



THE HALL SCHOOL

Behaviour Policy A policy to promote positive behaviours and set out the sanctions for misbehaviour

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This policy is available on the School website and can be made available in large print or other accessible format if required.



Behaviour Policy

A policy to promote positive behaviours and set out the sanctions for misbehaviour

Introduction

At The Hall, we promote a whole school values- based education where the whole school community strives towards promoting and maintaining our Five Values in a positive culture and ethos that endorses praise, encouragement and recognition of good practice, behaviour for learning and community spirit.



In the Parent Contract, parents accept the authority of the Headmaster and of other members of staff on the Headmaster's behalf to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of the pupils and the school community as a whole. The school's Behaviour Policy current at any point in time applies to all pupils when they are on school premises, or in the care of the school, or wearing school uniform, or otherwise representing or associated with the school.

Positive behaviour is essential for effective teaching and learning to take place. Like any community, the school requires accepted codes of conduct and procedure aiming to foster

constructive relationships within the community. These relationships are characterised by mutual respect, friendliness, trust and tolerance as promoted in our school values.

We aim to develop a positive environment through the recognition and encouragement of constructive behaviour through using affirmative words and specific praise just as importantly as by using tangible rewards and prizes. Opportunities are taken by teachers to mention in positive terms boys' achievements and efforts (including outstanding helpfulness) in assemblies, form periods, house meetings and other gatherings as frequently as appropriate.

Consistency in Approach across the School

It is important that a consistent approach to positive behaviour is adopted throughout all sections of the school, from the EYFS up to the end of Year 8, though we recognise that the style of approach will need to change as boys become older and move into the early years of secondary level education. This progression is reflected in the approaches of Junior, Middle and Senior Schools to both rewards and sanctions.

Guidelines covering boys' transfer to the next stage of schooling are provided for staff in various induction events and meetings as well as the school 'Settling in Guidance'. It is also important for staff to recognize and acknowledge, using reasonable adjustments, boys with Special Educational Needs (SEN) and any disabilities in terms of their behavioural expectations. Boys with SEN are raised and discussed regularly at weekly staff meetings and the Head of Learning Support meets with staff to discuss strategies, reports and targets. The behaviour and conduct of some boys may on occasion, require the advice and support of external agencies.

The policy to promote positive behaviours is also important in the way that major school events such as assemblies, lunch times and educational visits are conducted, where consistency from staff in applying established procedures is essential. It is crucial that staff deal with situations as and when they happen and as effectively as possible. There are clear expectations in place for inside and outside behaviour and staff are equipped and prepared to effectively support those pupils not meeting these expectations.

Boys at The Hall are expected to be tolerant of each other but (as in every school) do need reminding about kindness, patience and understanding. In all matters it is essential that shared expectations and the same standards of behaviour are expected both at school and at home.

Behaviour Management Responsibilities

The Headmaster and Head of the Junior School are ultimately responsible for behaviour and good discipline within the school. They delegate responsibility within the school at different levels to:

Senior School (Years 6 to 8) Head of Senior School

Middle School (Years 4 and 5) Head of Middle School

Junior School (Years 1 to 3) Deputy Head of Junior School

Reception (EYFS) Head of Reception

These senior staff will give guidance to other staff and will access expert advice if ordinary methods of behaviour management are not effective with a particular child. On occasions extra advice is sought from the School Counsellor or relevant external agencies.

Rewards and Sanctions

The following sections show the approach of the school at different year group levels to reward the pupils for positive behaviour and a good working ethic (two principles which are closely linked).

Junior School Rewards

House System: When a boy joins the Junior School he becomes a member of a House (of which there are 4; Blue, Green, Orange and Purple). Class teachers are also allocated to a House.

House Points:

Junior School pupils are awarded house points in the form of tokens for displaying thoughtful, kind and helpful actions. House points are also awarded for high quality work and effort. Every term, the school council gives the final totals of house points to the Junior School Secretary which go towards the House Cup, presented in Special Assembly. The house points are recorded and displayed outside the school office. Year 3 boys are chosen on the basis of their positive behaviour and approach to school life, half- termly, by staff, to represent their houses as House Captains and Vice House Captains. Cups are given at Special Assemblies each half term (in front of parents and staff) to reward our school values.



a) Golden Book

During assembly every Friday boys from each class are mentioned in the Golden Book and presented with a certificate. This may be for good work, trying hard, good manners or general improvement. The aim is that every child should receive at least one certificate each term (two in the Autumn term). Awards are also given for activities such as music or chess.

b) Positions of Responsibility:

Junior School Pupils are given opportunities to take on positions of responsibility throughout the year. This allows them to lead by example, be good role models and demonstrate positive behaviour to other boys. Positions of responsibility include School Council, Form Captain, House Captain and Green Team.

c) Promoting Positive Behaviour:

Each teacher applies their own incentive schemes for further motivation to reward the boys. Each class teacher uses their own version of a generic behaviour management system.

This system allows an opportunity to take at least 2 steps towards positive behaviour and a warning before a sanction is imposed.

If a boy reaches Excellent he receives two house points. If a boy gets two Excellent grades in one half term they get two house points and a postcard home from the Headmaster of the Junior School. After three they get five house points and a special mention in the Headmaster's assembly.

Recognition for positive behaviour and manners and for effort in the classroom is also given by the class teacher in the Half Termly Progress Reports. Teachers are encouraged to ask boys to show high quality work etc to the Headmaster of the Junior School, who will award House Points and write a suitable comment on their work. Other initiatives used to encourage positive behaviour and a happy school community are *The School Council*, *Buddies and Talk Partners*, *The Kindness Tree* and *WITS*

Junior School Sanctions

- a) If a boy reaches the Unacceptable/ Sanction he may have a House Point token removed. If a boy loses two points in one half term he has to see the teacher in charge of his house. After three he sees the Deputy Head of the Junior School, at which point it is recorded on CPOMS. Each boy has a 'fresh start' each half term.
- b) Age appropriate sanctions are used for unsatisfactory behaviour; this might include having minutes taken off playtime or being sent to another class for a time out. Boys may also be sent to the Headmaster of the Junior School who may inform parents if necessary. Individual behaviour programmes are put into place as appropriate in conjunction with parents.

Senior and Middle School Rewards

Recent guidelines have included a clear indication of relevant rewards for particular work standards and behaviour. We expect good work and behaviour but we will reward very good, excellent and outstanding efforts. A consistent approach to younger and older boys is encouraged. All departments are encouraged to use the credits system.

Each half term an analysis of the credit system is carried out by the Head of Senior School. Current credit totals for each boy are recorded on relevant Progress Report sheets that are sent home. These totals are used to work out which house will be awarded the termly house cup. In addition, at the end of each term the form teacher will award two prizes to boys in their form, one for achievement and one for community contributions.

a) BAFTA (Behaviour Award for Thoughtful Action)

These awards are in operation throughout the Middle and Senior School. A member of staff enters this information electronically on iSams, providing information which shows above normal levels of considerate or helpful (very good, excellent or outstanding) behaviour towards others, pupils or staff. These BAFTA's are recorded by the Head of Middle School or Head of Senior School. The boys with the highest number of BAFTA's qualify for an individual prize/award at the end of each term. Each term the house BAFTA totals are used to reward a winning house with a Mufti Day for the following term. Regular house updates are distributed to form teachers and house masters. It is essential that all staff support this programme.

b) Credits

Teachers can award credits for very good or outstanding/excellent work or effort. These are recorded in the boy's exercise book in most cases. Form Teachers collate all credits electronically usually once a week in form time. For the credit system to work effectively all staff need to support the distribution and collection of credits. The Wolfson Cup is awarded each term to the boy with most credits in the Senior School and the Zilkha Prize to the boy in the Middle School with the highest credit total. A credit score can also contribute towards the termly effort prize awarded to a boy in each form. These boys' efforts are recognised at the Special Assemblies at the end of each term. Credit certificates may be awarded each term for boys who for example record 50, 75 and 100 credits. Bronze, Silver and Gold awards are distributed. Regular updates are provided. The boys in Year 8 have a separate form competition for credits in the Autumn Term and house competition in the Spring Term.

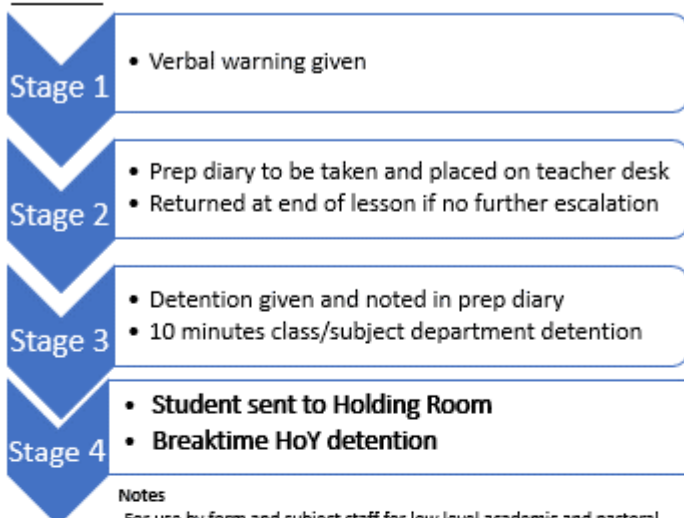
c) Headmaster's Recognition

Teachers are encouraged to send boys who have done an outstanding piece of work to the Headmaster (or the Head of Senior / Middle school in his absence). He records the details and informs parents and form teacher, who will usually automatically award two credits.

Senior and Middle School Sanctions

Sanction and Reward System

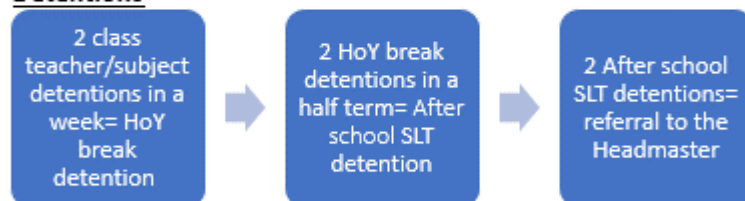
Lessons



Notes

- For use by form and subject staff for low level academic and pastoral disruptions.
- There will be occasions where an incident occurs in class where the severity will mean the stages are not followed.
- Should a student be unable to produce their prep diary in a lesson and they have not alerted their form tutor at the start of the day that they do not have it, they will complete a 10 minute prep diary detention., this it to be organised by the FT.

Detentions



Breaktimes

Where possible the member of staff on duty should deal with any incidents, however if warranted the student will be sent to the holding room for the remainder of the break.

Credits

Credits and BAFTAS will continue to be awarded using iSAMs

Further Notes

- Detentions should be logged at the back of the school planner.
- Parents should sign to acknowledge each time their son has received a detention.
- Form tutors should check the detention log and submit names of students to HoY for detentions. FT may wish to keep a log of detentions.
- A spreadsheet where this information can be tracked will be shared with staff
- Where appropriate (stage 3 and above) notes should be made on CPOMS
- Staff should use their professional judgement when applying the stages. There will be some incidents where the stage system does not fit.

Exclusion

Please see the **Exclusion Policy Appendix A** attached to this Behaviour Policy for full definitions of:-

- a) **Internal Suspension:** means that a pupil will not attend lessons for a period of time (normally between one day and a week) and will be given academic work to do under adult supervision within the school for that period.
- b) **External Suspension:** means that the pupil is sent or released home for a limited period either as a disciplinary sanction or pending the outcome of an investigation or pending a Governors' Review.
- c) **Permanent Exclusion/ Required Removal / Withdrawal :** means that the pupil is excluded or required to leave or is withdrawn by his parents from the school permanently in certain circumstances

Internal Suspension

Internal exclusion may be used as a serious sanction in a situation such as continued disruption of lessons by a pupil or small group of pupils. It will normally be used after other sanctions have failed to improve the situation, and will follow a clear warning to the pupil and his parents.

Internal exclusion means that a pupil will not attend lessons for a period of time (normally between one day and a week) and will be given academic work to do under adult supervision within the school for that period. His exclusion may be from certain specified subjects or from all subjects. The decision to exclude will be taken by the Headmaster or (in his absence) by a member of SLT.

The person taking the decision will communicate it, with reasons, to the pupil's parents in advance.

External Suspension

External suspension means that a boy will be excluded from school for a period, normally between one day and one week (but up to two weeks in exceptional circumstances). The boy will remain at home and will be the responsibility of his parents during this period, but if appropriate the school will provide school work to be completed in the time that he is away from school.

External suspension will be used in serious situations such as continued or aggravated bullying, theft or other serious transgressions requiring a strong and immediate sanction. In most instances it will follow a previous sanction or sanctions as above, including a detention or detentions and possibly an internal exclusion, and a clear warning to the pupil and his parents that further problems of a similar nature will lead to external exclusion. In extreme circumstances, however, including a very serious incident of physical aggression or bullying or a criminal act, external exclusion may be used as a sanction with no prior warning given.

The Headmaster will decide on an external suspension, or in his absence a member of SLT. The person taking that decision will communicate it immediately with reasons to the pupil's parents and to the Chair of Governors. The communication will be followed within two working days by written notice to the boy's parents of the external suspension.

Permanent Exclusion / Required Removal / Withdrawal

In extreme circumstances of gross misconduct, or following evidence that a boy has failed to respond to other sanctions and encouragement, or in the circumstances where the parents have treated the school or members of its staff unreasonably, the Headmaster may decide that the continued presence at the school of a pupil is prejudicial to the welfare and education of other pupils and that it is necessary to exclude or require the removal of that pupil permanently.

Parents are entitled to ask for a Governors' Review of a decision to exclude or to require the pupil to leave for disciplinary reasons; such an appeal against exclusion / required removal will be dealt with under the school's Complaints Procedure Stage 3. The form of application for a review and the review procedures will be supplied to parents on request at the time of the original decision.

Please see Appendix A **Section 4 Permanent Exclusion / Required Removal Investigation Procedure**

Governors' Role in relation to the Behaviour Policy

During the school year, discussions take place in order to update this policy, ensuring that the policy is implemented effectively and sanctions are adopted when appropriate. Records are kept for all sanctions and there is an annual analysis of types of misdemeanours and patterns of behaviour. The results are likely to impact a focus for the following academic year.

CONCLUSION

Teachers are recommended to use words of encouragement and rewards generously, in order to build up boys' sense of confidence and self-worth. They should use the sanctions available sensibly and sparingly, and only when needed to ensure the levels of good behaviour and discipline which are crucial to children's happiness, safety and learning.

Recent documentation consulted :

- Equality Act 2010
- DfE Guidance 2014 Behaviour and Discipline in Schools (revised September 2018)
- The Education (Independent School Standards) Regulations 2014 as amended by the Education (Independent School Standards) Regulations 2018 (ISS Regulations)
- The Independent Schools Standards Guidance for Independent Schools, April 2019

Appendix A to Behaviour Policy

Exclusion Policy

Introduction

This policy should be read in conjunction with the school's Behaviour Policy. It is underpinned by the commitment of all at The Hall to ensure the safety and wellbeing of the whole school community and to maintain an appropriate educational environment in which all can learn and achieve. We have an overall aim of reducing the need to use exclusion as a sanction and will take all reasonable steps to avoid it. A pupil will only be excluded or suspended when other strategies and sanctions have proven ineffective over time, or when there has been a single, clear and serious breach of discipline, or if allowing the pupil to remain in the school would harm the education or welfare of the pupil or other pupils in the school, in the short or long term.

1. **Definitions of exclusions** (used in the Behaviour Policy and this Appendix):
 - a) **Internal Suspension:** means that a pupil will not attend lessons for a period of time (normally between one day and a week) and will be given academic work to do under adult supervision within the school for that period.
 - b) **External Suspension:** means that the pupil is sent or released home for a limited period either as a disciplinary sanction or pending the outcome of an investigation or pending a Governors' Review.

- c) **Permanent Exclusion / Required Removal / Withdrawal:** means that the pupil is required to leave the school permanently in circumstances described below.

The school follows the regulations concerning exclusions set out by the Independent Schools' Inspectorate requiring schools to have arrangements in place to promote positive behaviour in school and to impose appropriate sanctions when a pupil fails to meet appropriate standards of behaviour. In summary, for the purpose of definition, a pupil may be excluded (or his removal required) if:

1. The pupil has committed a serious disciplinary offence.
2. The pupil is accused of a criminal offence.
3. The pupil's presence in the school;
 - (a) represents a risk to the health and safety of pupils or adults,
 - (b) is clearly detrimental to the educational experience, happiness or wellbeing of another pupil or adult,
 - (c) affects the smooth running of the school.
4. The pupil has ignored repeated warnings and minor punishments for repeated more minor offences.

a) Internal Suspension

Internal suspension may be used as a serious sanction in a situation such as continued disruption of lessons by a pupil or small group of pupils. It will normally be used after other sanctions have failed to improve the situation, and will follow a clear warning to the pupil and his parents.

Internal suspension means that a pupil will not attend lessons for a period of time (normally between one day and a week) and will be given academic work to do under adult supervision within the school for that period. His suspension may be from certain specified subjects or from all subjects. The decision to exclude will be taken by the Headmaster or (in his absence) by a member of SLT.

The person taking the decision will communicate it, with reasons, to the pupil's parents in advance.

b) External Suspension

External suspension means that a boy will be excluded from school for a period, normally between one day and one week (but up to two weeks in exceptional circumstances). The boy will remain at home and will be the responsibility of his parents during this period, but if appropriate, the school should give school work to be completed in the time that he is away from school.

External suspension will be used in serious situations such as continued or aggravated bullying, theft or other serious transgressions requiring a strong and immediate sanction. In most instances it will follow a previous sanction or sanctions as above, including a detention or detentions and possibly an internal suspension, and a clear warning to the pupil and his parents

that further problems of a similar nature will lead to external suspension. In extreme circumstances, however, including a very serious incident of physical aggression or bullying or a criminal act, external exclusion may be used as a sanction with no previous warning given.

An internal suspension will never be used if the pupil's presence in school represents a serious risk to the health and safety of pupils and staff. The Headmaster will decide on an external suspension, or in his absence a member of SLT. The person taking that decision will communicate it immediately with reasons to the pupil's parents and to the Chair of Governors. The communication will be followed within two working days by written notice to the boy's parents of the external suspension.

c) **Permanent Exclusion / Required Removal / Withdrawal**

In extreme circumstances of gross misconduct, or following evidence that a boy has failed to respond to other sanctions and encouragement, or in the circumstances where the parents have treated the school or members of its staff unreasonably, the Headmaster may decide that the continued presence at the school of a pupil is prejudicial to the welfare and education of other pupils and that it is necessary to exclude or require the removal of that pupil permanently.

At the sole discretion of the Headmaster, withdrawal of the pupil by the parents may be permitted as an alternative to removal being required. The Headmaster shall act with procedural fairness in all such cases, and shall have regard to the interests of the pupil and the parents as well as those of the school. In cases where the Headmaster decides to offer parents the right to withdraw their child to avoid exclusion, it is important for parents to note that, should they accept this offer, no right of appeal is available.

A decision relating to exclusion / requirement to remove / withdrawal will be made by the Headmaster only, following consultation with the relevant members of the school's Senior Leadership Team and with the prior agreement of the Chair of Governors.

The decision, with reasons, will be communicated by the Headmaster to the parents of the pupil concerned, who will then have the right to a further personal meeting with the Headmaster within three working days of the decision being communicated to them. The Headmaster will then use his best offices in the circumstances to help the parents find alternative education for their son.

The Headmaster shall act with procedural fairness in all such cases, and shall have regard to the interests of the pupil and the parents as well as those of the school. The Headmaster's decision to require the removal of the pupil shall be subject to a Governors' Review if requested by the parents. The parents will be given a copy of the Review procedure current at the time. The pupil shall be suspended from the school pending the outcome of the Review.

2. **Pupil Behaviours that might result in exclusion or required removal**

A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion or required removal (including behaviour or conduct outside of School) includes, but is not limited to the following:

- Physical assault against pupils or adults;

- Behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- Verbal abuse/ threatening behaviour against pupils or adults;
- Bullying (including cyber-bullying) in accordance with the School's Anti-Bullying Policy;
- Committing a criminal offence;
- Fighting;
- Abuse on grounds of race, religion/ belief, disability, SENs (etc.) or any form of unlawful discrimination;
- Sexual harassment or misconduct, including youth-produced sexual imagery;
- Drug and alcohol misuse (including supply/possession/use);
- Damage to property;
- Vandalism or computer hacking;
- Theft or unauthorised possession of any property belonging to the school, another pupil, or a member of staff;
- Wilful damage to property;
- Bringing illegal, inappropriate or dangerous items into school, such as: drugs, weapons, firearms, pornographic material etc;
- misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the school community;
- misconduct which brings or is likely to bring the school into disrepute; and
- Persistent disruptive behaviour or breaches of the school's Behaviour Policy

3. **Unreasonable Parental Behaviour**

As set out in the school's Terms and Conditions (Parent Contract), the school may require the removal of a pupil in circumstances where the Headmaster considers in his discretion that the behaviour or conduct of a parent is unreasonable. A non-exhaustive list of the sorts of behaviour that could merit required removal of a pupil on the grounds of unreasonable parental behaviour includes the following:

- Parent(s) not supporting the school in promoting good behaviour;
- treating the school or a member of staff unreasonably;
- making a malicious allegation about a member of staff or the school;

- communicating with the school in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
- behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the school community (staff, pupils or other parents. eg as a spectator at school fixtures;
- behaving in a manner which brings (or is likely to bring) the school into disrepute;
- behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) a pupil's progress at the school; and
- breaching the school's Terms and Conditions (Parent Contract)

The school reserves the right to impose sanctions for parental behaviour falling short of required removal of their son, including but not limited to placing restrictions on a parent's access to school / school events, communications with the school and/or the imposition of a warning (up to and including a final written warning).

4. **Permanent Exclusion / Required Removal Investigation Procedure**

Procedural fairness: Investigation of a complaint which could lead to permanent exclusion, removal or withdrawal of the pupil in any of the circumstances explained above shall be carried out in a fair and unbiased manner. It is essential that parents attend a meeting with the Headmaster before a decision is taken in such a case.

4.1 **Investigation**

- In the event of an incident of serious misbehaviour, an investigation is likely to be carried out to establish the facts. Investigation of a complaint or rumour about serious misconduct will normally be co-ordinated by a senior member of staff. Parents will be informed if a complaint under investigation is of a nature that could result in the pupil being permanently excluded or required to leave.
- A pupil will always be allowed and encouraged to give his 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 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.
- A pupil who is waiting to be interviewed may be segregated and the school may confiscate a pupil's mobile phone or other personal belongings (as appropriate) for such period as is deemed necessary.
- **Divulging information:** Except as required by law, the school and its staff shall not be required to divulge to the parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which the Headmaster has acquired during an investigation.

- All evidence will be very carefully assessed and collated and records will be kept of all permanent exclusion proceedings and the findings of the investigation are presented to the Headmaster for consultation and consideration.

4.2 Suspension pending investigation

- A pupil may be suspended from the school as a neutral act and required to remain at home while a complaint is being investigated. Alternatively the school may decide to implement a segregated regime on school premises.
- Should an external suspension continue for a period of more than 2 school days, the school will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. The school will co-ordinate these arrangements with the pupil's parents. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set.

4.3 Search and Report to outside agencies

- The school reserves the right to search pupils and their possessions. The school will usually report to the police any activity which it believes may amount to a criminal activity which takes place either within the school grounds or outside of its grounds.
- Drugs, alcohol, weapons and phones may be confiscated immediately and held for the police as potential evidence. If the school believes a pupil may have taken drugs or alcohol then the school will seek immediate medical advice and may involve the police.
- Sexual offences will generally be reported to the police immediately.
- Other agencies, for example Children's Social Care, may also be notified where necessary and appropriate to the facts of the case.

4.4 Disciplinary meeting with the Headmaster

4.4.1 Preparation

The Chair of Governors will be informed of the investigation and that a disciplinary meeting is to be held but will not take part in either of them. Prior to the meeting, certain documents will be made available to pupils and parents, wherever possible. These documents may include, but are not limited to:

- a statement setting out the points of complaint;
- written statements and notes of the evidence supporting the complaint, and any relevant correspondence;
- the relevant investigation report;

- the pupil's school file, including data on attendance and conduct;
- the relevant school policies and procedures.

Any such documents may be redacted or a summary provided for reasons of confidentiality and/or data protection. Any written submission provided by, or on behalf of the pupil must arrive at the Headmaster's office by the end of the working day prior to the hearing at the latest.

4.4.2 Attendance

- The pupil and his parents will be asked to attend the disciplinary meeting with the Headmaster.
- The Headmaster should be informed of all attendees at least 24 hours prior to the disciplinary meeting.
- The pupil and his parents will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed, and their statements will be disclosed.

4.4.3 Proceedings

- The process to be followed at the disciplinary meeting shall be determined by the Headmaster.
- The meeting will be conducted in a manner appropriate to the age, understanding and maturity of the pupil involved, taking into account any additional needs of the pupil in all circumstances.
- Notes will be taken by the school during the disciplinary meeting and a copy of the notes will be provided to the parents upon request.
- The pupil will have an opportunity to provide their account of the circumstances surrounding the incident and both the pupil and his/her parents will be able to ask questions.
- The pupil and parents will also be able to address the Headmaster on the issue of sanctions.
- If the Headmaster considers that further investigation is needed, the disciplinary meeting may be adjourned and the reason for the adjournment will be explained to the pupil and parents. If an adjournment is not necessary, the Headmaster will make a decision after the meeting.
- The Headmaster will give a written report about the incident and the appropriate sanction, together with reasons for that decision, as soon as reasonably practicable.
- If the Headmaster considers that permanent exclusion may be the appropriate sanction, the pupil's previous disciplinary history may be considered, and/or any

other favourable or unfavourable conduct known to the school when reaching a decision in respect of the pupil.

4.4.4 Delayed effect

- A decision to exclude a pupil shall take effect 7 days after the decision was first communicated to a parent. Until then, the pupil shall remain externally suspended and away from school premises.
- If within 7 days the parents have made a written application for a review by the Governors, the pupil shall remain suspended until the appeal has taken place and either the sanction is upheld or a reconsidered decision is made. Any pupil who is permanently excluded will not be removed from the school register until the appeal process has been completed.
- Pupils who have permanently left the school, irrespective of leaving status, are not permitted to re-enter school premises without prior consent from the school.
- Pupils who have permanently left the school, irrespective of leaving status, are not permitted to sit public examinations at the school, unless by express agreement with the Headmaster. The school may make arrangements for the transfer of any course and project work to either the leaving pupil, the parent(s) or to another school. The school will always offer the right of appeal to any pupil permanently excluded from the school and appeals will be dealt with by way of a Governors' Review hearing. The right to appeal does not extend to suspensions (whether pending an investigation or as a sanction).
- Pending such an appeal, the permanently excluded pupil shall remain suspended from the school.

4.4.5 Request for Governors' Review Hearing (Stage 3)

- Upon notification of the Headmaster's decision to exclude or require a pupil to leave the school, a pupil or his parent(s) may make a written application for a Governors' Review hearing. The application must be received by the Clerk to the Governing Body within 72 hours of the decision being notified to the parent(s) and must clearly set out the grounds on which they are asking for a review and the outcome that they seek.

4.4.6 Chair of Governors' Review Hearing

- The review will be undertaken by a panel ("the Review Panel") set up by the Chair of Governors, comprising 3 people not directly involved in the matter of the permanent exclusion, one of whom will be independent of the management and running of the school. They will have no detailed prior knowledge of the case, or of the pupil or parents. Parents will be notified in advance of the names of the members of the Review Panel.

- The hearing will take place at the school premises unless notified otherwise, normally no later than 14 days after a request for appeal has been received, during term time.
- A Review Hearing is an internal procedure and all those involved, or who are concerned in the procedure, are required to keep its proceedings confidential.
- Those present at the hearing will usually be:
 - o Members of the Review Panel; o the Clerk to the Governors;
 - o The Headmaster and any relevant members of staff whose presence the Headmaster considers to be necessary to secure a fair outcome for the pupil; and
 - o The pupil, together with his parent(s)/guardian(s). If they wish, the parent(s)/guardian(s) may be accompanied by a friend or relative who is not legally qualified.

4.4.7 Conduct of the Review hearing

- The review hearing will be chaired by one member of the Review Panel.
- As with the disciplinary meeting, the hearing will be conducted in a manner appropriate to the age, understanding and maturity of the pupil involved, taking into account any additional needs of the pupil in all circumstances.
- The Clerk to the Governors will be asked to take minutes of the hearing and a copy of those minutes will be provided to the parent(s)/guardian(s) after the meeting.
- The Chair of the Review Panel will ensure that all those present have the opportunity to ask questions and make appropriate comments.

4.4.8 Decision

- The Review Panel review will consider the grounds for the review and shall decide whether to either:
 - o Uphold the decision of the Headmaster and, if minded to do so, with the agreement of the Headmaster, discuss the pupil's leaving status (i.e. permanent exclusion, required removal or withdrawal) with a view to reaching an agreement; or
 - o Recommend the decision of the Headmaster be reviewed and, if minded to do so, require the Headmaster to review the decision including recommending an alternative sanction. The Panel will only recommend this action where it considers, having regard to the process followed by the Headmaster, that the Headmaster's decision to permanently exclude/require the removal of the pupil was not a reasonable decision for the Headmaster to have taken.

- The Chair of the Review Panel will endeavour to notify the parent(s)/guardian(s) in writing of the decision and the reasons for the decision within 3 working days of the Review meeting.
- Leaving status: The school reserves the right to record the leaving status of the pupil on the pupil's file immediately after permanent exclusion or removal or withdrawal.

5. Confidentiality

All those participating in the application of this policy, including parent(s)/guardian(s) and pupils are required to keep all statements, correspondence, notes and documents confidential except where legally required to disclose them.