provision)

Appendix 4: Behaviour Outside of Cranbourne

Cranbourne can sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that might result in a sanction includes misbehaviour:

- when taking part in any school - organised or school-related activity
- when travelling to or from school
- when wearing our school uniform
- when in some other way identifiable as a child at the school
- that could have repercussions for the orderly and safe running of the school
- that poses a threat to another child
- that could adversely affect the reputation of Cranbourne

The decision to sanction a student will be lawful if it is made on the school premises or elsewhere at a time when the child is under the control or charge of a member of Cranbourne staff.

Students Travelling to and from School

Students must behave themselves as they travel to and from school. We expect all students to adhere to the following while commuting to school:

- Their uniform is worn correctly.
- They behave courteously to members of the public.
- They are polite and show respect for their fellow students. They do as they are asked by staff.
- They behave in an exemplary manner on the school bus and public transport.

Students are considered to be part of the school during their commute to and from school and whenever they are wearing the school uniform or are identifiable as belonging to Cranbourne. Students who are identifiable as Cranbourne students are also covered by this policy. Staff regularly patrol the surrounding area before and after school to ensure that behaviour follows the high expectations of Cranbourne School. Students are subject to the same sanctions for misbehaviour while travelling to and from school and/or while wearing the school uniform. When a student brings the school into disrepute, even outside of school, they may be sanctioned and/or suspended.

Travelling on public transport

General Rules:

- Remember – be polite and courteous at all times. You are representing yourself, your family and Cranbourne.
- Unacceptable behaviour will not be tolerated and action will be taken if you do not follow these guidelines. **This includes inappropriate behaviour in the community e.g. smoking, vaping, rowdy behaviour, swearing, throwing food.**

Suspected criminal behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the DSL Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate. All investigations, decisions, actions and rationale behind decisions and actions must be recorded on CPOMs.

Child on child abuse, sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable, will not be tolerated and children whose behaviour falls below expectations will be sanctioned.

The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. All staff must challenge all inappropriate language and behaviour between children and ensure respectful relationships and high standards of conduct between staff and children at all times.

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the safeguarding principles set out in [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education) (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis and sanctions may be applied whilst other investigations by the police and/or children's social care are ongoing.

All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO)) will consider whether the child who made the allegation is in need of help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Appendix 5: Screening, Searching, Confiscation

This guidance is taken from the Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies- July 2022

Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.

Searching

School staff can search a student for any item if the student agrees.

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- Phone not in a closed phone pouch and/or connected smart watch
- Recording devices including cameras and meta glasses
- Water pistols and water bombs
- Knives or offensive weapons/replica items
- Blades with the intention of self-harm
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, vapes, e-cigarettes and snus
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. These legally prohibited items are:

- Knives or blades
- Offensive weapons
- Controlled drugs
- Alcohol
- Stolen articles
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services.

Searching with Consent - Schools' Common Law Powers to Search

Authorised school staff can search students with their consent for any item.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school can apply an appropriate disciplinary penalty.

Searching Without Consent - What the Law Says

We can search without consent if we have reasonable grounds for suspecting that a student is in possession of a prohibited item, this includes:

- Phone not in a closed phone pouch and/or connected smart watch
- Recording devices including cameras and meta glasses
- Water pistols and water bombs
- Knives or offensive weapons/replica items
- Blades with the intention of self-harm
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, vapes, e-cigarettes and snus
- 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, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

You must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.

There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. All confiscated vapes and e-cigarettes will be passed to the Police for content testing, in partnership with Bath University.

E-scooters will also be passed to the Police.

Appendix 6: Restrictive Interventions, including Use of Reasonable Force

Cranbourne fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

These guidelines have been written using advice taken from Restrictive Interventions, including use of reasonable force, in schools, Guidance for schools in England, DfE April 2026

The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2014.

Terminology

For clarity, this guidance will use the following definitions:

- **Restrictive intervention** is defined as the umbrella term to describe both physical and non-physical actions aimed to restrain students in different ways.
- **Reasonable force** is defined as using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Significant incident** is defined as an incident where the use of force goes beyond appropriate physical contact between students and staff.
- **Seclusion** is defined as a non-disciplinary intervention involving keeping a student confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- **Restraint** is defined as the positive application of force in order to protect/prevent students from causing injury to themselves or others or seriously damaging property. It is necessary in more extreme cases, for example to stop a physical fight.

Circumstances where it is appropriate for staff to have some physical contact with students, which does not give rise to any question over the use of reasonable force and other restrictive interventions include:

- To give first aid
- To comfort a distressed student
- To congratulate or praise a student, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons

Who can use Reasonable Force?

- All members of school staff have a legal power to use reasonable force in certain circumstances and should be adequately trained in its safe and lawful use and in preventative strategies to prevent or stop a student from:
 - Causing injury to themselves or others
 - Committing a criminal offence
 - Damaging property
 - Causing disorder among students at the school, whether during a teaching session or otherwise
- The decision on whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:
 - The school's child protection policy
 - The applicable circumstances, such as whether there are other adults present
 - The individual student's age
 - Any other material factors, including but not limited to whether:
 - The student has SEND or other vulnerabilities
 - Any alternative strategies that do not include physical contact can be used.

When making this judgement, the member of staff should consider:

- Is it necessary?
- Is it proportionate?
- Has the student's welfare been considered?

When can Reasonable Force NOT be used?

Reasonable force can never be used as a form of punishment.

Guidelines for the Use of Physical Restraint

Professional judgement should be used in circumstances where the use of physical restraint and reasonable force are needed.

- Staff should not hesitate to act in an emergency provided they follow the guidelines in this policy.
- Staff should always satisfy themselves that the action they take would be considered justifiable to a wider audience of professional colleagues.
- In any application of physical restraint, the minimum reasonable force for the least amount of time should be used to calm down the situation.
- Help should be summoned from colleagues; students should never be involved in restraint.

What to do in circumstances when the use of physical restraint and reasonable force is needed

- Approach the student calmly but firmly.
- Where possible, the consequences of refusing to stop the behaviour should be explained and it should be communicated to the student that physical contact or restraint will stop as soon as it ceases to be necessary.
- For students with difficulties with speech, language and communication, or EAL, verbal and/or non-verbal strategies should be used.
- A calm and measured approach is required by staff throughout.

Method of Restraint

The method of restraint employed must use the minimum force for the minimum time and must observe the following:

Restraint must not:

- Involve hurting the student.
- Involve deliberately inflicting pain on the student.
- Restrict the student's breathing.
- Involve contact with sexually sensitive areas.
- Intentionally hold a student on the ground.

During any incident the person restraining should:

- Offer verbal reassurance to the student.
- Cause the minimum level of restriction of movement.
- Reduce the danger of any accidental injury.
- Cease the restraint if there are any signs of physical distress in the student such as sudden change in colour, difficulty breathing or vomiting.
- release their holds on a student if the student is unintentionally held on the ground or re-position into a safer alternative or standing position as quickly as possible.

Physical restraint can be:

- Partial – restricting and preventing particular movements.
 - Total – as in the case of immobilisation
-
- Physically interposing between students
 - Blocking a student's path
 - Holding
 - Pushing
 - Pulling
 - Leading a student by the hand or arm

- Shepherding a student away by placing a hand in the centre of the back or in extreme circumstances using more restrictive holds

Recording and Reporting Incidents

All significant incidents in which a member of staff uses force on a student, must be reported to the **Head or the Deputy Head as soon as possible after the incident** and endeavour to do so no later than the same day, unless doing so creates a risk of serious harm. These must be recorded on the Record of the Use of Restrictive Interventions.

As a minimum the report needs to include:

- Names of student and staff directly involved
- Any relevant needs of the student, including whether the student has identified SEND and their SEN status code.
- Time, date, location and approximate duration of the intervention.
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force and details of any physical injuries sustained.
- A brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

Telling parents when force has been used on their child

Staff need to use their professional judgement on whether to inform a parent, depending on the seriousness of the incident. This will need to be recorded in writing as soon as possible after the contact home.

What happens if a student complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated in accordance with the school's normal complaints procedure.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

- When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- If an allegation of abuse is made against a member of staff, the procedures set out in the Safeguarding and Child Protection Policy will be followed.

What is seclusion?

Seclusion is a non-disciplinary intervention involving keeping a student confined to a place away from others and prevented from leaving.

When should seclusion be used?

It should only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation. In such circumstances the student is not acting with intent.

When should seclusion not be used?

Seclusion should not be implemented by staff through threat of punishment. It is not a disciplinary response to deliberate or wilful misbehaviour, such as removal from the classroom.

Where can seclusion take place?

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the student. The student needs to be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the student should be allowed to leave.

Recording and Reporting Incidents

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident.

Schools should record the following details as a minimum:

Schools should record the following details as a minimum:

- names of student and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability and their SEN status code

- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or
- other adverse impacts

Telling parents when force has been used on their child

A member of the DSL Team or SLT need to use their professional judgement on whether to inform a parent, depending on the seriousness of the incident. This will need to be recorded in writing as soon as possible after the contact home.

What happens if a student complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- If an allegation of abuse is made against a member of staff, the procedures set out in the Safeguarding and Child Protection Policy will be followed.

Appendix 7: Rewards



CRANBOURNE HOUSE POINTS & REWARDS

Teaching and Learning

Students can collect 1 House Point per lesson for meeting the lesson expectations. Class awards can also be earned for demonstrating outstanding attitude towards learning:

- **Literacy and oracy** (e.g. a superb verbal response, reading or written answer): 5 points
- **Learner of the Lesson** (e.g. outstanding learning and mastery, supporting another student with their learning): 10 points
- **Outstanding homework / independent learning**: 10 points
- **Outstanding performance in an assessment**: 10 points
- **Excellent contribution in lessons**: 5 house points
- **Subject Award Winner** (Rewards' Evening): 20 points



Cranbourne Values – Role Models

Students will achieve 20 House Points every time they are nominated as a role model by demonstrating one of our four values:

- **Creativity**
- **Challenge**
- **Community**
- **Care**

Students can be awarded points for demonstrating our core values in PDL, lessons, break and lunchtime or before and after school



House Competitions

Students will receive House Points for the following:

- **Entry of a House competition**: 10 points
- **Third place**: 50 points
- **Second Place**: 75 points
- **First place**: 99 points



Community

Students can earn House Points for their contribution to the wider community for:

- **Helping at school events**: 10 points
- **Attending after-school clubs**: 5 points
- **Representing Cranbourne**: 25 points
- **Committee Member**: 50 points
- **DofE full award**: 95 points
- **Community charity work**: 10 points
- **Volunteering**: 10 points
- **Significant personal achievement**: 20 points



Student Leadership

Student Leadership House Points will be awarded if a student receives one of the following positions:

- **House Ambassador**: 50 points
- **House Captain**: 75 points
- **Senior Prefect**: 80 points
- **Head Students**: 99 points



Rewards

Students will receive the following rewards for achieving House Points:

- **250 House Points**: HOH Prize
- **500 House Points**: Theatre Trip
- **750 House Points**: HOH Experience
- **1000 House Points**: Reward Choice
- **1250 House Points**: Reward Afternoon
- **1500 House Points**: Reward Trip
- **2000 House Points**: Excellence in Everything



Attendance

Students will receive attendance points for the following:

- **Weekly full attendance**: 5 points
- **Good attendance (above 96%) per term**: 50 points
- **Star Award (100% attendance) per term**: 75 points
- **Special recognition for significantly improved attendance**: 50 points



EXCELLENCE IN EVERYTHING



Appendix 8: Phone pouches

All students will be given a Phone pouch to store their phone in during the school day.

This is to ensure there is no inappropriate use of their mobile during the school day. The students pouch with their phone inside must be locked as the student enters school premises.

Students will then be able to unlock their pouch and retrieve their phone as they leave school at the end of the day.

If students do not bring their phone to school, they are still expected to have their pouch with them and be able to prove they do not have a phone.

If the Phone pouch is lost or damaged, then the student will need to replace it at a cost of £10.

If a phone is found out of the pouch it will be confiscated, given to the Headteacher and parents will be called in to collect it.