



Senior School: Sanctions Policy

All staff are responsible for the behaviour and discipline of pupils in their charge, and should use appropriate strategies and sanctions to maintain an orderly framework within which effective learning can take place. Our expectations are high and the key to positive behaviour.

However, in the case of bad behaviour, bullying or other misdemeanour, a structured sanctions system will be operated, with progressively more serious sanctions being applied. There will not always be a logical progression from one stage to another because a serious case of misconduct may lead to a pupil 'dropping down' several steps on the scale.

Corporal punishment is not used at Cranford House.

The steps in the system

1. **A Verbal Warning/Reprimand** usually most appropriate when delivered to individuals/ small groups rather than whole classes.

2. **Detention**
There are three types:
 - a **10 minute detention** – given without prior notice at the discretion of the individual teacher who is also responsible for administering it.

 - b **20-30 minute detention** – administered by the individual teacher. The Form Tutor and Head of Senior School to be informed.

 - c **1 hour detention** – this will consist of an interview with the Head of Senior School (or other designated member of staff), and a letter home or a phone call to parents. This detention will be held after school on a Friday and will be supervised by the Head of Senior School or member of staff nominated by Head of Senior School.

3. **Exclusion from lessons**
This would be applied by the Head of Senior School who would collect work from subject teachers and allocate a room and supervision for the pupil for the day. Parents would be informed immediately.

4. **Sending Home ('cooling-off period')**
This can only be applied by the Headmistress. It can be due to one very serious incident, eg rudeness to member of staff, or due to an accumulation of less serious offences.

A letter will be sent home to the parents and this will include a requirement that a parent/guardian should attend for an interview with the pupil before he/she is re-admitted. This interview would emphasise the seriousness of the offence and point out the possible outcome if such offences are repeated.

5. **Fixed Term or Permanent Exclusion**
This power resides with the Headmistress. It may result from a single major incident, or as a result of an accumulation of serious offences for which other steps have been exhausted. In the latter case it is essential that the Headmistress has 'evidence', hence the importance attached to having a detailed record of the problems.

6. **Pupil Giving Cause of Concern (work)** may be filled in by staff who teach the pupil. This may be used at a number of levels in the sanction system and is an important part of the behavioural log on our pupils. At this stage in the sanctions system it could be used to report relatively minor misdemeanours, eg a repeated failure to bring essential equipment. It should also be used to report lack of homework or poor effort.

7. **Daily Report Card**
Sometimes it is necessary to help girls focus more on their work or behaviour. After consultation with staff and parents, the Head of Senior School may decide that it is necessary to put a student on Report Card. They will carry this card to all lessons and ask the teacher to comment on their work or behaviour for that particular lesson. Parents will be asked to sign the card at the end of every day and to encourage their daughter to mend her ways!

February 2011 P Hawson



Junior School Behaviour and Sanctions Policy

Rationale

We believe it is our responsibility to ensure that pupils leave our school prepared to be active and responsible citizens within society. All members of the Junior School are encouraged to develop responsibility and have respect for themselves and others. Every one has the right to be happy and feel safe.

Aims

Our code of conduct and system for rewards and sanctions are designed to help all members of our community to value and appreciate one another, irrespective of age, gender, creed or race and to acknowledge that everyone has an important role to play within and beyond school.

The code of conduct clearly outlines our expectations and gives positive guidance as to the expected standards of behaviour. We have clear systems for rewards and sanctions. Our intention is always to deal with any behaviour problems in a fair and consistent manner, thus engendering mutual respect amongst all members of our community.

We aim to

- Enable all pupils to develop into rational, caring, confident and independent individuals in an environment where they work hard and enjoy reaching their full potential.
- Provide an environment which enables an atmosphere of mutual respect for each other's needs as human beings.
- Develop within the children an understanding that they have responsibility for their own behaviour.
- Demonstrate to the children positive behaviours and give them clear guidelines and expectations.
- Involve parents alongside the school in the development of their child's behaviour.
- Be fair and consistent in dealing with behaviour around the school.
- Develop children's awareness of their responsibilities towards themselves and others.
- Reward and encourage positive behaviour.



Junior School: Code of Conduct

- 1 Always treat other people as you would like to be treated:
 - a) Be kind, thoughtful and caring
 - b) Listen when others are speaking
 - c) Show respect for other people's views and property.
- 2 Always try to be cheerful, and polite and well-mannered to both adults and children. You should have good deportment and table manners.
- 3 Always ensure that you are neat and tidy and wearing the correct uniform. You are expected to have clean shoes with laces tied up correctly and neat hair, tied back if shoulder length.
- 4 Look after your belongings and keep our school tidy.
- 5 Always be punctual for your lessons and move around the school in a quiet and controlled manner.

What will happen if you don't follow the code of conduct?

- 1 Your teacher will talk to you about what went wrong and remind you of the Code of Conduct.
- 2 If you make the same mistake again, your teacher may send you to your form teacher.
- 3 The next time you make the same mistake, your teacher may send you to Mrs Lawson, who may put on report for an agreed length of time.
- 4 If things still don't improve, Mrs Lawson may send you to talk to Mrs Hamilton.
- 5 If necessary, Mrs Hamilton may ask your parents to come into school to discuss your conduct.
- 6 The final step is that Mrs Hamilton may exclude you from school for an agreed length of time.

Sanctions System

The hierarchy of sanctions is laid out in the Code of Conduct.

If a pupil reaches stage 3 on the sanctions list and is subsequently put on report, her name is entered in the Sanctions Record under Behaviour Policy (T Drive), where any further action is noted, dated and signed.

This Policy links with the whole school policy.



Lower School Behaviour Policy (including EYFS and out of school provision)

Behaviour Policy Statement

Our essential aim is to provide a safe and happy environment in which the children are encouraged to develop responsibility for themselves and for others, throughout the year.

Through mutually respectful, caring relationships and well-planned activities, the children are able to develop their skills, knowledge and self-confidence to their full potential. Throughout the week, the children are involved in a range of activities. These are designed to promote the development of language and numeracy skills, physical and creative skills, knowledge of themselves and of the wider world around them. We believe that children who are busy and happy will want to learn.

The children participate in daily assemblies, either within the class, within their section of the School, with other sections of the School or occasionally with the whole school. Each term the children take their turn to prepare a class assembly with the aim of gradually building their confidence to perform in front of an audience. These assemblies reinforce our expectations of behaviour and the Cranford House Code of Conduct.

We recognise the importance of parental involvement and we take every care to foster strong home/school links. To this end, we hold parents' evenings, surgeries or interviews, informal "Welcome Meetings" and, naturally, the staff are always available to parents before school. The School believes that, by working closely together with parents, most behavioural issues can be resolved. If parents feel that the School has not resolved a problem satisfactorily, they are entitled to put their case to the Chairman of the Governors.

Background

We feel that pupils in the Lower School should be made more aware of their behaviour towards one another, as part of their personal development. We believe that the pupils will respect a code of conduct if they have helped to create it, giving them understanding and ownership of it.

Purpose

- To promote a feeling of community in the School, and maintain a happy atmosphere.
- To promote respect for others.
- To give a clear understanding of right and wrong.
- To maintain a high standard of personal behaviour.
- To instil a caring attitude to each other and the school environment.



Practice

- Rules are expressed clearly and are reinforced by all staff through praise and encouragement.
- Events and activities in the School reinforce rules.
- When sanctions are necessary, they are applied appropriately and consistently, taking into account any issues relating to special educational needs and disabilities.
- Where misconduct is serious or frequent, it will be reported to parents.

The Golden Rules

- Always treat others as you would like to be treated.
- Always be polite and well mannered.
- Always listen to adults at school and do as you are asked straight away.
- Look after your own and other people's belongings.
- Keep yourself and your surroundings tidy.

Sanctions

Misconduct will be dealt with by applying a hierarchy of sanctions within the following general principles:

- a) We prefer to work through encouragement and praise rather than punishment.
- b) We will always try to listen to the children and treat them fairly.
- c) We hope to start each day afresh, not carrying forward incidents from one day to the next unless absolutely necessary.

Verbal reprimand and reminder of the Golden Rules by staff.

Referral to Head of Lower School - The child should explain to the Head of Lower School what they have done and why they have done it. (In some cases, the Head of Lower School may wish to consult with the Headmistress and / or parents at this point).

Parental Consultation - for serious or persistent misconduct, parents and teachers will work in partnership to resolve the situation.

Referral to Headmistress - if the Head of Lower School sees fit.

In the unlikely event that none of the above strategies is effective, despite every effort by staff and parents, it may be necessary to suspend the child from School in the interests of the other children.

Monitoring

The implementation of the behaviour rules will be monitored by the staff. The Policy will be reviewed annually.



Behaviour Policy – Early Years Foundation Stage

In the Early Years Foundation Stage at Cranford House, our behaviour policy is firmly rooted in the 'Family Links' nurturing programme of positive behaviour management. This is based on four main constructs:

- Self-awareness and self-esteem to help the children to know themselves, their needs and feelings, and to develop healthy and positive self-esteem.
- Appropriate expectations of children from adults – the importance of adults recognising each small step in children's learning.
- Positive discipline – focusing on praising appropriate behaviour, rewarding effort, giving choices and responsibilities.
- Empathy – acknowledging the importance of adults responding to the children with empathy, building up a close and trusting relationship and thus teaching the children to respond sensitively to others.

Purpose

- To promote a feeling of community in the School, and maintain a happy atmosphere.
- To promote respect for each other.
- To give a clear understanding of right and wrong.
- To maintain a high standard of personal behaviour.
- To instil a caring attitude to each other and the school environment.

Practice

- Rules are expressed clearly and our positive approach is reinforced by all staff through praise and encouragement.
- Regular events and activities in the School reinforce our Behaviour Policy.
- When sanctions are necessary, they are applied appropriately and consistently, taking into account any issues related to special educational needs and disabilities.
- We will ensure that parents are informed of any behavioural problems as they arise.
- Where misconduct is serious or frequent, it will be discussed with the Head of Lower School and/or the Headmistress.

The Golden Rules

- Always treat others as you would like to be treated.
- Always be polite and well mannered.
- Always listen to adults at school and do as you are asked.
- Look after your own and other people's belongings.
- Keep yourself and your surroundings tidy.



Cranford House

To maintain good and positive behaviour we will follow the general principles:

- To work with encouragement and praise.
- To listen to children and treat them fairly.
- To start each day afresh.

C Hamilton November 2011