

Collège Français Bilingue de Londres
("CFBL" or the "School" or "we")

Behaviour and Discipline Policy

Last review: June 2020

1. Introduction

CFBL considers that every member of the School should feel valued and respected, and that each person should be treated fairly and well. 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 an 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 his/her place in the modern world.

CFBL has put in place a number of rules. It is the aim of this policy to define the principles of good behaviour between pupils. 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) 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. The Policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The School follows the advice of the [DfE: Behaviour and discipline in schools](#), advice for headteachers and school staff (January 2016), for the Early Years section of the Primary School, the Statutory Framework for the Early Years Foundation Stage and, for the secondary section, of the French Ministry of Education Nationale [Decree no. 2000-620 du 13 juillet 2000](#) on disciplinary procedures (The "French Decree").

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 (please refer to CFBL's Accessibility Plan).

In this Policy the expression "Parents" means parents or 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 Mr David Gassian, Deputy to the Head for the Primary School.

2. School Rules ("Règlements intérieurs")

CFBL's community of governors, staff, parents and pupils adhere to an established routine and code of conduct set out in the School Rules (règlement Intérieur) which are published on the School's website. School Rules are adopted by the School Council (*Conseil d'établissement*) each year and complement this Policy. They are designed to encourage positive behaviour and self discipline.

Parents agree, when signing the Parents' Contract (CFBL's T&C) that their child will comply with the School Rules and that they will undertake to support the authority of the Headteacher in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. 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. Parents

are expected to support the School in managing expectations of behaviour and the provisions of this Policy, both at home and at School.

We expect pupils to treat members of staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. Pupils should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at CFBL, particularly the vulnerable. Harassment and bullying in any form will not be tolerated. CFBL Anti-Bullying Policy is published on our website and is communicated to staff and pupils. 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.

CFBL takes its duties under the Equality Act 2010 seriously and makes the following adjustments for pupils with special education needs and disability (SEND):

- The School building is adapted for access by pupils with physical disabilities. We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.
- The School does not have a SEN unit, but a speech therapist (“orthophoniste”) and an educational psychologist are employed by the School. They undertake assessments of pupils at the request of teaching staff. No charge is made to parents for these assessments.
- CFBL endeavours to provide a measure of extra help to pupils from within its own resources at no extra charge to parents (soutien scolaire). When the School does not have sufficient resources to provide for the needs of a child, it will refer parents to external professionals or may ask parents to contribute financially to the additional costs as part of a PAI, PPS, PAP or PPRE.
- We have put in place different plans, both at primary and secondary level, to assist pupils with needs. Some plans are agreed with parents when they enrol their child in the School. The plans are monitored by either a teacher, the vie scolaire team or the school nurse, depending on the child’s needs. They include: PAI (Projet d’Accueil Individualisé), PPS (Projet Personnalisé de Scolarisation), PPRE (Programme Personnalisé de Réussite Educative) and PAP (Plan d’Accompagnement Personnalisé).

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow CFBL’s Attendance and Absence Policy and the School Rules. They should care for the buildings, equipment and furniture. The School expects pupils to behave at all times in a manner that reflects the best interests of the whole School community.

CFBL reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below.

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 this Policy and 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 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.

CFBL expects parents to support their child’s learning and to cooperate with the School. It seeks to build a supportive dialogue between the home and the school, which is done for the secondary pupils through the *carnet de correspondance*.

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

Unexplained absences: We will always telephone parents on the first day of an unexplained absence to determine the pupil’s whereabouts, in accordance with the School’s safeguarding obligations.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time, unless in exceptional circumstances.

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.

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 discipline and behaviour 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

It is the responsibility of the Headteacher to implement this policy and to define in details the Schools' disciplinary rules. The Headteacher reports to the Board on the effectiveness of this policy. The Headteacher is also responsible for the learning progress, health, safety, welfare and safeguarding of all pupils and staff in the School.

The Headteacher supports the staff when they implement this Policy. The Headteacher is assisted in his 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, class teachers, 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.

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 his or her case may be referred to the Headteacher.

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

7. The role of the Disciplinary Council (Conseil de discipline)

In the Secondary School, a *Conseil de discipline* hears more serious discipline cases. Its role is explained in the School Rules. The *Conseil de discipline* has the power to impose sanctions and to permanently exclude a child.

In accordance with the French Decree on discipline procedures, the *Conseil de discipline* is comprised of the Headteacher, as chair, the Deputy to Head for Secondary School, the Head of Finance and Administration, and staff and pupils' representatives.

8. The role of teachers and pupils' supervisors

Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable or who break the School Rules or fail to follow a reasonable instruction. The power also applies to all paid staff with responsibility for children.

It is the responsibility of teachers to ensure that the School Rules are enforced and an atmosphere of mutual respect is established in their classes. Teachers treat all children fairly, with respect and understanding.

In the primary section, the Deputy to 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 Section, the Deputy to Head for Secondary School 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 pupils' supervisors expect children to comply with the School Rules. Teachers must ensure that each child

works to the best of his or her abilities. In cases where a child does not have satisfactory school results, after finding out the reasons, the teacher will decide appropriate measures/support.

Teachers and pupil's supervisors are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed work. If the misbehaviour continues, the teacher 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 relevant Deputy to the Head.

The teacher may discuss the needs of a child with the other teachers, the Deputy to Head for Primary School (who is also one of the School's Designated Safeguarding Leads), the Deputy to Head for Secondary School (also one of the School's Designated Safeguarding Leads), the Headteacher, the School's educational psychologist, or other professional.

The teacher informs parents of the progress of each child in their class, in line with school policy.

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

9. Behaviour and sanctions

At the School, we reward and encourage good behaviour, and celebrate curricular and extra-curricular 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. 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.

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

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

The School applies both [DfE advice](#) and, in the Secondary School, the French Decree on disciplinary procedures. Sanctions are decided fairly, reasonably and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity.

Examples of sanctions include:

If a child is disruptive in class, the teacher verbally reprimands him or her,

- The teacher may write to the parents to advise them of the misbehaviour,
- If, in spite of a verbal reprimand, he or she continues to misbehave, the child can be temporarily withdrawn from a lesson (in most cases, the pupil will be sent (accompanied by a classmate) to the Deputy to Head for Primary School or to the *vie scolaire*),
- Extra school work or repeating unsatisfactory work until it meets the required standard,
- School based "community service" (such as picking litter, tidying classroom, helping clear refectory, etc),
- The setting of written tasks as punishment (for example the pupils is asked to complete a reflexion sheet),
- Missing break time. A child cannot miss the totality of break time,
- Withdrawal from a school trip or school event,
- 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 the Headteacher,
- Warning,
- Temporary removal from a lesson,
- Suspension for a specified period, removal or permanent exclusion.

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. Under the French Decree, a teacher cannot lower a pupil's mark by reason of his or her behaviour or unauthorised absence. Writing lines or "zero de conduite" are not permitted sanctions. Collective punishments are also not permitted.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

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

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 punished accordingly. 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, he or she will act immediately and intervene in accordance with the School's Anti-Bullying Policy.

10. Serious Misbehaviour

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

Examples of serious breaches of the School Rules which may result in serious sanctions (including suspension and permanent exclusion) include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying, including cyberbullying;
- Physical assault/ threatening behaviour against pupils or staff;
- Verbal abuse/threatening behaviour;
- Behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- Fighting;
- Bringing illegal, inappropriate or dangerous items into school;
- Peer-on-peer abuse;
- Sexual harassment or misconduct including sexting;
- Any form of abuse on the grounds of race, religion/belief, disability, gender, 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 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.

Drug and alcohol-related incidents:

It is strictly forbidden for anyone, adult or child, to bring onto the School premises illegal drugs. Any child who is found to have brought to School any type of illegal substance 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 recommend 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 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.

The police and social services may be informed.

Property and security:

All children property must be clearly marked with his or her name. Valuables should not be brought to School. Breakage, damage or loss of School property (including library books) will be charged for a replacement.

CFBL is not responsible for any loss of personal effects of a pupil (including lost or damaged clothes).

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 also result in a permanent exclusion.

11. 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 the pupil being permanently excluded.

In these circumstances, the pupil will always be given the opportunity to give their account of events and to put forward any mitigating factors. The pupils 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 the pupil may also 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 arrange for a member of staff to be present to support the pupil.

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

Suspension (pending an investigation):

While an investigation into a pupil's conduct is carried out, a pupil may be suspended from school and may be required to stay at home.

12. Searching

The School reserves the right to search pupils and their possessions. The parent's prior consent to undertake a search is not required.

The Head, or a member of staff authorised by the Head, 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 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 consent of a pupil will usually be obtained before conducting a search, unless the Head (or authorised member of staff) reasonably suspects that the pupil has in his/her possession "prohibited items" such as:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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; and
- any item banned by the School Rules which has been identified in the rules as an item which may be searched for.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

Confiscation of inappropriate items

School staff may confiscate, retain or dispose of a pupils' property as punishment as long as it is reasonable in the circumstances. It is for the teacher, Head or Deputies to Head to decide if and when to return a confiscated item.

Weapons and knives and extreme or child pornography must always be handed over to the police.

Electronic devices:

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, the School may examine relevant data or files on the device. Parental consent to search through the electronic devices is not required.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Child Protection Policy.

13. 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 should follow the procedures set out in the School's Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Leads (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.

14. 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
- travelling to and from school; or
- wearing school PE uniform; or
- in some other way identifiable as a student of the School, whether it took place in person, over the telephone or online (including social media).

Whether or not the conditions above apply, this is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School could be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of School will be dealt with in accordance with this Policy and the School's Rules.

15. Use of reasonable force

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence,
- Causing personal injury to any person (including the pupil themselves),
- Causing damage to the property of any person (including the pupil themselves),
- Prejudicing the maintenance of good order and discipline at the school .

The use of reasonable force means using no more force than needed, and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils (and threat of corporal punishment) is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils, or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used,
- The chances of achieving the desired result by other means,
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Headteacher immediately after she/he has needed to restrain a pupil physically.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a protocol for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

16. Suspension and permanent exclusion

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

If the *Conseil de discipline* is convened, parents will be informed immediately. Parents will be informed of the reasons for a decision to suspend or exclude their child and that they can, if they wish, appeal against the decision to the Chair of the Board.

The Headteacher informs the Board about any suspension beyond eight days in any one term or any permanent exclusion.

Suspension (fixed term exclusion):

A teacher or one of the Deputies to 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. These are explained in more details in the School Rules.

Only the Headteacher has the power to suspend a child (up to a maximum of 8 days).

Permanent exclusion:

In the Primary, 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.

In the secondary school, only the *Conseil de discipline* has the power to exclude a child permanently.

17. 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 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.

18. Required removal

As indicated in our terms and conditions, the School may require the removal of a pupil when, in the opinion of the Head, 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 Head (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.

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, with respect to secondary pupils, the Deputy to Head for Secondary School.

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). He will meet with the parents concerned and may carry out further investigations.

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

Appeal:

Parents can appeal against a decision of the Headteacher or the Conseil de discipline by writing to the Chair of the Board Governors.

On appeal, the Chair of the Board will consider the circumstances in which the child was excluded, any representation by the parents, and whether the child should be reinstated.

If the Chair of the Board decides that a child should be reinstated, the Headteacher or the *Conseil de discipline* must comply with this ruling. The Chair cannot exclude a child or extend the suspension period decided by the Headteacher or the Conseil de Discipline.

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 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/her on account of bad behaviour.
- 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.

All providers must investigate written complaints relating to their 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 or the relevant childminder agency on request. The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Board on the effectiveness of the policy and, if necessary, makes 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.

The Board reviews this policy at least annually.

Last approval by safeguarding committee: 10 June 2020

Approved by the board on: 22 June 20

Related policies and records

- Anti-Bullying Policy;
- Child Safeguarding and Protection Policy;
- Code of Conduct;
- School Rules (Règlement intérieur);
- Equal Opportunities;
- Admissions and attendance register;
- Pupil sanctions central record; and
- SEN & Learning Difficulties Policy.