



# CROSFIELDS SCHOOL

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## References/Websites:

- DfE (2024): 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
- DfE (2025): Keeping Children Safe in Education

## 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 promoted. We believe that every child has equal value and should have equal opportunities to achieve, within a safe learning environment. The School expects pupils to always behave 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.

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 pupils and teachers 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.

Negative behaviour is managed 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, reasonable adjustments will be applied (Equality Act 2010). **Appendix 1** of this policy contains a non-exhaustive list of unacceptable and could lead to more serious sanctions, such as suspensions or exclusions (A copy of the school's exclusion policy is available on request).

Central to our Behaviour Policy is the Crosfields' Values. Versions appropriate to different age groups are displayed around the School and are frequently referred to by teaching staff. The Values are also available to parents on the school website, and in **Appendix 2** of this policy.

In the event of a continued breach of the Behaviour Policy, pupils may be

referred to outside agencies for additional support. This will normally be done in consultation with the parents concerned. In the event of a pupil being asked to leave the School, support will be provided to manage the transition to another educational establishment.

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. All forms of corporal punishment are unlawful; the School does not use or threaten corporal punishment.

### 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, relating to the needs of pupils at the school to enable behaviour to be managed consistently and effectively.

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

The Leadership Team and the Head will review staff training needs regularly and in response to any serious or persistent behaviour issues disrupting the running of the School.

### 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 *Code of Conduct for staff*).

Where physical intervention is required, staff will inform their relevant Pastoral Head, or the Head, immediately, and will record details of the incident via the [Physical Intervention and Seclusion Form](#). The School will inform parents when it is necessary to use physical restraint on the same day, or as soon as reasonably practicable.

## Seclusion

Seclusion is defined as a non-disciplinary intervention involving the confinement of a pupil to a space away from others, with their freedom to leave restricted. This may be achieved through physical obstruction, blocking exits, or actions that lead the pupil to believe they will face negative consequences if they attempt to leave.

The School will ensure that seclusion is used only as a safety measure to protect the pupil or others from harm and will not use seclusion as a consequence or through the threat of punishment. Seclusion will not be used as a disciplinary response to deliberate or willful misbehaviour. Where seclusion is used, the School will ensure that:

- The space used will be safe, suitable, and not intimidating or threatening to the pupil.
- The pupil will be appropriately supervised at all times.
- The restriction will last only for as long as the immediate risk of harm remains.
- The pupil will be allowed to leave as soon as it is safe to do so.

Where seclusion has been used, staff will inform their relevant Pastoral Head, or the Head immediately, and will record details of the incident via the [Physical Intervention and Seclusion Form](#). The School will inform parents when it is 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/Form Tutor. If the concern remains, they should contact the Head of Pre-Prep, Head of Juniors, or the Senior Deputy Head respectively, and finally the Head.

## 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.

### 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. 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.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering 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

Prior to considering and imposing sanctions, the School will consider any Special Educational Needs that pupils may have and make reasonable adjustments as appropriate and in line with legal obligations.

### Pre-Prep (Nursery – Year 2)

#### 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. In the first instance, a class teacher should be contacted for any behaviour concerns.

### Expectations

Pre-Prep behaviour rules are in place, to ensure the children are aware of our expectations. These are:

- Be kind
- Be safe
- Be 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.

### Rewards

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.
2. 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 per class will be awarded in each class each week. 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 house points:

- |                       |                                  |
|-----------------------|----------------------------------|
| 1 <sup>st</sup> Page: | Bronze sticker = 5 house points  |
| 2 <sup>nd</sup> Page: | Silver sticker = 10 house points |
| 3 <sup>rd</sup> Page: | Gold sticker = 15 house points   |

When a child enters the Pre-Prep at Crosfields they are allocated 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 Junior School they are relocated to the House system used in the Juniors.

### Managing Challenging Behaviour

When challenging behaviour occurs, our approach is to respond calmly, consistently, and with the child's developmental stage and individual needs in mind.

In Little Acorns Nursery (2-3-year-olds) staff understand Common behaviours such as biting, pushing, and tantrums are developmentally normal at this age, and staff respond by remaining calm and intervening gently but firmly when needed. Safety is always prioritised through clear boundaries and thoughtful redirection, while adults consistently provide language for feelings and support children in expressing themselves appropriately.

For behaviour that is persistent, severe, or poses a risk to the child or others, a more structured approach will be taken:

1. Observation and Documentation: Staff will carefully observe and record specific instances of the behaviour, noting triggers, time, location, and responses. This helps identify patterns and potential underlying causes.

2. Staff Discussion and Strategy Development: The class teacher, in consultation with the Head of Pre-Prep and other relevant staff, will discuss observations and develop an individualised strategy plan. This might include:

- Adjusting the environment.
- Changing routines.
- Implementing specific positive behaviour support techniques.
- Increasing one-to-one attention.

3. Parental Involvement: Parents/carers have an important role in supporting the school. Parents will be invited to discuss the concerns and collaborate on a consistent approach between school and home. Their insights into the child's behaviour and triggers are invaluable.

4. Individual Behaviour Plan (IBP): If the behaviour persists, an Individual Behaviour Plan may be developed in consultation with parents. This will outline specific strategies, targets, and review dates.

If the child is unable to regulate their behaviour and is showing signs of distress,

or is at risk of hurting themselves or others, the parent/carer will be expected to collect their child from school to help them to regulate their behaviour and meet the expectations of the 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 Anti 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'.

Punitive measures such as time-out are not used in Early Years. Staff use nurturing, developmentally informed strategies that support co-regulation and emotional growth. These include modelling positive behaviour and providing 'thinking time', a co-regulation strategy in which an adult sits alongside the child, offering calm presence and helping them settle their body and emotions.

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 on iSams and discussed with the Head of Pre-Prep Department.

## Juniors (Years 3 – 6)

### The Role of the Head of Juniors

The Head of Juniors supports the Junior staff to monitor the behaviour of the

pupils and provides support and advice where needed. This may include speaking to the pupil and/or their parents. The Head of Juniors works in collaboration with the four Heads of Year. In the first instance, the class teachers/form tutor should be contacted for any behaviour concerns.

### Rewards

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.

Rewards fall into three categories:

#### **1. Immediate Reward**

These rewards may take the form of verbal or written praise. They can be awarded by the teacher in the classroom at the time when the work is being completed or when it is marked. These can be given for effort as much as progress.

Immediate praise is also given to pupils who display the Crosfields values in our community.

Immediate Rewards may be logged on ISAMs by the teacher; an email is automatically sent to inform both staff and parents. These are known as 'Praise Points.' Totals of weekly praise points are shared and celebrated during Junior collects.

#### **2. Weekly, termly and End of Year Awards**

These are awarded as recognition 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. Awards are presented for attainment, effort and progress. The class teacher decides who will receive the award in consultation with the Head of Juniors if required.

### Sanctions

Sanctions apply to unacceptable behaviour in the context of attitudes to learning and misbehaviour both in and out of the classroom. Reasonable and proportionate sanctions will be issued by staff when a pupil's behaviour falls below the standard that is expected, alongside timely support and education to prevent reoccurring misbehaviour. On the whole, emphasis should be placed on the encouragement of positive behaviour, and in the case of misbehaviour an understanding of why a pupil's behaviour is unacceptable should be sought.

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

Misbehaviour is categorised in the following stages and appropriate sanctions are issued:

### **Stage 1 Member of Staff**

For relatively minor misbehaviour, the teacher will speak to the pupil directly, giving them an opportunity to reflect on the choice they have made. For recurring misbehaviour at this level, sanctions from stage 2 will be issued.

Sanctions could include:

- Verbal reprimand

### **Stage 2 Teacher**

When the behaviour has not changed and does not look like it is changing or if there is a more serious incident then the teacher will record on ISAMs. The teacher who has logged this will issue and facilitate a reflection. They will also contact the parent(s) to ensure that they are kept informed.

The purpose of a reflection is to give pupils the opportunity to reflect on their behaviour and to learn how to make different choices in the future. Staff set appropriate tasks during these sessions and links are made to the Zones of Regulation.

Sanctions include:

- Teacher reflection (most likely breaktime)

### **Stage 3 Head of Year**

For more serious incidents or a failure to meet targets set during stage 2 a pupil is referred to the Head of Year. The incident is updated or recorded in ISAMs. The Head of Year will contact the parents to explain the concern and provide an update on next steps. In some cases, parents may be asked to attend a meeting to discuss their child's behaviour.

Sanctions include:

- Head of Year Reflection (most likely lunchtime)
- Phone call or meeting with parents

### **Stage 4 and 5 Head of Juniors/Head**

More serious incidents may necessitate being reprimanded by the Head of Juniors.

If a pupil has progressed through the stages outlined above, all reasonable methods will have been undertaken to affect a change.

Very serious incidents will be referred to the Head.

For suspensions and exclusions there is a distinct process (please see *Exclusions Policy* available on request).

Sanctions could include:

- After school reflection with the Head of Juniors
- Isolation days
- Suspension and exclusion

## Seniors (Years 7 - 11)

### The Role of the Senior Deputy Head

The Senior Deputy Head supports the Senior 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. The Senior Deputy Head works in collaboration with the Pastoral Heads of Houses. In the first instance, form tutor should be contacted for any behaviour concerns.

### Praise

A non-exhaustive list of reasons for a pupil to receive praise include excellent effort or quality of work, consistency, helpfulness, community spirit or whenever a member of staff decides it is a useful tool for encouragement. There are several types of reward.

1. Immediate Reward - This may take the form of verbal or written praise. It is normally awarded by the member of staff when the work or behaviour is noticed. These are logged on ISAMs and an email is automatically sent to parents and key staff.
2. Certificates/Prizes - These may be given during lessons or most likely during Collects or House Meets.
3. 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.

## Sanctions

These apply to unacceptable behaviors in or out of the classroom, or indeed out of school on trips or visits. These also apply to contextual behaviours in the wider community such as bringing the school into disrepute. 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 any member of staff may manage the situation. All incidents of poor behaviour are logged on ISAMs or CPOMS (if safeguarding in nature) so that key staff such as the pupil's Form Tutor are informed.

#### Initial Interventions:

1. Offer the opportunity to "put it right".
2. Talk to the pupil about why their behaviour was inappropriate and give 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 Tutor directly. 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 pupil 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

The school will only remove pupils from the classroom where 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 Form Tutor

When the behaviour has not changed and does not look like changing; if there is a more serious incident; or current sanctions are not having the desired effect, the pupil's Form Tutor and/or their Head of House are informed.

1. The incident is updated in ISAMS or on 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 Form Tutor or Head of House may contact parents so that they are aware of the situation.
4. Sanctions are likely to include break time or after school detentions
5. A report card may be deemed appropriate to help support the pupil to keep on the right track

### Step 3 Head of House/Senior 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 Form Tutor, Head of House or a Deputy Head.
3. A sanction will be issued, which may include an After School Detention or an Internal/External Exclusion
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 Tutor and Head of House will ensure any recommendations from point 4 are followed and will then closely monitor the pupil's behaviour.

#### Step 4 Senior Deputy Head/Head

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

Very serious incidents such as persistently unacceptable behaviour, may lead to an internal/external suspension.

For possible suspensions, The Senior Deputy Head will typically be asked to undertake an investigation and present this to the Head for review. If deemed appropriate, parents will be invited to a meeting which may lead to suspension or exclusion. There is a distinct process for this (please see *Exclusions Policy - available on request*).

If a pupil has progressed through the stages outlined above, all reasonable methods will have been undertaken to affect 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 Form Tutor, after discussion with the Head of House. The pupil's parents should be advised by the Form Tutor or Head of House 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 Form Tutor should examine the card each morning and a brief verbal comment should be given to the pupil. Report Cards run on a phased progression and each phase lasting 2 weeks, is 'passed' or 'failed' depending on the behaviour shown by the pupil during that time. Failure of the third and final phase is likely to lead to a more serious pathway such as a behavior contract or suspensions/exclusions.

#### Behaviour Contract

The Head will determine when a pupil should be placed on a Behaviour Contract.

This is likely to be when the issuing of other sanctions has not led to improved behaviors. A meeting will take place between the Head and the parents/guardians of the pupil. The behaviour contract will be signed by the Head and the parents. The contract is then reviewed over a timeframe decided by the Head. Failure to abide by the terms of the contract may lead to serious sanctions including a pupil being asked to leave the school as decided by the Head.

## Review

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

## Appendix 1

### Behaviour which could merit temporary or permanent exclusion

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
- Minor physical violence
- Foul language
- Persistent banter
- Possession of prohibited items in school, this can include:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vapes/e-cigarettes
  - Fireworks
  - Pornographic images
  - Any item that a 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 the property of, any person (including themselves).

A **non-exhaustive** list of the sorts of behaviour that could merit permanent exclusion includes the following:

- 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
- Theft
- Persistently disruptive behaviour
- Parental behaviour

- Serious misuse of digital devices or breach of the School's IT AUP.
- 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
- Misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community.
- Misconduct which brings the School into disrepute; and persistent disruptive behaviour or breaches of the School's Promoting Good Behaviour Policy or School Rules.
- Unreasonable parental behaviour as outlined in the parent contract.

A pupil may also be excluded for non-payment of School fees; in these circumstances there will be no right to Governor's Review.

Please note that exclusion may also be imposed by the School as a sanction for a series of minor misdemeanours.

## Appendix 2





# CROSFIELDS SCHOOL



At Crosfields, we want our pupils to ASPIRE to be the best version of themselves, both inside and outside the classroom. Pupils will be encouraged to:



## ADAPT

Pupils are encouraged to develop their critical thinking, decision making, and research skills. They will be able to show leadership where appropriate.



## SUPPORT

Across all areas of the school pupils will be balanced, non-judgemental, and celebrate diversity. They will communicate, collaborate, and show teamwork.



## PERSIST

Regardless of whether things are going well or not, pupils will show perseverance, resilience, and determination.



## INQUIRE

Pupils should question and be curious, probing, and imaginative. They should be adventurous in their approach and be able to work well independently.