

Behaviour and Discipline Policy (this "Policy")

Authorised by:	The Board of Governors of CFBL
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1. Introduction

Good behaviour in schools is central to a good education, to provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

CFBL considers that every member of the School should feel valued and respected, and that each person should be treated fairly, consistently, with dignity and respectfully. The School's values are built on mutual trust and respect for all, consideration, non-violence, loyalty and a sense of responsibility. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners.

CFBL is a diverse and inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

CFBL has put in place a number of rules. It is the aim of this Policy to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education;
- otherwise regulate the conduct of pupils; and
- set out punishment and disciplinary sanction applicable when rules are broken.

This policy aims to help children grow and learn in a safe and secure environment, and to become active, responsible, and increasingly independent members of the School community.

Under the Education (Independent School standards) Regulations 2014, the proprietors of an independent school (the School's Board) have a duty to safeguard and promote the welfare of pupils and to ensure that a written policy to promote good behaviour among pupils is drawn up and implemented.

In this Policy the term "**Parents**" means parents, carers, guardians and persons responsible for a child.

This policy applies to all pupils in the School, including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Ms Marjorie Lacassagne, Deputy to the Head for the Primary School and Designated Safeguarding Lead.

The School acknowledges its duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs and makes reasonable adjustments for pupils with special educational needs or disabilities.

2. School Rules (“Règlements intérieurs”) and expected standards of behaviour

2.1 School Rules

CFBL’s community of governors, staff, Parents and pupils adhere to an established routine and code of conduct set out in the School Rules (*Règlements Intérieurs*).

The School Rules define the expected behaviours in school and are designed to encourage positive behaviour and self-discipline. They are not exhaustive. They are adopted by the School Council (*Conseil d’établissement*) each year and complement this Policy. In case of discrepancy between the School Rules and this Policy, the provisions of this Policy will prevail.

Parents agree, when signing the Parents’ Contract (CFBL’s T&C) that their child will comply with the School Rules and this Policy and that they will undertake to support the authority of the Headteacher in enforcing the School Rules and this Policy in a fair manner that is designed to safeguard the welfare of the School community as a whole. Parents are expected to support the School in managing expectations of behaviour and the provisions of the School Rules and this Policy, both outside of School and at School.

School Rules are published on the School’s website. They are communicated to pupils and published in their agenda and on posters located in the corridors.

The teachers in the Primary School and form teachers (*professeurs principaux*) in the Secondary School use the “*heure de vie de classe*” or class council (*conseil d’élèves au sein des classes*) to be sure that pupils know and understand the School’s values and procedures. In addition, teachers and the Deputies to the Head for Primary and Secondary regularly present, explain and discuss the various aspects of the School Rules with the pupils.

Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation.

2.2 Expected standards of behaviour

We expect our pupils to:

- be ready to learn and to participate in school activities;
- comply with the School Rules;
- behave at all times in a manner that reflects the best interests of the whole School community;
- treat members of staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life;
- attend school and lessons punctually, in accordance with CFBL’s Attendance and Absence Policy;
- care for the buildings, equipment and furniture.

We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School and its community.

Everyone has a right to feel secure and to be treated with respect at CFBL, particularly the more vulnerable. Harassment and bullying in any form will not be tolerated. CFBL’s Anti-Bullying Policy is published on our website and is communicated to staff. The School Rules explain that harassment is not tolerated. Pupils receive safeguarding workshops (incl. from the NSPCC). The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual-orientation, special education needs, disability or learning difficulty, or the fact that a child is adopted, looked after or is a carer.

At the School, we reward and encourage good behaviour, and celebrate curricular and extracurricular achievements from our pupils. It is hoped that pupils will respond to the School’s positive encouragement and rewards and will comply with the School Rules and School’s policies.

Within lessons and in the wider life of the School, the expectation is that members of staff will seek to praise good behaviour wherever they see it. Merits are given to pupils through the school year to recognize good work, behaviour that exemplifies our School Rules, and participation in the co-curricular life of the School. Merits are also counted as house points and they go towards the house point total for the whole house.

3. The role of Parents

Parents or guardians who accept a place for their child at CFBL undertake to uphold the School's policies including the School Rules when they sign the School's Terms & Conditions. Copies of the School Rules and of this Policy are made available to Parents and pupils on the School's website and upon request.

The School expects Parents to support their child's learning and to cooperate with the School. It seeks to build a supportive dialogue between home and school, which is done for Secondary pupils through Pronote and for Primary pupils through reporting to Parents.

The School values a close relationship with Parents and encourages Parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School, so that children receive coherent messages about how to behave at home and at School. In particular, the School expects Parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, appearance, standard of academic work, extra-curricular activities and homework.

In the event of any behaviour issue, the School will liaise closely with Parents where practical (and if relevant other support agencies).

4. Involvement of pupils

The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them for instance through project work presented and implemented after Form Time and CVC (*conseil de vie collégienne*).

The School will ensure that all new pupils (including EYFS pupils) are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

5. The role of the Board

The Board has the responsibility of defining general principles of behaviour and discipline of the School. It is the responsibility of the Headteacher to draft this Behaviour and Discipline Policy and submit it for Board approval. The Board supports the Headteacher in adhering to these guidelines.

6. The role of the Headteacher and the deputies to the Head

It is the responsibility of the Headteacher to implement this Policy and to define in detail the Schools' disciplinary rules. The Headteacher reports to the Board on the effectiveness of this Policy. The Headteacher supports the staff when they implement this Policy. The Headteacher is assisted in this role by the Deputy to Head for Primary School and by the Deputy to Head for Secondary School. Their role is to facilitate the coordination between the Headteacher, teachers, educational assistants, pupils and Parents to ensure that each party involved has the necessary support and dialogue needed to successfully implement a climate of mutual respect and discipline.

CFBL's designated staff member responsible for behaviour management in EYFS is Ms Marjorie Lacassagne, Deputy to the Head for the Primary School.

The Headteacher ensures that appropriate records of all reported serious incidents of misbehaviour and disrespect are kept in a central record.

In the case of particularly serious misbehaviour by a child, their case is referred to the Headteacher.

The Headteacher can suspend a child for a fixed period (up to 8 days) for serious act(s) of misbehaviour.

7. The role of teachers and educational assistants

It is the responsibility of teachers to ensure that the School Rules are enforced and an atmosphere of mutual respect is established in their class.

In the Primary School, the Deputy to the Head for Primary leads the AED/ASEM team of pupils' supervisors, who are in charge of pupils' safety and welfare when they are not in class. In the Secondary School, the Pastoral Care Supervisor leads the *vie scolaire* team of pupils' supervisors, who are in charge of pupils' safety and welfare when they are not in class.

Teachers and educational assistants expect children to comply with the School Rules and the provisions of this Policy.

Teachers, supported by form teachers (*professeurs principaux*) in the Secondary School, and the Deputy Heads, ensure that each pupil works to the best of their abilities. In cases where a pupil does not have satisfactory school results, after finding out the reasons, the teacher, together with the form teacher in the Secondary School, and appropriate Deputy Head will decide on appropriate measures/support.

Regular discussion of school behaviour at *vie scolaire* meetings, staff meetings and *Conseil d'établissement* meetings help to ensure that staff and pupils understand how the behaviour policy is applied consistently and fairly. Staff meetings will also periodically include training in behaviour management.

Teachers and educational assistants are responsible in the first instance for dealing with minor infringements, such as (without limitations) lateness, casual rudeness or disruption in class, failure to follow a reasonable instruction, late or poorly completed work, disrespect of the School Rules. The teacher, form teacher (*professeur principal*) or educational assistants will talk to the pupil and explain the reasons for the disciplinary action, as well as the expectation of improved behaviour.

In the Primary School, Parents are informed after a disciplinary action has been decided. In the Secondary School, Parents are notified and disciplinary actions are recorded.

If the misbehaviour continues or repeats, the teacher or educational assistant should make a note of the incident and report it to the appropriate Deputy to the Head, and further sanctions may be decided.

More serious misdemeanours (including persistent/repeated lateness to lessons or repeated indiscipline) are reported to the Deputy to the Head for Primary or Secondary, who may report them to the Headteacher.

The teacher may discuss the needs of a child with the other teachers, the Deputy to the Head for Primary (who is also the School's DSL), the Deputy to the Head for Secondary, the Headteacher, the School's educational psychologist, the SENCO or other professionals. One of the Deputies to the Head will inform the Parents if there is concern about their child's behaviour and a dialogue will be opened with a view to improve the child's behaviour. Taking the child's age into account, appropriate sanctions may be taken.

The teacher will contact one of the Parents if there are concerns about the behaviour, learning progress or welfare of a child.

8. Rewards, Misbehaviour, Penalties and Sanctions

At the School, we reward and encourage good behaviour, and celebrate curricular and extracurricular achievements from our pupils. It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules and School's policies.

Within lessons and in the wider life of the School, the expectation is that members of staff will seek to praise good behaviour wherever they see it.

- Merits are given to pupils through the school year to recognize good work, behaviour that exemplifies our School Rules, and participation in the co-curricular life of the School. Merits are also counted as house points and they go towards the house point total for the whole

house.

- We also have merits specifically awarded for good conduct in the Secondary School, where "Star Pupils" are highlighted each month. Rewarded pupils gain access to special privileges, such as activities or other rewards.
- Our annual House Ceremony rewards pupils who have shown good effort and attitude as well as academic achievements throughout the year.
- The School screens are used to showcase the Star Pupils and house points, encouraging pupils to engage in positive behaviour.
- Each department uses a reward system to encourage and award progress and effort in individual subjects. The rewards include certificates, prizes, stickers, letters home, etc.
- In the Primary School, pupils demonstrating exemplary behaviour are granted special privileges and additional responsibilities, such as assisting younger pupils or managing classroom materials.

The School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Penalties and sanctions assist the School in enforcing the School Rules, and help the School set boundaries and manage unacceptable or challenging behaviour from pupils.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable and may lead to penalties and sanctions. Penalties and sanctions are decided fairly, consistently, reasonably and proportionately and, where appropriate, after due investigation.

Penalties and sanctions may undergo reasonable change from time to time but never involve any form of unlawful or degrading activity. CFBL does not place pupils in an area of isolation (seclusion or isolation room). Corporal punishment is illegal and is never used or threatened at our School. A teacher cannot lower a pupil's mark by reason of their behaviour or unauthorised absence. Writing lines or "*zero de conduite*" are not permitted sanctions. Collective punishments are also not permitted.

In applying penalties and sanctions, especially those with serious consequences, the School will take reasonable steps to ensure children with SEND or vulnerable children are not treated unfavourably, in accordance with the School's obligations under the Equality Act 2010.

If a child threatens, hurts wilfully or bullies another child, the teacher, the Deputies to Head or a pupil supervisor records the incident and the child is sanctioned accordingly. The School will work with the children to understand what happened and support the children as set out in our Anti-bullying Policy (available on the School's website). If a child repeatedly acts in a way that annoys or disrupts others and the usual disciplinary measures have proven ineffective, a member of the teaching staff, the Deputy to Head for Primary School or the Deputy to Head for Secondary School will contact one of the child's Parents. CFBL does not tolerate bullying of any kind. If a member of staff discovers that an act of bullying or intimidation has taken place, they will act immediately and intervene in accordance with the School's Anti-Bullying Policy.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may request help from a member of the teaching staff.

8.1 Penalties (*punitions*)

Penalties respond to the least serious misbehaviours and breaches to the School Rules and School policies. They are immediate responses to occurrences of indiscipline or incivility.

Penalties are given by teachers, educational assistants and the management team. **It is important to note that supporting the pupil and reflecting on behaviour is key.**

a. In the Primary School, penalties include, alone or in conjunction:

- A verbal reprimand and reminder of the expectations of behaviour,
- Written note sent to the family;
- Written assignment given to the pupil, aimed at reflecting upon the incident;
- Meeting between the Parents and the Deputy Head of Primary;

- Exclusion from class: every pupil whose behaviour is incompatible with the proper functioning of the class may be excluded by the teacher. The excluded pupil will be directed to the Head of Primary's office and the family will be informed;

- With the agreement of the Parents, community service/empowerment measure to be carried out in the School (cleaning tables, floors and playgrounds, etc.).

b. In the Secondary School, penalties include, alone or in conjunction:

- A verbal reprimand and reminder of the expectations of behaviour: teacher explains to pupil what they have done wrong and why the action is unacceptable (teacher may also write a note on Pronote)

- Written note sent to the family;

- Crosses. Crosses will be given for small infractions and are generally just intended to remind pupils of the need to be mindful of their behaviour. Only if a pupil receives 5 crosses following issues with personal work or 3 crosses following issues in terms of behaviour in a week will this lead to a demerit going against their name. Typical examples of incidents that would result in a cross include, without limitations:

- A minor uniform infraction;
- Silly behaviour in class, generally as a warning against further poor behaviour;
- Not being properly prepared for class with the correct equipment
- Homework not presented in class.

8.2 Sanctions

In case of a misbehaviour that endangers the well-being or security of pupils or any member of staff or in case of the most serious breaches to a pupil's obligations under the School Rules or this Policy, sanctions can be decided by the Headteacher. In the Secondary School, the Headteacher may convene a Disciplinary Council as described in section 12. below.

Sanctions include:

a. In the Primary School:

- Written warning;

- Meeting between the Parents and the Deputy Head Primary;

- Temporary exclusion from class or playtime. The excluded primary pupil will be directed to the Deputy Head of Primary's office. The family will be informed;

- For Early Years, time off as determined by the pupil's age (e.g., 5 years old = 5 minutes).

b. In the Secondary School:

- Meeting of the Parents with the Deputy Head Secondary;

- The setting of written tasks such as an account of their behaviour;

- Exclusion from class: every pupil whose behaviour is incompatible with the proper functioning of the class will be excluded from class by the teacher. The excluded secondary pupil will be directed to *vie scolaire*. The family will be informed;

- Extra school work or repeating unsatisfactory work until it meets the required standard;

- Community service / empowerment measure with the agreement of the family (cleaning tables, class floors, assistance with children's meals, CDI storage, etc.);

- Loss of privileges - for example being banned from certain school trips, being forbidden from representing the School in competitive sports, or restriction of ICT rights;

- Missing part (but not all) of playtime,
- Removal from a School trip or School event or other activity offered by/with the School (Clubs, DoF expedition...) at Parents' expenses and without reimbursement of any payments already made,
- Detentions. Detentions are organised at the start or at the end of the School day. Exceptionally, they can be organised on a Saturday morning by decision of the Headteacher,
- Warning,
- Suspension for a specified period, removal or permanent exclusion (with or without probation), from the School. Please refer to section 11. below.

8.3 Repeated misbehaviours

In case of repeated misbehaviours, an action plan may be put in place in close communication with the family. It will give guided and precise targets to the pupil. The pupil then will have regular meetings during the week with the teachers or the Deputy Head, receiving feedback on their behaviour aimed to help them achieve their targets.

8.4 Preventive and accompanying measures

The School may also put in place preventive measures before any disciplinary sanctions are issued, or alongside them, with an educational purpose. These measures can include a follow up record or the conclusion of a contract signed by the pupil and their Parents. The goal is to make the pupil understand the seriousness of certain acts. Parents are extensively involved in the dialogue.

In the Primary school, the School may put in place a 'Friendship Contract' to help establish clear boundaries and guidelines for positive interactions between pupils. In the Secondary School, this can take the form of behaviour tracking sheets, contracts with the pupil(s), and follow-up meetings known as "educational commissions."

Special accompanying measures can also be taken in case of serious sanctions. These measures aim to prevent the occurrence or repetition of reprehensible acts.

8.5 Misbehaviour outside of School

On occasion the School may apply the provisions of this Policy and the School's Rules to misbehaviour that occurs whilst pupils are outside the School premises and:

- taking part in any activity organised by or related to the School (for example at sports facilities or on pavement outside school or on the way to sports facilities, or during a school trip or the DofE); or
- travelling to and from school; or
- wearing school PE uniform; or
- in some other way identifiable as a pupil of the School, whether it took place in person, over the telephone or online (including social media); or
- that could have repercussions for the orderly running of the school; or
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the School.

8.6 Contextual safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they must follow the procedures set out in the School's Child Protection & Safeguarding Policy and discuss their concerns with the School's DSL or Deputy DSLs, without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's Parents accordingly.

9. **Serious misbehaviours**

Serious misbehaviours are serious breaches of the School Rules or this Policy, whether happening on School premises or outside, which may result in serious sanctions (including temporary or permanent exclusion). Serious misbehaviours include, without limitations:

- Using and/or distributing illegal drugs;
- Using and/or distributing alcohol or tobacco;
- Using and/or distributing vape;
- Theft;
- Bullying, including cyberbullying;
- Physical assault/ threatening behaviour against pupils or staff;
- Verbal abuse/threatening behaviour against pupils or staff;
- Behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- Fighting;
- Bringing forbidden, illegal, inappropriate or dangerous items into school's premises (or their immediate vicinity) or on School trips or School events or activities;
- Child on child abuse;
- Sexual harassment or misconduct including sexting or sharing nude images;
- Any form of abuse on the grounds of race, religion/belief, disability, gender, sexual orientation or gender reassignment, special education needs (etc);
- Wilful damage to property;
- Persistent disruptive behaviour or serious breaches of this Policy or the School Rules;
- Other serious misconduct (on or off the School premises) which actually or potentially or indirectly brings the School into disrepute or damages or may damage its reputation.

Serious sanctions, including temporary or permanent exclusion, may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

All sanctions imposed for serious misbehaviours are entered on a confidential central register which contains the pupil's name and year group, the nature and date of the offence and the sanction imposed.

Forbidden/illegal substances-related incidents: It is strictly forbidden for anyone, adult or child, to bring onto the School premises (or within the School's immediate vicinity) or School trips/events/activities forbidden or illegal substances.

Any child in the Secondary School who is found to have brought/have used to School any type of forbidden/illegal substances will be punished by a temporary exclusion. The child will not be readmitted to the School until a Parent of the child has discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the Headteacher will call a meeting of the Conseil de Discipline and may suggest that the *Conseil de Discipline* permanently exclude the pupil.

If a pupil in the Secondary School is found to have deliberately brought illegal substances into the School (or within the School's immediate vicinity) or School trips/events/activities and is found to be distributing these to other pupils (whether or not for money), the Headteacher will call a meeting of the Conseil de Discipline. If the offence is repeated, the Headteacher may suggest that the Conseil de Discipline permanently exclude the pupil.

The police and social services may be informed.

Property and security: The possession at School of any dangerous objects such as knives, blunt instruments or any offensive weapons, lighters, matches or fireworks is strictly forbidden and may result in a permanent exclusion.

Breakage, damage or loss of School property (including library books) will be charged for a replacement.

All children's property must be clearly marked with their name. Valuables should not be brought to School. The School cannot be held responsible for any loss of or damage to personal effects of a pupil (including lost or damaged clothes).

10. **Summary of behavioural issues level and consequences**

Summary of behavioural issues level and consequences	
Level 1 behavioural issues: Minor incidents	
<ul style="list-style-type: none"> ● Non-compliance with the dress code ● Repeated lateness ● Incomplete classwork or homework ● Chewing gum on school premises ● Littering or minor damage to school property ● Being in restricted areas of the school ● Physical pushing or rough behaviour ● Use of inappropriate language or conduct ● Interrupting others' learning or disrupting the school environment ● Unauthorised use of mobile phones or electronic devices ● Use of inappropriate or abusive language (to other pupils) ● not following instructions ● Low level chatting/silliness ● Failure to bring equipment on more than one occasion <p>This list is not exhaustive.</p>	<p>Level 1 issues are usually handled immediately through a conversation with the teacher and/or pastoral staff.</p> <p>Consequences for minor infractions could include:</p> <ul style="list-style-type: none"> ● time-off ● a written reflection and apology from the pupil ● a parental/guardian notification (email or pronote) ● Pupils make amends as appropriate ● Crosses (for Secondary pupils) ● Verbal reprimand/Warning ● First warning letter sent to Parents. <p>This list is not exhaustive.</p>
Level 2 behavioural issues: persistent minor incidents or incidents of medium severity	
<ul style="list-style-type: none"> ● Repeated breaches of Level 1 behavioural issues ● Violation of academic honesty standards (cheating, plagiarism, collusion, unethical use of technology...) ● Destruction or harm caused to school or personal property ● Disrespectful speech or actions towards any member of the school community ● Ongoing unauthorised use of phones, devices, or technology, including breaches of the ICT policy ● Truancy, school avoidance, or repeated absences without valid justification ● Failure to attend detention ● Rudeness or inappropriate language which is discriminatory or insulting <p>This list is not exhaustive.</p>	<p>Level 2 issues are referred to the appropriate Deputy Head. They will meet the pupils and staff involved to investigate the concern.</p> <p>Consequences for Level 2 issues could include :</p> <ul style="list-style-type: none"> ● Meeting with Parents/Guardian ● The family must cover the cost of damage to school or personal property ● Formal written warnings ● Community service such as canteen, library, pastoral duties, IT or Primary support, maintenance, etc. ● Self reflection and apology will be required ● Loss of privileges ● External counselling may be recommended or required ● Written warning <p>For Secondary pupils only:</p> <ul style="list-style-type: none"> ● After school detention ● In or out of school suspension ● Educational commission ● Second & third warning letter sent to Parents. After three warning letters sent

	<p>within a school year, we apply level 3 behavioural issues policy.</p> <p>This list is not exhaustive.</p>
Level 3 behavioural issues: persistent of medium severity and incident of serious severity	
<ul style="list-style-type: none"> ● Repeated breaches of Level 2 behavioural issues ● Theft or deliberate damage to School or personal property, with the family responsible for covering any related costs ● Actions that compromise the safety or welfare of other pupils (such as for example serious assault on a pupil/member of staff) ● Rudeness or inappropriate language which is <u>deliberately</u> discriminatory or insulting, i.e. racial, homophobic or sexual ● Sexual misconduct, including the sharing of photos, materials, messages, or social media content ● Any form of harassment, hazing, or bullying, including online or via social media ● Physical violence, such as fighting, hitting, kicking, or similar actions ● Possession, use, or distribution of illegal or prohibited substances, alcoholic beverages, e-cigarettes, intoxicants of any kind, ● Possession, use, or distribution of dangerous items or weapons, including knives, firearms (real or replica), or any other harmful instruments, ● threatening behaviour towards a member of staff ● Bringing the school's name into disrepute ● Making a malicious allegation against a member of staff which could have jeopardised their employment ● Extremist behaviour act <p>This list is not exhaustive.</p>	<p>In the case of violation of UK Law, the School has a duty to inform the police where required.</p> <p>Level 3 issues are referred to the Headteacher!</p> <ul style="list-style-type: none"> ● Student may be suspended immediately ● Student may be temporarily suspended and given a probation period ● Student may be removed from school permanently or not reinvited to the school ● Parents and pupils are expected to engage with external support agencies as required. <p>This list is not exhaustive.</p> <p>The Headteacher may decide to convene a meeting of the Disciplinary Council to hear about the most serious discipline cases.</p> <p>Only the Disciplinary Council can decide a definitive exclusion</p> <p>All serious sanctions should be implemented in conjunction with educational actions</p>

11. Temporary and permanent exclusions

In the Secondary School, it may be necessary to exclude a pupil from the School if their misbehaviour is sufficiently serious or persistent. The exclusion may be temporary for a fixed term (i.e. suspension) or permanent (i.e. expulsion).

In the Primary School, if a child's behaviour is affecting the wellbeing of other pupils, the Headteacher will consult with the child's Parents who can decide to withdraw their child from the School.

11.1 Suspension (fixed term exclusion)

The Headteacher may suspend a Secondary child (i) for serious misbehaviour or (ii) as a precaution if necessary to safeguard other pupils pending a meeting of the Conseil de Discipline or pending the results of an investigation (see section 14. below).

A suspension may not exceed 8 consecutive days for any particular incident in addition to any suspension decided as a precaution (up to a maximum of 45 school days in a single academic year).

In the Secondary School, the Headteacher may decide to convene a meeting of the Conseil de discipline to hear about the case and decide upon a sanction.

During a suspension, pupils still receive their education and the Headteacher will take steps to ensure that work is set and marked for pupils.

11.2 Permanent exclusion

A decision to exclude a Secondary pupil permanently can only be taken by the Conseil de discipline. This decision should only be taken:

- in response to a serious breach or persistent or repeated breaches of the School Rules and/or this Policy; and/or
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, the Headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

12. *Conseil de discipline (Disciplinary Council) in the Secondary School*

12.1 Decision to convene the Disciplinary Council

In the Secondary School, the Headteacher may decide to convene a meeting of the Disciplinary Council to hear about the most serious discipline cases.

A member of staff may request in writing a meeting of the Disciplinary Council. The ground for such a request should be reasonable, documented and in accordance with the overall behaviour policy of CFBL. The decision to convene the Disciplinary Council remains at the discretion of the Headteacher unless a member of staff has been the victim of physical violence by the pupil in which case the Headteacher must convene the Disciplinary Council. In the event that the Headteacher refuses to convene the Disciplinary Council, he should notify the member of staff of his decision and the reasons for his decision.

12.2 Composition

The Disciplinary Council is composed of the Headteacher who chairs the meeting (or in their absence the Deputy to Head for Secondary School), the Deputy to Head for Secondary School (or in their absence or if replacing the Head, the Deputy to Head for Primary School), a staff member taken from the members of the School's Safeguarding Committee (other than the Headteacher and Deputy for the Secondary School), the Student Support Officer (CPE) and a parent trustee taken from the members of the School's Safeguarding Committee (or, in their absence, any other parent trustee).

The Headteacher may also decide to invite the School's SENCO to participate in the meeting but without voting rights.

12.3 Procedure

At least 5 days before the meeting, the Headteacher will notify his decision to convene the Disciplinary Council, the date, time and location of the meeting and the reasons for the meeting, to:

- the Parents of the pupil subject to the disciplinary procedure, by registered letter or hand delivery (receipt requested); and
- the members of the Disciplinary Council and the member of staff who requested the meeting (when this is the case), by email or any other means.

The pupil is informed of the facts of which they are accused of and will be able to consult their file, at least 2 school days prior to the meeting.

The pupil subject to the disciplinary procedure, their Parents and the pupil's social worker if the pupil has one may attend the meeting. The Pupil and their parents may be accompanied to the hearing by one other person if they wish. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

The pupil has the right to be heard. Their representatives may also make representations.

During the meeting, the Chair first explains the reasons for the meeting and the alleged facts. Then, the Disciplinary Council hears the pupil and, if they wish to be heard, their Parents and representatives. Then, any member of the Council may ask questions to the pupil.

The Disciplinary Council then deliberates by secret ballot. The pupil, their Parents and any of their representatives are asked to leave the room until a majority decision is reached. In the event of an equal vote, the Chair has a casting vote. The Chair immediately informs the pupil, their Parents and representatives of the Disciplinary Council's decision.

This decision is notified to the Parents by email, registered letter or hand delivery. The decision is motivated and indicates how the pupil and their Parents can appeal the decision if they wish.

12.4 Suspension as a precaution

The headteacher may deny the pupil access to the School until the meeting of the Disciplinary Council as an exceptional measure (and not as a sanction).

12.5 Sanctions

The Disciplinary Council may decide any of the following sanctions:

- 1° Warning;
- 2° Accountability measures for up to 20 hours;
- 3° Temporary exclusion from class or recess, which cannot exceed eight days;
- 4° Temporary exclusion from the School or its Clubs or any programme offered at School (DofE ...). The duration of this exclusion cannot exceed eight days;
- 5° Definitive exclusion from the School or from its Clubs or any programme offered at School (DofE ...).

The Disciplinary Council may decide that the enforcement of any of the sanctions provided for in 2° to 5° above is subject to the absence of new serious misbehaviour until the end of the school year or such other period as the Council may decide.

A decision to exclude a pupil, whether temporary or permanently, will have immediate effect unless the Disciplinary Council decides otherwise.

12.6 Appeal

Parents can, if they wish so, appeal a decision of the Disciplinary Council to suspend or exclude a pupil or a Headteacher's decision to suspend or remove a pupil, by writing to the Chair of the Board by email at clerk@CFBL.org.uk within 1 week of the date of the notification of the decision. They must specify in their appeal letter all the grounds of the appeal and any outcome desired.

The Chair of the Board will acknowledge the appeal request in writing within four working days during term time.

The Chair of the Board will review the facts surrounding the appeal, the documents and any representations provided by the parties. The Chair may, if he wishes, call a hearing with the pupil and his Parents but is under no obligation to call such hearing unless the appeal is made against a permanent exclusion in which case a hearing will take place as soon as practicable.

The Chair of the Board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- it is a permanent exclusion;

- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
- it would result in the pupil missing a public examination or national curriculum test.

If the Chair of the Board decides that a child should be reinstated, the Headteacher or the Disciplinary Council must comply with this ruling. The Chair of the Board cannot aggravate the sanction decided by the Headteacher or the Disciplinary Council.

The Chair's decision will be notified in writing to the Parents within 15 school days. Reasons for the decision will be given.

During the appeal procedure, the Headteacher may deny the pupil access to the School until a decision on the appeal is made, as a precaution (and not as a sanction).

The Chair of the Board may delegate all or part of the appeal procedure to any of the Board's non-parent trustees or a panel of three non-parent trustees.

13. Record of sanctions and reporting

Sanctions (but not penalties) are recorded in the pupil's individual file. Warnings, blames and accountability measures will be erased from the pupil's file at the end of the school year. Other sanctions, apart from permanent exclusion, are erased from the pupil's administrative file one year after their decision. Permanent exclusions are erased from the pupil's administrative file at the end of their secondary education.

In order to encourage an educational dialogue on respect for the rules of collective life, a pupil may, when leaving the School, request the headteacher to erase any sanctions from their administrative file, except permanent exclusion. The Headteacher will make a decision based on the pupil's behaviour since the sanction for which they request the erasure and in view of the pupil's motivations. If the educational effect of the sanction is not proven, its erasure may be refused by the Headteacher.

Information of the board: The Headteacher informs the Board about any suspension beyond eight days in any one term and any permanent exclusion.

14. Required removal

As indicated in our terms and conditions, the School may require the removal of a pupil when, in the opinion of the Headteacher, there has been a breakdown of the relationship between the pupil and/or parent(s) and the School. This may arise through:

- A breakdown of trust between the School and the parent(s). This may manifest itself in a number of ways, including parent(s) not supporting the School in behaviour management; vexatious behaviour, such as Parents repeatedly bringing unsubstantiated claims; or abusive or unreasonable behaviour by Parents to the School's staff, pupils or other Parents (for example as a spectator at school fixtures);
- A breakdown of trust between the School and the pupil. This may manifest itself in a number of ways, including persistent misconduct such as unauthorised absence from School or when a pupil has brought a malicious or unjustified allegation against a member of staff and where there are reasonable grounds that this may happen again in the future;
- Other circumstances where the Headteacher (after appropriate consultation) is satisfied that it is not in the best interests of the pupil, or of the School, that the child remains at the School.

15. Investigatory procedures

In the event of an incident of serious misbehaviour, an investigation may be carried out to establish the facts. An investigation of a complaint or allegation about serious misbehaviour will normally be coordinated by the relevant Deputy Head or an appropriate member of senior staff. Parents will be informed as soon as reasonably practicable if a complaint or allegation under investigation is of a nature that could result in their child being permanently excluded.

In these circumstances, the pupil(s) involved will always be given the opportunity to give their account of events and to put forward any mitigating factors. The pupil(s) and staff involved may also be asked to prepare written statements as soon as possible after the incident has taken place.

As part of the investigation, pupil(s) may be interviewed informally by a member of staff to establish whether there are grounds for the reported complaint and/or a formal investigation. The School is not required to inform the Parents that an informal meeting is to take place but will always arrange for a member of staff to be present to support the interviewed pupil(s). The School will support the interviewed pupil(s) by taking reports seriously, listening carefully, providing appropriate pastoral support, following procedures as identified in other policies e.g. the School's Anti-bullying, and Child Protection policies. The Parents will be informed that their child was informally interviewed, before the end of the same school day.

The findings of the investigation are presented to the Head for consultation and consideration.

Where necessary and appropriate, the School will inform the police and/or Children and Families Contact Service.

Suspension (pending an investigation): While an investigation into a pupil's conduct is carried out, a pupil may be suspended from school by the Headteacher as a precautionary measure and required to stay at home.

16. Searching

CFBL recognises its legal powers and duties to search pupils and confiscate items in order to maintain a safe learning environment and safeguard pupils. All searching, screening and confiscation is carried out in accordance with the Department for Education guidance [Searching, Screening and Confiscation \(July 2022\)](#) and with due regard to safeguarding, dignity and proportionality.

16.1 Searching Pupils

The consent of a pupil will usually be obtained before conducting a search. However, where the Headteacher or an authorised member of staff has reasonable grounds to suspect that a pupil is in possession of a prohibited item, a search may be conducted without consent.

Prohibited items include (but are not limited to):

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarette papers or vapes;
- fireworks;
- pornographic or offensive images;
- any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property;
- any item banned by the School Rules which may be searched for.

Searches will be conducted in a manner that safeguards the pupil's welfare and dignity. Searches will normally be carried out by a member of staff of the same sex as the pupil, with a witness present where reasonably practicable.

The School will always consider the age of the child to be searched and any SEND or vulnerabilities the child may have before conducting the search to decide whether any additional precautions or adjustments are needed.

The Headteacher, or a member of staff authorised by the Headteacher, may search a pupil, provided there is another staff member present as a witness, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school. The member of staff doing the search will be of the same gender as the pupil searched. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. (Outer clothing' means any item of clothing that is not worn

wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.)

The School does not conduct intimate or strip searches. Any search involving removal of more than outer clothing will only be carried out by the police in accordance with statutory guidance. Strip searches (A strip search is a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. 12 While the decision to undertake the strip search itself and its conduct are police matters, School staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

16.2 Confiscation of Items

School staff may confiscate, retain or dispose of a pupil's property where it is reasonable to do so. The decision to return confiscated items rests with the teacher, Headteacher or authorised senior staff member.

Weapons, knives and illegal or extreme child sexual abuse material must always be handed to the police without delay.

16.3 Safeguarding and Equality Considerations

Before conducting any search, staff will consider the pupil's:

- age and maturity;
- SEND or additional needs;
- mental health or trauma history;
- religious, cultural or gender considerations.

Reasonable steps will be taken to minimise embarrassment or distress.

Any search that reveals a safeguarding concern must be recorded on CPOMS and referred immediately to the DSL in line with the School's Safeguarding and Child Protection Policy.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk and the School will follow the procedures set out in the School's Child Protection & Safeguarding Policy.

16.4 Electronic devices: Where a search finds an electronic device that is prohibited by the School Rules or where the member of staff undertaking the search reasonably suspects that an electronic device has been, or is likely to be used to commit an offence or cause personal injury or damage to property or where there is good reason to do so, for example where there has been an allegation of cyber-bullying, the School's DSL may search the device and examine any data or files on the device.

The DSL may erase any data or files from the device if she considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence, where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the DSL determines that the device does not contain any evidence in relation to an offence, or are advised by the Police following a report to them that they will not take any further action to investigate an alleged offence, the DSL can decide whether it is appropriate to delete any files or data from the device, and may retain the device as evidence of a breach of this Policy. The School may then take steps to punish the pupil, where appropriate.

All decisions relating to examination or deletion of data will be proportionate, recorded, and take account of safeguarding considerations.

16.5 Recording and Parental Notification

The School will keep a written record on CPOMS of all searches conducted, including:

- the reason for the search;
- whether consent was obtained;
- the outcome of the search;
- any action taken.

Parents will normally be informed of any search conducted after the event, particularly where prohibited or harmful items are found, unless doing so would place a child at risk of harm.

17. Use of reasonable force

The use of reasonable force is a safeguarding measure and not a disciplinary sanction. It may only be used as a last resort to prevent immediate harm, serious damage to property, or significant disorder that poses a risk to safety.

CFBL's approach to restrictive interventions, including the use of reasonable force and seclusion, is set out in detail in the School's **Restrictive Interventions Policy**, which must be read alongside this Behaviour and Discipline Policy.

17.1 Legal Power to Use Reasonable Force

In accordance with sections 93–96 of the Education and Inspections Act 2006, teachers and any other members of staff authorised by the Headteacher have a statutory power to use such force as is reasonable in the circumstances to prevent a pupil from:

- committing any offence;
- causing personal injury to themselves or others;
- causing damage to property; or
- prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than is necessary, and the decision to intervene is a professional judgement based on the specific circumstances at the time.

17.2 Safeguarding Principles

Any use of reasonable force or other restrictive intervention must:

- be used only when necessary to address an immediate risk;
- be the least restrictive option available;
- be applied for the shortest possible duration;
- preserve the dignity and welfare of the pupil;
- take account of the pupil's age, size, SEND, mental health needs, medical conditions and vulnerabilities;
- never be used to secure compliance, manage behaviour routinely, or as punishment.

17.3 Forms of Restrictive Intervention

Restrictive interventions may include:

- passive physical contact, such as standing between pupils or blocking a path;
- active physical contact, such as guiding a pupil away from danger;
- restraint, involving the restriction of movement as a safety measure;
- seclusion, where a pupil is prevented from leaving a space as a last-resort safety measure.

Seclusion must never be used as a disciplinary sanction and is subject to the same safeguards, recording and reporting requirements as physical restraint.

17.4 Prohibited Practices

The following practices are strictly prohibited and must never be used under any circumstances:

- corporal punishment;
- force used as a punishment or disciplinary sanction;
- pain-inducing techniques;
- restriction of breathing or circulation;
- pressure to the neck, throat or abdomen;
- holding a pupil face down (prone restraint);
- humiliating or degrading treatment;
- seclusion used as punishment.

17.5 Recording, Reporting and Parental Notification

All significant uses of reasonable force, restraint or seclusion must be:

- recorded on CPOMS as soon as practicable and no later than the same working day;
- reviewed by the Designated Safeguarding Lead (DSL & DDSLs) and senior leadership.

Parents will normally be informed on the same day of any significant restrictive intervention, unless doing so would place a child at risk of harm.

Post-incident support and review will be provided to pupils and staff as appropriate.

17.6 Training and Oversight

All staff will receive training on behaviour management, safeguarding and the lawful use of reasonable force.

The Headteacher and DSL monitor the use of restrictive interventions and report anonymised trends to the Board of Governors as part of the School's safeguarding oversight.

18. Allegations against staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection & Safeguarding Policy and the Allegation of Abuse against Staff Policy.

Should an allegation made by a pupil against a member of staff be found to be malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil and manage that misbehaviour in accordance with this Policy and the School Rules, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

19. Complaints procedure under this Policy

If Parents have any concerns about the way that their child has been treated, they should initially contact the teacher concerned. In the Primary, this would be the class teacher and in the Secondary it could be a subject teacher or the form teacher (*professeur principal*). If the concern remains or Parents are not satisfied with the way the concern was dealt with by the teacher, they should contact the Deputy to Head for Primary School or, the Deputy to Head for Secondary School, as appropriate.

Most concerns should be dealt with at this stage but if Parents are not satisfied, they should write to the Headteacher.

If Parents apply to the Headteacher for the review of a disciplinary sanction or because they have a concern about their child, the Headteacher will review the circumstances, speak with the teacher, the Deputy to Head for Primary School or Deputy to Head for Secondary School (as appropriate). They will meet with the Parents concerned and may carry out further investigations.

The Headteacher will reach a decision within 5 school days of receiving the Parents' complaint.

Appeal:

Parents can appeal against a disciplinary sanction taken by the Headteacher or the Disciplinary Council by writing to the Chair of the Board Governors. The appeal procedure is described in section 12.6 above.

For EYFS:

Parents should be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. More details can be found on the Ofsted's website here:

<http://www.ofsted.gov.uk/resources/information-for-Parents-about-ofsteds-role-regulating-childcare>

The School will share the results of any investigation with the Parents who made the complaint.

20. Records, monitoring and review

CFBL keeps a variety of records concerning incidents of misbehaviour:

- The teachers or *vie scolaire* record minor incidents.
- The Headteacher records those incidents where a child is sent to him on account of misbehaviour.
- Pupils' supervisors also keep a record of any incidents that occur at breaks or lunchtimes.

The Headteacher ensures that appropriate records of all reported serious incidents of misbehaviour and disrespect are kept in a central record.

The Headteacher keeps a record of any child who is suspended temporarily, or who is permanently excluded.

The Headteacher also keeps a written record of any complaints, and their outcome.

The School must investigate written complaints relating to its fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted on request.

The Headteacher monitors the effectiveness of this Policy on a regular basis. They also report to the Board on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

It is the responsibility of the Board to monitor the rate of suspensions and exclusions, and to ensure that this Policy is administered fairly. The Board will pay particular attention to principles of non-discrimination; it will seek to ensure that the School abides by the Equality Act 2010 and any non-statutory guidance thereunder.

Last review by Management Team: June 26

Related policies and records

- Attendance and absence policy;
- Anti-Bullying Policy;
- Safeguarding and Child Protection Policy;
- Staff Behaviour Policy;
- School Rules (*Règlements intérieurs*);
- Equal Opportunities (pupils);
- Pupil sanctions central record; and
- SEND Policy.
- Restrictive Interventions Policy (Including Use of Reasonable Force)

Audit trail:

Previous versions: 14.02.25, 23.04.25

Current: 26.06.26

Document Owner and Approval

The Designated Safeguarding Lead is the owner of this document and is responsible for ensuring that it is reviewed in line with the School's policy review schedule.