



CROSFIELDS SCHOOL

BEHAVIOUR AND DISCIPLINARY PROCEDURES (INCLUDING EXCLUSIONS) POLICY

<u>Person Responsible:</u>	DH Pastoral
Review Date:	Autumn 2021
Next Review Due:	Autumn 2022
References/Websites:	Staff Notes and the Good Teaching Practice of the Staff Handbook Anti-Bullying Policy (A 8) Rewards and Sanctions Policy (A 4) SEND Policy (A17)

Ethos

At Crosfields, we expect high standards of behaviour at all times. We promote an atmosphere where all members of the school are valued as individuals and where qualities of self-esteem, self-discipline and self-respect are developed. We believe that every child has equal value and should have equal opportunities to achieve, within a safe learning environment.

Children are taught and expected to be polite and show respect, consideration and good manners to staff, each other and themselves. A positive rapport between pupil and teacher is central to this. Good discipline is maintained and supported throughout the school by positive reinforcement – a system of reward and praise for good work and behaviour. Confidence and self-esteem are developed through encouragement, a sense of achievement, incentives and rewards. Further details on this are in the Rewards and Sanctions Policy.

Negative behaviour is dealt with in a sensitive and tactful way and children are taught to understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour. Sanctions help to set boundaries and to manage challenging behaviour. Sanctions may need to be considered on a case-by-case basis. However, we recognise that for those pupils who have specific needs (for example diagnosed Asperger's) reasonable adjustments will be applied (Equality Act

2010). Staff will be fully briefed to this effect. In instances such as this, a clear record will be kept in the Crosfields' management information system, which specifies where adjustments have been made.

Central to our Behaviour Policy is the Crosfields' Code of Conduct, circulated in full to all parents and children when they join the school. Versions appropriate to different children's ages are displayed in their class and form rooms and are frequently referred to.

At Crosfields, children are expected to be ready to learn and to participate in school activities. They should attend school and lessons punctually and care for the buildings, equipment and furniture. The School expects pupils to behave at all times in a manner that reflects the best interests of the whole community, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the School.

In the event of a continued breach of the Behaviour Policy, pupils may be referred to other outside agencies to provide additional support to the pupil, parents and staff. This will always be done in consultation with the parents concerned. In the event of a pupil being asked to leave the school, the school will help to manage the transition to another educational establishment, providing support for both the pupil and parents, and liaise closely with the new school.

1. Managing Behaviour in Pre-Prep

Crosfields believes that children flourish when their personal, social and emotional needs are met and where there are clear and appropriate expectations for their behaviour. Children need to feel a sense of connection and to be encouraged to discover how capable they are. They need to learn the important social skills of respect, problem solving, co-operation and concern for others. This long term goal requires support, encouragement and continued teaching. The dignity of the children is respected at all times by the staff at Crosfields who endeavour to provide the children with positive role models and show them respectful ways of dealing with problems they come across.

1.1 Expectations

To ensure the children are aware of our expectations 'Golden Rules' apply across the Pre-Prep. These are:

- We work hard
- We are helpful and polite
- We look after property

- We are honest
- We listen to people
- We look after each other

These values are introduced over the year in Nursery as deemed appropriate by the Nursery staff. In Reception, Year 1 and Year 2, they are explored through assemblies and circle time and are displayed in each classroom. Regular class gatherings encourage the children to have a sense of belonging. They provide a format for the children to learn important skills such as empathy, cooperation and problem solving and they allow the children to become actively involved in finding resolutions to problems.

1.2 A Positive Approach

Wherever possible, steps are taken to avoid misbehaviour occurring. Classrooms are spacious and well-resourced and clear routines are established. There is a high adult to child ratio providing supportive supervision and wherever possible the children are involved in decision making. We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Children are encouraged to understand the effects of their behaviour and encouraged to apologise to those affected by it. If a child's behaviour is disrupting the other children or threatening their safety they may be removed from the group to allow the child to calm down and to allow staff to help them understand the outcomes of their actions and support them in learning how to respond in a more appropriate way.

Staff work alongside the children, teaching them methods that will eventually allow them to attempt to solve some problems on their own. Reflective listening, 'What' and 'How' questions are used to enable the children to express their points of view and the steps identified by *High/Scope* (See Appendix 1) are worked through to allow the children to attempt to reach their own positive conclusion.

Wherever possible positive phrasing is used and children are reminded of what they should be doing. If a child is asked to do something and they refuse, the child is given two choices: both of which have an acceptable outcome for the child and teacher. Children who are backed into a corner will often become more defiant, so allowing them an escape route will help to prevent the behaviour escalating. Giving even a limited choice will allow them to think that they have some control of the situation.

1.3 Serious Incidents

If a child is injured due to the actions of another child, the following action will be taken depending on the severity of the injury. First aid and comfort will be administered to the injured child. The child causing the injury will be asked to assist in helping staff to administer comfort to the child, talking through the incident with staff members so that the facts can be recorded regarding what has happened. Depending on the severity and nature of the injury either the Class Teacher, the Head of Pre-Prep or the school nurse, will contact the parents of all children involved in the incident. The child who has caused the injury will be spoken to by either the Class Teacher or the Head of Pre-Prep to establish what went wrong and why the incident happened. If the issue is of a very serious nature, the Head of Pre-Prep will immediately bring the issue to the attention of the Headmaster. The Health and Safety Officer will be consulted on all health and safety issues. Physical restraint, such as holding, is used only to prevent physical injury to children or adults and/or serious damage to property. Corporal or physical punishments, or the threat of them, are not to be used.

Details of all serious incidents and any incident where restraint of a pupil is necessary are recorded on an Incident Record form and a copy of this is placed in the child's file and given to the Head of Pre-Prep. If an incident is deemed severe enough to be recorded, then parents are always informed. Completed incident record sheets are stored securely.

1.4 Continued Misbehaviour

Where a child continually misbehaves then we work with parents to identify the underlying reason for the behaviour and work together to find a solution. This may lead to a behaviour plan being drawn up to set specific targets and strategies to be implemented to try to improve behaviour. Referrals to outside agencies may be made where deemed necessary.

1.5 Partnership with Parents

Behaviour management works best if the strategies employed at school are consistent with those used at home. Parents who need advice on handling difficult behaviour are welcome to come and speak with the Head of Pre-Prep or the teachers about how we handle children at school. Crosfields School staff believe that working in partnership with parents will produce the best possible outcome for the child. We are available to discuss concerns at any time, not just at scheduled parent conference times.

1.6 Rewards and Sanctions

Rewards are given for good effort, good quality of work, consistency, helpfulness and whatever staff decide is a useful tool for encouragement. They fall into three categories.

1. **Immediate reward:** This may take the form of verbal praise, smiley face, small sticker or reward stamp (inked) or a merit stamp in the child's merit book and is awarded by the teacher in the classroom at the time when the work/action is completed. It may be entered onto the child's work or in a form which they can take home e.g. on a piece of paper or a sticker on the shirt lapel.
2. **Weekly reward:** Stickers/certificates are awarded by the Head of Pre-Prep at a weekly 'Awards Assembly' for work or behaviour during that week (for Reception to Year 2 children). They are not awarded lightly and should take into account sustained effort or special achievement. Only 2 stickers will be awarded in each class, with each child expected to receive two or three during any term. Weekly stickers also carry a House Point.
3. **Merits** – Merits may be given for a wide variety of hard work, good behaviour etc. They should be stamped in the child's Merit Book (Years 1 and 2).

Completion of	1 st page =	Bronze sticker = 5 house points
	2 nd page =	Silver sticker = 10 house points
	3 rd page =	Gold sticker = 15 house points

4. **Annual award** – Three Special Mentions are awarded in each class annually (Reception – Year 2). They are awarded for consistent hard work, special progress, or particularly kind behaviour during the year. The class teacher decides who will receive the award. The Special Mention must be recorded on the end of term report.

When a child enters the Pre-Prep at Crosfields they are put into a House. There are four Houses in the Pre-Prep: Beech (yellow), Willow (green), Maple (red) and Ash (blue). Weekly stickers are awarded and count as House points. Sporting events also count towards House Points. The PrePrep House points are totaled weekly and recorded on four coloured charts which are displayed in the entrance hall. These are added up each term and go towards the House Challenge Cup which is awarded at the end of each term. When the children move on to the Junior School they are relocated to the House system used in the main School.

1.7 The role of the Head of Pre-Prep

The Head of Pre-Prep supports the teachers in implementing good behaviour in the department. If a teacher feels that a child's behaviour requires intervention from the Head of Pre-Prep, they will involve her. The Head of Pre-Prep will talk to the child and express her disappointment and try to ascertain if there is anything troubling the child. She will then speak to parents about incidents or areas of concern and will feed back relevant information to the teachers.

1.8 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, to encourage good behaviour, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

2 Behaviour management in the Junior School (Years 3 – 6)

The welfare of the children is paramount, and every teacher must play their part by studying the 'Behaviour Policy' closely and encouraging good levels of behaviour, manners and courtesy. All children are encouraged to look after each other and a watchful eye should be kept on unkindness, teasing, bullying and the general well-being of everyone in the school.

2.1 Rewards and Sanctions

Rewards are given for good effort, good quality of work, consistency, helpfulness and whenever a member of staff decides it is a useful tool for encouragement. They fall into four categories.

1. **Immediate Reward** - This may take the form of verbal praise, a star, teacher drawn praise or comment. It is awarded by the teacher in the classroom at the time when the work is completed or when it is marked. It is generally placed on the piece of work and becomes a permanent record in the child's book. This praise could also be given by any member of staff outside the classroom - in this case the praise may not be recorded but every effort should be made to make sure the Form Teacher is aware a comment has been made. The form teacher should devise a method for the children to record their stars which are then added to the teacher's record.
2. **Merit** - This is awarded after five stars have been attained; as stated above stars could be for a particularly good piece of work, when real effort has been made, or for anything considered worthy inside or outside the classroom. On some occasions a whole Merit may be awarded

in one go. Merits are recorded by the class teacher and the child is encouraged to tell their parents when they are received. Every Merit awarded counts as a House Point and will go towards the House Cup at the end of the year. The total of Merits for each House will be collected and recorded on the Notice Board. The accumulation of individual Merits leads to the presentation of a Bronze, Silver, Gold or Platinum certificate. The Gold and Platinum awards are presented by the Headmaster; Bronze and Silver are presented in a Junior Collect. Merit numbers are recorded on school reports.

3. **Commendations** - These are awarded on a half termly basis and are reflections of continuous good effort in some aspect of the curriculum or school life. They reflect a period of sustained good attitude and should not be given lightly. A child may receive more than one Commendation and a Form Teacher is not limited to a certain number that have to be awarded although it is expected that generally no more than 6 would be presented to one class on a single occasion.
4. **Special Mentions** - These are awarded annually and are for consistent hard work or special progress during the whole year. Three awards are presented; one for attainment, effort and contribution to the Junior School. The class teacher decides who will receive the award in consultation with the Head of House/Deputy Head if required.

2.2 Sanctions

These apply to unacceptable behaviour in the context of work, in and out of the classroom and in the playground. They are generally given directly by the member of staff who discovers the misdemeanour but sometimes, particularly if it is a problem at break, the class teacher may be told of the problem and then give the sanction. Serious problems are passed to the Deputy Heads or Headmaster. Sanctions could include:

1. Verbal reprimand
2. Deprivation of break times/privileges
3. Writing a letter/making a card of apology, writing some reminder of the Code of Conduct
4. Talking to the Deputy Heads or Headmaster.
5. More serious trouble may necessitate being reprimanded by the Deputy Head / Headmaster.

The frequent contact we have with parents enables us to inform them of incidents of bad behaviour. If they are serious and/or happening on a regular basis the Head of House and/or Deputy Head will become involved in these meetings. A further step may include a meeting with the Headmaster.

On the whole, emphasis should be placed on the encouragement of positive behaviour, and in the case of bad behaviour an understanding of why their behaviour is unacceptable should be sought.

Meetings with parents also provide opportunity to comment on particularly good effort, progress, increased confidence etc.

3. Behaviour Management of the Senior School

Rewards are given for good effort, good quality of work, consistency, helpfulness and whenever a member of staff decides it is a useful tool for encouragement. They fall into four categories.

1. **Immediate Reward** - This may take the form of verbal or written praise. It is awarded by the teacher in the classroom at the time when the work is completed or when it is marked.
2. **Merit** – recorded by the class teacher and the child is encouraged to tell their parents when they are received. The accumulation of individual Merits leads to the presentation of a Bronze, Silver, Gold or Platinum certificate. The Gold and Platinum awards are presented by the Headmaster; Bronze and Silver are presented in a Middle School Collect or by the Form Teacher. Merit numbers are recorded on school reports.
3. **End of Year Commendations** - These are awarded towards the end of the summer term are reflections of continuous good effort in some aspect of the curriculum or school life. They reflect a period of sustained good attitude and should not be given lightly. A child may receive more than one Commendation and at teacher is not limited to a certain number that have to be awarded.
4. **Special Mentions** - These are awarded annually and are for consistent hard work or special progress during the whole year. Three awards are presented; one for attainment, effort and progress.

3.2 Sanctions

These apply to unacceptable behaviour in the context of work, in and out of the classroom and in the playground. There is a four step process to follow:

Step 1 Subject/class teacher

For relatively minor offences the Form Teacher is informed by a member of staff that a pupil has behaved in such a way that they have inflicted harm or distress on another or a group of others; or they have deliberately disobeyed instructions; or they have influenced others to do the above.

1. Offer the opportunity to “put it right”.
2. Talk to the pupil about why their behaviour was inappropriate and given the child a sanction, if deemed appropriate.
3. If the child shows no regret or poor behaviour persists the teacher involved should involve the Form Teacher. An outcome of this might be that the subject/class teacher contacts the child’s parents. The Head of House/Deputy Heads should be informed as appropriate and the matter recorded on ISAMS.

Sanctions could include:

- Verbal reprimand
- Informing parents
- Removal of a child from a classroom to another classroom and teacher
- Recording in ISAMS
- Break time detention

Step 2 Form Teacher

When the behaviour has not changed and does not look like changing; if there is a more serious incident or frequent break time detentions the child’s actions are then referred to the appropriate Head of Year.

1. The incident is updated in the pastoral log by the Form Teacher.
2. The pupil is obliged to discuss their behaviour and why it is unacceptable, and they are informed of the consequences of a recurrence. An appropriate target is given and the pupil is made aware of the time scale that operates and what will happen if they re-offend.
3. At this stage the Form Teacher will contact parents so that they are aware of the situation.
4. A report card may be deemed appropriate for discipline.

Step 3 Head of House

For serious incidents or a failure to meet targets from Step 2 a pupil is referred to the Head of House in the first instance.

1. The incident is updated recorded in the pastoral log but also, if deemed serious enough, in the Serious Incident File held by the Headmaster. Parents will be contacted by letter or by email and required to discuss their child’s unacceptable behaviour.
2. The meeting will involve the pupil’s parents, the Form Teacher, Head of House and the Deputy Head.

3. A sanction will be issued, which may include a Headmaster's Detention.
4. Counselling, or assessment from external agencies may be recommended, and it may be a condition that parents accept such a recommendation if their child is to be allowed to remain at the School.
5. Step 4 is outlined to the pupil, who is given a target to meet.
6. The Form Teacher and Head of House will ensure any recommendations from point 4 are followed and monitor the pupil's behaviour.

Step 4 Deputy Head/Headmaster

Very serious incidents, persistently unacceptable behaviour or three Headmaster's detentions in any one academic year may lead to suspension or expulsion: there is a distinct process for this (please see *Expulsion and Suspension Policy* below).

The Headmaster will be informed and he will ask that the Deputy Head investigates the matter. If deemed appropriate, parents will be invited to a hearing which may lead to suspension or expulsion.

In the event that a pupil has progressed through the stages outlined above, all reasonable methods will have been undertaken to effect a change.

More serious trouble may necessitate being reprimanded by the Deputy Head/Headmaster.

The emphasis should be placed on the encouragement of positive behaviour, and in the case of bad behaviour an understanding of why their behaviour is unacceptable should be sought. Meetings with parents also provide opportunity to comment on particularly good effort, progress, increased confidence etc.

3.3 Report Card

The Report Card can be used for pupils who present consistent discipline problems. It will be issued and monitored by the Form Teacher, after discussion with the Deputy Head. The pupil's parents should be advised by the Form Teacher, Deputy Head or Heads of Houses that this course of action is being followed and should be fully aware of the reasons behind this decision. A note should also be put on the staff notice board to inform staff that this course of action has been initiated. The pupil must hand the Report Card to the subject teachers at the start of each lesson. At the end of each lesson the teacher will write a comment. The Form Teacher should examine the card each morning and a brief verbal comment should be given to the pupil. This course of action should not last for longer than a two-week period.

3.4 Physical Contact

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE's *Use of reasonable force: Advice for head teachers, staff and governing bodies* (July 2013). Staff do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting himself. The actions that we take are in line with government guidelines on the restraint of children. In addition, staff are to have regard for the school's *Child Protection Policy* and the *Staff Behaviour Policy (Code of Conduct)*.

Where physical intervention is required, staff will inform their relevant Pastoral Head, or the Headmaster, immediately, and will record details of the incident. The school will inform parents when it has been necessary to use physical restraint on the same day, or as soon as reasonably practicable.

3.5 The role of Parents

If the school has to use reasonable sanctions, it is hoped that parents will support the authority and actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Form Teacher. If the concern remains, they should contact the Head of Pre-Prep, Head of House or the Deputy Head respectively, and finally the Headmaster.

The school hopes that parents will not feel the need to complain about the operation of its *Behaviour Policy* and that any issues can be sensitively and efficiently handled. However, the school's *Complaints Procedure*, which applies to the whole school including the EYFS, is available on the website.

4 Exclusions

The *Behaviour Policy* at Crosfields stipulates the expectations placed on the children in the way that they conduct themselves in school. This is supported by a system of Rewards and Sanctions. Exceptionally there may be occurrences where a child's behaviour is so extreme or so persistent that the Headmaster takes the decision to expel or suspend them. In such cases a child will be suspended for a fixed period of time or they may be required to leave the school. A decision to exclude a child permanently will only be taken as a last resort when a range of strategies for dealing with disciplinary offences has been employed to no avail. The school places great emphasis on the intervention and support of parents in this process hence for persistently adverse behaviour the parents will have been involved at earlier stages. However, there may be occasions when an incident is deemed so severe by the Headmaster that a child will be asked to leave Crosfields.

A non-exhaustive list of the sorts of behaviour that could merit suspension:

- Sustained challenge to the authority of a member of staff
- Persistent defiance of school rules
- Persistent types of behaviour which cause offence to others, e.g. personal comments/name calling
- Three Headmaster's detentions in any one academic year
- Acts of vandalism
- Minor physical violence
- Foul language
- Persistent banter

A non-exhaustive list of the sorts of behaviour that could merit expulsion:

- Any repeated or sustained course of conduct which has previously led to a suspension
- Actual or threatened physical assault against pupils or adults
- Verbal abuse/threatening behaviour against pupils or adults
- Persistent bullying, both verbal and physical, harassment or abuse
- Deliberate damage to property
- Theft
- Persistently disruptive behaviour
- Parental behaviour
- Misuse of drugs, alcohol and tobacco or bringing any illegal substances on to the school site
- Bringing onto the premises dangerous objects (guns/knives)
- Sexual abuse or assault or any inappropriate sexual activity
- Making malicious accusations against staff
- Damage to school property or the property of others
- Malicious accusations against staff

This Policy applies to conduct both in and out of school time and on or off the school's premises should the Headmaster deem that the behaviour is damaging to the school and/other pupils.

4.1 Principles

When investigating an allegation, the school will always endeavour to act fairly in accordance with the rules of natural justice. As such:

- a fair and thorough investigation should take place
- pupils will be informed of the allegation and the evidence relied upon

- pupils will be given a fair opportunity to exculpate themselves
- an appeal is offered

4.2 Procedure

Investigation

When a serious matter comes to light the matter will usually be investigated by one of the Heads of Year. The Headmaster will not be involved at this stage as it may compromise his impartiality at any future hearing. Initially the Head of the appropriate section of the school will consider what evidence there is and what is requested. If any one child is at risk he/she will consider whether or not the Police or Social Services need to be informed.

Key issues

- Information gathering
- Statements should be taken from all children and staff involved
- They should be attributed, dated and signed
- They should be countersigned
- It is good practice for another adult to be present (Form Teacher)
- Parents are informed after initial investigation
- Suspects may be kept apart

Hearing

Once the information has been gathered, the next step is to consider this information. The hearing will be held by the Head with the relevant Head of Year, the Deputy Head and a note-taker present. The parents will be invited as will the pupil if the parents consider him old enough to attend. The parents will be invited by letter containing the relevant details and any evidence will be circulated.

Following the meeting the Headmaster will decide what action if any is necessary. If the child is to be suspended or expelled the following guidelines will be used:

First suspension

- A first suspension will be for no longer than two working days unless, in the opinion of the Headmaster, a longer period is warranted by the particular offence.
- The parents of the pupil will be informed of the Headmaster's decision by telephone and asked to come and collect their child at the earliest possible moment.
- The child will be supervised whilst they await collection.

- A formal letter will be sent to the parents explaining the exclusion and indicating the time at which the child will be welcome to return to the school.
- A copy of the Headmaster's letter will be sent to the Chairman of Governors.

Second suspension

- A second suspension will be for three working days unless, in the opinion of the Headmaster, a longer period is warranted by the particular offence.
- The parents of the pupil will be informed of the Headmaster's decision by telephone by the Headmaster and asked to come and collect their child at the earliest possible moment.
- The child will be supervised whilst they await collection.
- A formal letter will be sent to the parents explaining the exclusion and indicating the time at which the child will be welcome to return to the school.
- A copy of the Headmaster's letter will be sent to the Chairman of Governors.

Final suspension/Expulsion

- A final suspension will be for a minimum of five working days and may be permanent.
- The parents of the pupil will be informed of the Headmaster's decision by telephone and asked to come and collect their child at the earliest possible moment.
- The child will be supervised whilst they await collection.
- A formal letter will be sent to parents explaining the reason for this suspension, offering academic support for a limited period of time (not exceeding half a term or a period of four weeks, whichever is the shorter), and offering help in finding an alternative school for their child, if appropriate.
- The pupil's form tutor will undertake to see that school work is set and sent to the pupil in order to keep them in touch with his academic studies pending a decision as to their future.
 - If the Headmaster is satisfied that the pupil's position is still capable of being remedied, he may decide to allow the pupil back to school on condition that it is understood and agreed by the parents that this is a final chance.
- A formal letter will be written to the parents making the school's position clear with regard to any further misdemeanours on the part of their child.
- A copy of the Headmaster's letter will be sent to the Chairman of Governors.
- Should it be necessary to expel a child, the school will inform the Local Authority. This is required by law.

For the avoidance of any doubt, where a pupil's conduct is considered sufficiently serious, Crosfields School reserves the right to depart from the general guidelines above and in the most serious

circumstances, a pupil could be permanently excluded even if there has been no prior suspension, as outlined above.

4.3 Appeals

Parents are entitled to appeal to the governing body against any expulsion. A letter stating the intention to appeal should be sent to the Clerk of the Governing Body at the school within the timeframe set out in the letter issuing the sanction. This will be acknowledged and an Appeal Hearing will be considered by a panel of governors/independent members not previously involved in the process. Where practical this Hearing should take place within 14 days.

The Governors' decision is final.

4.4 Consideration of Special Educational Needs

Prior to considering and on imposing sanctions, Crosfields School will take into account any Special Educational Needs that pupils may have and made reasonable adjustments as appropriate and in line with legal obligations.

This Policy applies to the whole school, including the EYFS.