



CROSFIELDS SCHOOL

BEHAVIOUR AND DISCIPLINARY PROCEDURES (INCLUDING EXCLUSIONS) POLICY

Person Responsible:

DH Pastoral SS

Review Date:

21 September 2022

Next Review Due:

September 2023

References/Websites:

DfE (2022) Behaviour in Schools Guidance
DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
DfE (2013) 'Use of reasonable force'
DfE (2022) 'Searching, screening and confiscation: advice for schools'

Staff Notes and the Good Teaching Practice of the Staff
Handbook
Anti-Bullying Policy
Rewards and Sanctions Policy
SEND Policy

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. This policy is available to parents on the Schools website and circulated to all staff annually.

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.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

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 endeavor 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 are honest and fair
- We listen to each other
- We work hard
- We are kind and gentle

- We are respectful

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 Collects, PSHE lessons and are regularly discussed and displayed within the 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.

A Positive Approach

Wherever possible, steps are taken to avoid misbehaviour occurring. Classrooms are spacious and well-resourced and clear routines are established. Adults provide supportive supervision and where 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 consider a sincere way to make amends. If a child's behaviour is severely disruptive or threatening the safety of others or themselves, it may be necessary to remove them from the group temporarily with a member of staff supporting them.

Staff work alongside the children, teaching them methods that will eventually allow them to attempt to solve some problems on their own. Reflective listening, and open questions are used to enable the children to express their points of view and allow them to reach their own positive conclusions. Wherever possible positive phrasing is used and children are reminded of what they should be doing.

Teaching Staff Responsibilities

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. The SLT and the head will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

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.

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, 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. **Weekly reward:** Stickers/certificates are awarded by the Head of Pre-Prep at a weekly 'Awards Assembly' for sustained effort or special achievement or positive behaviours. Two stickers will be awarded in each class each week. Weekly stickers also carry a House Point.
2. **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

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 Pre-Prep House points are totaled weekly and this information is displayed around Pre-Prep. 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 Prep School.

Sanctions

If a child threatens, hurts or bullies another child, the class teacher or teaching assistant will mediate and listen to both sides to work towards a resolution. If a child is found to repeatedly act in a way that disrupts or upsets others, the school records the incidents within the concerns area on iSams. If deemed necessary an appointment will be made with the parents to discuss the situation, with a view to improving the behaviour of the child. The school does not tolerate bullying of any kind. If we discover that bullying has taken place, we act as soon as we can to stop any further occurrences of such behaviour (See whole school Prevention of Bullying Policy).

- If a child is disruptive in class, the teacher will remind them of expected behaviour and points out or models positive behaviour. If a child's behaviour becomes exceptionally disruptive, they may need to be removed from the situation or the classroom for a short period of time. The child is always supervised by another member of staff. The Head of Pre-Prep Department may be asked to be involved. The children will be encouraged to think about their actions critically with a view to 'repairing and rebuilding'.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, the class teacher may stop the activity and remove the child or class to safety. If it is necessary to restrain a child for their own safety or for the safety of others, our staff may handle a child with just enough force to enable them to maintain safe conditions for the child, themselves and others.
- In extreme situations of anti-social behaviour more serious sanctions may be invoked which ultimately includes exclusion.
- All incidents of intervention should be recorded and discussed with the Head of Pre-Prep Department. Incidents are logged on iSams.

The role of the Head of Pre-Prep

The Head of Pre-Prep supports the Pre-Prep staff to monitor the behaviour of the pupils and provides support and advice where needed. This may include speaking to the child and/or their parents. Staff will consider afterwards how to prevent such behaviour from recurring.

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.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviors of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a

pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Behaviour management in the Prep 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.

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.

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.

1. **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 Head; Bronze and Silver are presented in a Junior Collect. Merit numbers are recorded on school reports.
2. **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.
3. **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 Heads if required.

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 misdemeanor 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 Head. Sanctions could include:

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

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 Head.

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.

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. **End of Term and End of Year Awards** - These are awarded at the end of each term 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.

3. **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.

Sanctions

These apply to unacceptable behavior in the context of work, in and out of the classroom and in the playground. Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. There is a four step process to follow:

Step 1 Member of Staff

For relatively minor offences the House Tutor 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.

Initial Interventions

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 House Tutor. 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 student from a classroom to another classroom and teacher (Where

appropriate this will be in an area of the school that is stocked with resources and suitable to learn and refocus.)

- Break time or after school detention
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The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom.

Step 2 House Tutor

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 student's actions are then referred to the student's House Tutor and/or their Head of House and the Head of KS3.

1. The incident is updated in ISAMS or the Pastoral Care Plan where appropriate.
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 House Tutor or Head of House may 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/Deputy Head

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

1. The incident is updated recorded in ISAMS and on the Pastoral Care Plan (if appropriate). If deemed serious enough, the behaviour may also be recorded in the Serious Incident File held by the Head. Parents will be contacted by letter or by email and required to discuss their child's unacceptable behaviour.
2. The meeting may involve the pupil's parents, the House Tutor, Head of House or a Deputy Head.
3. A sanction will be issued, which may include a Head'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/Second Master/Head

More serious trouble may necessitate being reprimanded by a Deputy Head/Second Master/Head.

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.

Very serious incidents, persistently unacceptable behaviour or three Head'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 Head will be informed and he will ask that the Second Master/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.

Report Card

The Report Card can be used for pupils who present consistent discipline problems. It will be issued and monitored by the House Tutor, after discussion with a Deputy Head. The pupil's parents should be advised by the House Tutor, 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. 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 House Tutor should examine the card each morning and a brief verbal comment should be given to the pupil.

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 Head, 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.

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/House Tutor. If the concern remains, they should contact the Head of Pre-Prep, Head of House or the Deputy Heads respectively, and finally the Head.

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.

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 Head 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 Head 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 Head's detentions in any one academic year
- Acts of vandalism or computer hacking

- 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

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, Mental Health needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

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

Principles

When investigating an allegation, the school will always endeavor 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

Procedure

Investigation

When a serious matter comes to light the matter will usually be investigated by one of the Heads of Year. The Head 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 Head 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 Head, a longer period is warranted by the particular offence.
- The parents of the pupil will be informed of the Head'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 Head'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 Head, a longer period is warranted by the particular offence.
- The parents of the pupil will be informed of the Head's decision by telephone by the Head 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 Head's letter will be sent to the Chairman of Governors.

Reintegration

The head will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return.

Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

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 Head'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 Head 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 Head'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.

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.

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.

Review

This policy will be reviewed annually. Governors will review data to evaluate the school's practices regarding intervention, suspension and exclusion regularly.

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