



# Cranbrook Education Campus

## Policy: Behaviour for Learning: Rewards, Reflection and Reset

Other relevant school policies and statements include:

- Cranbrook Education Campus Equality Policy
- Cranbrook Education Campus SEND Policy
- Cranbrook Education Campus Anti-Bullying Statement
- Cranbrook Education Campus Uniform Policy
- Cranbrook Education Campus Drugs Policy
- Ted Wragg Multi Academy Trust Exclusion Policy
- Ted Wragg Multi Academy Trust Attendance Policy
- Ted Wragg Multi Academy Trust Supporting pupils at school with medical conditions Policy
- Ted Wragg Multi Academy Trust Computer/Mobile device and online use policy - pupils

**Policy Date:** June 2020

**Review Date:** June 2021

**Review Committee:** Performance and Standards

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

Cranbrook Education Campus encourages good behaviour through a mixture of high expectations, clear policy and an ethos that fosters excellent relationships between all members of the Campus community.

Cranbrook Education Campus has in place a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the Campus behaviour policy. These will be proportionate and fair responses; they may vary according to the age of the pupils and any other special circumstances that affect the pupil.

This Policy aims to outline the measures by which the Campus aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and regulate the conduct of pupils.

The commitment of staff, pupils and parents is vital in order to develop a positive whole Campus ethos. The expectations of staff, pupils and parents are outlined below. Cranbrook Education Campus reserves the right to apply this policy to all pupils and any time a pupil is recognisable as a Cranbrook Education Campus pupil regardless of whether this is before/during/after Campus hours. The application of this policy is not dependant on whether the pupil is wearing Campus uniform.

#### Pupil Expectations

- Pupils will try their hardest in all lessons and show respect for all members of the Campus community.
- Pupils will have high standards of behaviour in the Campus and the local community and act as positive ambassadors for Cranbrook Education Campus.
- Pupils will always come to the Campus with the correct equipment and in the correct uniform.
- Pupils will respect each other, celebrate the success of others and encourage each other to achieve high standards of education and behaviour.
- Pupils will respond to the support they are offered.
- Pupils will follow any sanctions that are issued and work hard to improve their behaviour to avoid further consequences.
- Pupils will demonstrate high standards of behaviour on their way to and from the Campus.
- Pupils at the Campus will act as members of a team and a community.

#### Staff Expectations

- Staff will plan and deliver lessons that engage and motivate pupils to achieve.
- Staff will celebrate the success of pupils through a range of different means.

- Staff will develop positive working relationships with pupils in their classes.
- Staff will communicate both successes and concerns with parents.
- Staff will demonstrate fairness, consistency and clear expectations.
- Staff will use a range of behaviour management strategies and apply the Campus behaviour system consistently.
- Staff will be approachable, caring and positive role models
- Staff will engage in restorative justice opportunities with pupils.
- Staff will work with all members of the Campus community where there are concerns regarding a child's behaviour to enable every child to succeed.

#### Parent expectations

- Parents will encourage their children to achieve their very best at the Campus.
- Parents will encourage their children to have high standards of behaviour in and out of the Campus.
- Parents will join the Campus in celebrating the success of their child's learning.
- Parents will work with Campus staff to help their child accept responsibility for their behaviour.
- Parents will work with Campus staff to support their child and will take advantage of additional support.
- Parents will support any sanctions that are issued by the Campus.
- Parents will support the Campus' restorative justice work.

### **Celebrating Success - Rewards**

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

#### **Early Years and Primary Phase**

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

- using the positive language of the Campus Rules;
- providing a well-organised and stimulating classroom and curriculum;
- focusing on and praising appropriate behaviour;
- defining appropriate behaviour as a positive, rather than negative, statement, e.g. "Please Work quietly" rather than "Don't talk"; "Walk please" rather than "Don't run"
- making praise specific, e.g. "I'm really pleased you have shared the paints today" to a child who finds co-operation difficult;
- speaking to pupils quietly and calmly;
- speaking to pupils courteously, without the use of sarcasm;
- smiling.

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

- Praise and informal recognition used by all staff  
Sharing successes verbally with other pupils and adults;
- Sharing successes during class and whole-Campus assemblies;
- Awarding 'Class Charts House Points' all day, every day for anything of excellence e.g.: answering questions that 'prove learning'; demonstrating the Campus values or using the Campus manners. House Points accumulate throughout the year, resulting in Bronze, Silver, Gold and Platinum Awards and specific prizes.
- Super Choices: Every day, pupils who follow the Campus Rules will be awarded with Super Choices ticks by their initials. Five ticks result in a prize from the Phase Leader.
- Phase Leader's Prizes: Are earned by achieving five Super Choices ticks.
- 'Positive Behaviour Time': thirty minutes every Friday afternoon. This is awarded for following the Campus rules. This is exciting learning time when the pupils are able to enjoy constructive activities of their choice. It is lost for breaking the Campus Rules, generally, in blocks of 5 minutes.
- Nominating two pupils from each class to receive the 'Star of the Week', every week.
- Smiley face stickers are awarded daily to Nursery pupils

### Secondary Phase

- House Points - are awarded by all staff through ClassCharts to reward positive behaviour. The collection of house points result in Bronze, Silver, Gold and Platinum Awards badges which can be worn in Campus
- ClassCharts Rewards Store – pupils can use their house points to purchase online rewards such as free non-uniform days, queue jumping passes and Campus stationery.
- Headteacher Awards - A Headteacher Award certificate and pen are given to pupils who have shown exceptional achievement, either in Campus or as part of an extra-curricular activity. A letter is also sent home to inform parents about the Award.
- Awards' Evenings – annual celebration evenings for each key stage, where pupils and their families are invited and prizes are awarded for academic achievement, progress and contributions to the Campus community.
- Subject Awards – are awarded by departments for exceptional effort or progress and are handed out in assembly.
- Termly Reward Activities – for pupils who consistently demonstrate that they are following our Campus values and have a 100% positive behaviour ratio.
- Recognition - The Campus Newsletter, Twitter & Facebook are used to highlight pupils' achievements

## **Rewards, Reflection and Reset (Behaviour Management)**

### Aims

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

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

- All pupils will be expected to adhere to the Campus uniform guidelines. This includes natural looking makeup and hair colour in secondary, smart haircuts and no piercings other than one pair of 4mm earrings in all phases.
- Every lesson or teaching episode will have a set of expectations displayed in the classroom.
- No pupil or group of pupils will be allowed to prevent another from accessing learning or from feeling secure and happy in that environment.
- A minimum of three House Points will be awarded per lesson/teaching episode.

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

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

## Early Years and Primary Phase

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

### Campus Rules

At the start of the academic year, the Campus Rules are discussed and agreed with the pupils and displayed in each classroom. In this way, every child at the Campus knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Circle Time'.

The Campus Rules are:

Campus Rules	Pupils will...	Which enables...	Which prevents...
<b>Listen carefully and follow instructions</b>	Show whole body listening  Be responsive  Show positive body language	Pupils to understand where they are supposed to be at any given time and what they should be doing	Talking when someone else is and disrupting their own and others learning
<b>Keep hands, feet and objects to yourself</b>	Take responsibility for own actions.	Pupils to be focused and make the right	Unkind behaviours including physically hurting others

	Have kind hands	choices throughout the day	
<b>Care for each other, our Campus and environment</b>	Be helpful Show empathy Walk around the Campus Recognise when they have hurt someone's feelings	Pupils to be responsible, take pride in themselves and the Campus and be excellent role models	Upsetting others, swearing and damaging equipment
<b>Be calm and respectful to others</b>	Use Campus Manners Be collaborative Be honest Be pleasant to each other	Pupils to be polite, contribute to a positive and safe environment and be good citizens of the future	Spoiling others' enjoyment of coming to the Campus and saying unkind things.
<b>Be ready to learn</b>	Be focused Be self-disciplined Try their best Dress smartly in the correct uniform	Pupils have a positive Growth Mindset; are in the right place at the right time and with the right attitude	Disrupting others in class and progress being slowed

### Approaches for Positive Behaviour

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

- Staff will celebrate, acknowledge and reward good behaviour being displayed by other pupils around the pupils e.g. by adding initials to the Super Choices card;
- Identify the pupil displaying the negative behaviour and add a reminder of the expectations/Campus Rules; verbally or non-verbally
- Identify the pupil and put their initials on the board as a visual reminder to them next to the 'Think About It' card;
- Identify and move the child within the class;
- If the poor behaviour continues or subsequent Campus Rules are broken then add their initials to the 'Poor Choices' card;
- If the poor behaviour continues or subsequent Campus Rules are broken then add their initials to the 'Last Chance'. Five minutes of Positive Behaviour Time will be lost from the end of the week - however, this can be earned back in incremental steps by making Super Choices;
- Children can move back up toward the positive end of the chart by displaying super choices, one step at a time.

- If the poor behaviour continues or subsequent Campus Rules are broken then add their initials to the 'Unacceptable Behaviour' card. Fifteen minutes of Positive Behaviour Time will be lost from the end of the week and cannot be earned back.
- Send the pupil to the Key Stage Lead or Primary Inclusion lead to complete the Unacceptable Behaviour Chart and Reflection Sheet. Parents will be notified via a SMS or telephone call from the above staff, a letter that they have to collect from reception and the Unacceptable Behaviour slip that pupils have to take home. Parents will attend a meeting with the class teacher at 08:15 the following day to discuss the Unacceptable Behaviour.
- Three Unacceptable Behaviour cards in one week, or four per half-term will result in a lunchtime detention and meeting with a Senior Leader.
- Serious misbehaviour can result in an 'Unacceptable Card' being issued immediately without prior warnings: verbal or physical abuse; leaving the Campus building without supervision of an adult; bringing a weapon/dangerous item to the Campus; malicious setting off of the fire alarm; deliberate damage to or theft of property; bullying or prejudicial language towards pupils or staff.
- If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures. Extreme or physical behaviour may result in permanent exclusion.

### Nursery

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

### Campus Manners

The use of 'Campus Manners' is crucial to the pupils developing into well rounded individuals and will be encouraged at all times. Members of staff will also use Campus Manners when they are communicating with each other and the pupils, ensuring that they are excellent role models for the learners of the Campus. Campus Manners are accompanied by Makaton actions as this further aids communication for all learners. Campus Manners will be displayed in each classroom, communal areas and in the corridors around the Campus as a reminder. The Campus manners are as follows:

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

### Playtimes

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

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

As part of the Positive Behaviour Management Policy, a sanction for breaking the Campus rules can include loss of break and/or lunchtime. In this instance, the pupil will remain with the teacher on duty. Pupils who are brought in from lunch for not following the Campus Rules, will also be based with the teacher on duty.

Negative behaviour before Campus, at break time, at lunch time or after Campus may result in sanctions being given by the Playworkers or Teaching Assistants; this is then passed on to the Inclusion Leads and may lead to an entry on the Unacceptable Behaviour Chart but this is down to the discretion of the staff involved and other Senior Leaders.

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

## Secondary Phase

Secondary pupils are expected to follow the Secondary 'Classroom Expectations' within the classroom. These expectations were suggested by pupil voice and agreed with staff, pupils and parents. They are as follows:

1. Arrive on time, within 3 minutes of lessons starting
2. Sit down calmly where you are asked showing you are ready to learn – equipment out and sit up straight in your chair.
3. Listen respectfully (in silence) when others are talking and work in silence when an adult asks you to.
4. Show pride in your learning by always working to the best of your ability and promptly attempting all work set.
5. Show pride in your behaviour by following all reasonable requests and not distracting others.
6. Phones and headphones should be placed in your bag and silent throughout lessons unless given permission by staff to use them.

'Classroom Expectations' posters must be displayed in all Secondary classrooms and the language of the posters used to prompt conversations regarding pupil behaviour.

If a pupil does not adhere to 'Classroom Expectations', a teacher will tell them that they have a 'Last Chance' and their name will be written on the board in the Last Chance section. If a student does this for a second time, they will be sent to the Reset room for one learning cycle of 5 lessons, including a one hour (same day) detention from 3.05pm until 4.05pm.

- Time Out – a pupil may be given a chance to cool off immediately outside a classroom at a teacher’s discretion. However, this should be for only a few minutes and the door should be left open. Some pupils are issued with a Time Out pass to support them in managing their behaviour. Passes indicate a safe place for them to go and a key adult will supervise them.

Campus staff are able to issue detentions outside Campus hours without parental consent. However, we will always try to inform parents so that arrangements can be made for the child to get home safely.

### **Appeal and restoration**

If pupils feel they have been unfairly or incorrectly placed in the Reset room they have the right to appeal. All pupils will complete a reflection sheet upon entry to the Reset room and may use this to indicate if they feel they have been sent on an unfair basis. Any staff member who sends a pupil to the reset room will visit the pupil and complete a restorative conversation during their 5-lesson cycle of Reset.

### **Red Card**

The ‘Red Card’ detention is a 20-minute detention for anti-social behaviour in and around Cranbrook Campus. At Cranbrook Education Campus, we expect everyone to behave and treat each other with respect at all times. That means walking around The Campus calmly and quietly, respecting each other’s space and looking out for each other. Our red card detentions enable us to address any behaviour that does not meet our high expectations.

There are no warnings for these behaviours. Students will receive a social time detention for any of the following:

- Running indoors
- Eating and drinking in banned areas
- Shouting indoors
- Being out of bounds
- Dropping litter/throwing food
- Inappropriate language or attitude
- Not clearing away your tray in the atrium or outside eating area
- Hitting or kicking Campus property

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

### **Punctuality and lateness**

Students who arrive in Campus after 08:35am will be issued with a 30-minute late detention after Campus and parents/carers notified by text message. Failure to attend this detention will result in a visit to the Reset room. To avoid disruption to tutor time students who are late will register in a separate room to their normal tutor group.

### **Sanctions**

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

The **only** sanctions/systems to be used **within** a lesson are 'Last Chance' and Reset. See appendix 1 for a staged sanctions diagram.

The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal warning by correcting their behaviour can be sent to the Reset room in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom.

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

Uniform expectations are detailed on The Campus website. Uniform is checked regularly by tutors and senior staff. Students who are not in correct uniform (unless carrying signed permission slip) and refuse or are unable to correct it will be supported to make a positive choice through resetting behaviour (Reset room), reflection and restoration.

## **Homework**

Students receive a minimum of 1 hour of homework each weekday which will be set on ClassCharts and follows the set homework timetable. Knowledge Organiser booklets are used for homework and students are expected to use a range of advised strategies in their homework book.

All homework is checked the following day by the Tutor; a house point is given for completed work, a one hour same day detention is issued for incomplete homework. Parents will be notified by text message. Failure to attend this detention will result in Reset the following day.

## **Internal Exclusion (IE)**

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

## **Campus**

### **Support**

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

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and Campus
- Behaviour Plans for personalised and differentiated support
- Student Passports
- Referral to relevant agencies including Campus Nurse
- Referral to the SEMH Lead
- Support from the Inclusion Support Team which consists of the SENDCo (Special Educational Needs and Disabilities Coordinator), teaching assistants, keyworkers, Campus mentor, inclusion support managers, home Campus liaison workers, work-related learning coordinator
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a child's behaviour
- Targeted and specialised curriculum provision
- Reduced timetable
- Referral to outside agencies such as The Campus's Educational Psychologist, Mental Health Worker, local PCSO...
- Additional support around transition points
- Managed Moves – in line with locally agreed protocols and overseen by the Local Authority's Inclusion Officer, students may be offered a move to another Campus in order to have a 'fresh start' and break a pattern of poor behaviour. Managed Moves only take place with parental approval and the student is dual registered throughout the transitional period. Cranbrook Education Campus also accepts students on Managed Moves from other schools.

Every child is different and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another.

### **IE and reset at a host School**

In certain incidents of very poor behaviour but where The Campus wishes to avoid fixed term exclusion, or this sanction seems inappropriate, The Campus may place the student in Internal Exclusion at another Trust school (with parental consent). This allows the student to continue to learn. If a student refuses to attend IE at another school then FTE is likely to be issued.

### **The Bridge**

'The Bridge' is a dual hub, intervention unit committed to supporting pupils to be successful and remain in mainstream education. Pupils who are identified as benefiting from this level of support and provision will be referred from the Campus, which will then be considered by the management panel. The Bridge provides intervention and support to enable pupils to return to their 'home' school or transfer to another

appropriate school within the Ted Wragg Multi Academy Trust as both an early intervention tool and as a 'bridge' to transfer.

St Luke's Support hosts an Inclusion Reintegration Hub that offers support with pupils' curriculum, health and wellbeing, and personal development; enabling pupils to gain the support and skills they require until a managed transfer is confirmed and is successful. A Therapeutic Support Hub is based at Cranbrook Education Campus, which provides a more therapeutic approach through small groups and personalised intervention.

All aspects of this policy are applicable to Bridge pupils in any of the hubs.

### **Fixed Term Exclusion (FTE)**

We will endeavour to avoid exclusion wherever possible. A decision to exclude a student for a fixed period is taken only in response to breaches of The Campus's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, IE, or IE (Host Campus) to be appropriate. All exclusions are authorised by the Headteacher or in their absence the next most senior member of staff.

All excluded students will be given some work to complete and will be expected to write a restorative letter apologising for their actions leading to the exclusion. The completed letter will form part of the reintegration meeting. All excluded students will spend at least one day in the Reset room as part of their reintegration.

### **Permanent Exclusion (PEX)**

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

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

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

The Campus follows the latest DfE guidance regarding exclusions from Campus for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent DfE guidance.

Statutory Guidance: Exclusion from maintained Campus, academies and student referral units in England <https://www.gov.uk/government/publications/Campus-exclusion>.

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

### **Consistent Expectations**

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

## **Maintaining a Positive Learning Environment**

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

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

## **Restorative Justice**

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

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

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

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

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

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

## **Smoking- including all forms of e-cigarette/vaping devices**

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe Campus environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping.

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

## **Confiscation**

The Campus follows government advice when confiscating items from pupils which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' January 2018.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

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

Pupils wearing any accessories or jewellery which do not follow The Campus uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of The Campus day. Where a pupil is unable to immediately rectify a uniform issue e.g. Hair dye or false nails they will spend time in the Inclusion Room until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

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

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

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

Pupils must not bring any of the items listed below on to The Campus premises. The Campus will automatically confiscate any of the items below and has the power to search pupils with or without consent. There may also be severe penalties for pupils with these items, including permanent exclusion.

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). This would include: matches, lighters, 'legal highs', and laser pens
- E-cigarettes/fluid

- fizzy drinks
  - energy drinks
  - pictures of staff or pupils without appropriate consent
  - medication which has not been accounted for under the medication policy.
- Campus staff apply the following protocols when searching for or confiscating items. Searches should only be conducted by Inclusion staff or SLT.

Campus staff apply the following protocols when searching for or confiscating items. Searches should only be conducted by Student Support staff or SLT.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the pupil being searched. There MUST always be a witness – wherever possible a member of the same gender as the pupil.
- b. Always seek to gain consent of pupils to search their bags and ask them to empty their pockets. If they refuse then please refer them immediately to SLT and escort them to the Reset Room.
- c. Please ask pupils to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, can be confiscated and should be passed to SLT.
- e. Parents should be informed of anything found which is inappropriate.
- f. All searches should be logged on CPOMS.

## **Use of reasonable force**

The Campus is strongly against the use of force against pupils and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The Campus and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The Campus follows the guidance below from the DFE: ‘Use of reasonable force. Advice for Headteachers, staff and governing bodies’. July 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Some points to note in this guidance:

### **What is reasonable force?**

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

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

#### Who can use reasonable force?

All members of Campus staff have a legal power to use reasonable force.

This power applies to any member of staff at The Campus. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a Campus-organised visit.

#### When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a Campus, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

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

Schools cannot:

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

### **Behaviour around the Campus**

We expect our pupils to treat the Campus and its community with care and respect. There will be calm and controlled movement around the Campus at all times, allowing each other space and common courtesies at doorways.

Pupils are encouraged to feel an ownership and responsibility for the Campus as a whole, by participation in Campus events, working in and taking responsibility for areas of The Campus and seeing their learning displayed throughout the Campus.

Pupils are expected to behave in a positive and appropriate manner in shared areas such as the corridors, hall and break out spaces. This means working or moving around the Campus quietly and calmly so that others are not disturbed or distracted and, especially, for their own and others' safety. Pupils only move from their classrooms with the permission of, or under the supervision of, an adult. Pupils using any area of The Campus are expected to leave it tidy and in a suitable condition for others to use. This should also be consistently modelled by adults.

## **Early Years and Primary Phases**

### Movement around the Campus

Suggested procedures for large groups:

- One adult should stand at the front of the line and one adult at the back;
- Pupils line up in register order (From Y1 up)
- Call the group together using a familiar phrase: e.g. 'Look this way please';
- Give out any instructions and set expectations;
- Make sure all pupils are settled, jumpers on and shirts tucked in before setting off;
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a pupil to hold the door for others to pass through (Promote manners: thank them for this and the pupil is to respond "you're welcome");
- Walk to the left-hand side of the stairs;
- Encourage pupils to pick up fallen articles of clothing as they pass rather than walk over them (Promote manners thank /reward them for doing this);
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of personal space (in due course this should lead to sensible self-disciplined movement around Campus as the children mature);
- On entering the Hall, the adult should stop at the doors and wait for all pupils to be silent, at this point they will be led into the Hall in a straight line;
- During Assembly times, pupils are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.
- At lunchtimes, children are encouraged by the lunchtime staff (Playworkers) to behave in a quiet and controlled manner and to remain seated while eating.

### After School

- At the end of the Campus day, children are expected to leave the Campus promptly.
- If they are attending after-Campus or organized extra-curricular activities, they must leave the premises as soon as the activity is completed in accordance with pre-set arrangements.
- EYFS & KS1 children will not be allowed to walk home unsupervised.
- KS2 will be allowed to walk home as long as that is normal practice for the child.

### After Campus Clubs

Unsuitable behaviour at after Campus clubs and during out of Campus provision (breakfast and after Campus club) may result in children being temporarily or permanently excluded from after Campus clubs.

## **Regulating pupil conduct and misbehaviour outside the Campus premises**

Cranbrook Education Campus aims to prepare pupils for a life beyond education. The Campus therefore reserves the right to apply all aspects of this policy to pupils recognisable as Cranbrook pupils (not just by their uniform) even if they are outside of The Campus grounds or outside the usual hours of attendance. What the law allows is laid out in the latest DFE Guidance 'Behaviour and discipline in Schools. Advice for Headteachers and School staff' January 2016.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

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

Cranbrook Education Campus may discipline a pupil for any misbehaviour when the child is:

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

Or misbehaviour at any time, whether the conditions above apply, that:

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

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

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

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

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

Sanctions may be given for poor behaviour off the Campus premises that undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by Campus staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases permanent exclusion. In issuing punishments, the following will be taken into account:

- the severity of the misbehaviour
- the extent to which the reputation of the Campus has been affected

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

## **Behaviour of Parents and carers**

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

All members of Cranbrook Education Campus staff will do everything they can to support all pupils, parents and carers, communicating professionally at all times.

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

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

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

## **Allegations against staff**

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

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

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

All allegations against staff will be investigated in line with The Campus's Complaints Policy and all complaints have the potential for consequences for the staff concerned. For this reason, where it is concluded that a pupil has made a malicious allegation against a member of staff The Campus sanctions will be applied in a way that The Campus considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned, and other factors for example the length of time for which the allegation was sustained. The sanctions are likely to include restorative justice but may include fixed term or permanent exclusion from The Campus.

## **Appendix 1 - Flowchart for process where pupil not meeting expectations**

Pupil fails to meet lesson expectations

- Member of staff issues 'last chance' formal warning when usual classroom interventions are not working. Teacher writes names on Last Chance section on board.

Pupil fails to correct behaviour OR displays more serious behaviour

- After following step 1 and pupil fails to correct behaviour then a second warning is issued and pupil is sent to Reset room.
- Pupil must make their own way to Rest room. Teachers use AirHead or phone 225 to log reset with inclusion team
- Pupil will complete reflection form in Reset room.
- Member of staff responsible for sending pupil will meet with pupil within 5 period learning cycle and will discuss behaviour and reflection sheet.

Pupil fails to attend Reset room OR fails to meet expectations in Reset room

- If pupil fails to attend Reset room or fails to meet Reset room expectations a 0.5 FTE will be issued. Pupils will complete Reset room for the following day. In some cases internal exclusion in another Trust school will be considered.

Serious incident or behaviour contrary to Rewards, Reflection and Reset Policy

- Any serious incident (inside or outside of the Campus) may result in a FTE. All decisions will be taken in line with Rewards, Reflection and Reset Policy.