



BEHAVIOUR AND DISCIPLINE POLICY (PRIMARY)

Refer also to our [Core Values](#) and [School Rules](#)

At GES, we expect high standards of behaviour at all times. We promote an atmosphere where all members of the school are valued as individuals and where qualities of self-esteem, self-discipline and self-respect are developed. This policy requires that all members of the GES community feel valued and cared for, irrespective of age, gender, ability, creed, or race. Where a child has a special educational need or disability, staff should apply reasonable adjustments to this policy.

We believe that every child has equal value and should have equal opportunities to achieve, within a safe learning environment. There is no corporal punishment at GES. Other school policies include areas linked to how we behave. These include: [PSHCE](#), [Safeguarding and Child Protection](#); [Anti-bullying](#); [Supervision of Pupils](#); [Staff Code of Conduct](#); [Learning Support](#); [Equal Opportunities](#).

Children are expected to be polite and show respect for others and for themselves. Good discipline is maintained throughout the school by positive reinforcement – a system of reward and praise for good work and behaviour. Confidence and self-esteem are developed through encouragement, incentives and rewards. At the centre of the behaviour management policy are the GES Core Values, the School Rules and the UN convention on the rights of the child.

This has been agreed with the staff (via staff meetings) and pupils (via assemblies and the School Council). It will be communicated, discussed and promoted through class activity and assemblies.

CORE VALUES

- Respect
- Teamwork
- Community
- Opportunity
- Courage
- Integrity

Members of staff are also required to abide by the principles set out in the Staff Code of Conduct. Parents are expected to play their part by treating other members of the school community with courtesy and respect, and by supporting and upholding the principles of this policy.

How we work and play ... Our GES school rules

We are gentle ☒- We don't hurt others

Leave sticks and stones on the floor
No rough play, hitting or play fighting

We are kind and helpful - We don't hurt anybody's feelings

Act and speak politely
No swearing; no spitting

We play well with others ☒- We don't spoil others' games

Show teamwork and give others an opportunity
Invite people into your game
Be a friend to everyone: keep GES a bully-free zone

We care for the school and the playground ☒- We don't damage or spoil anything and we stay tidy

Show a sense of community
Keep GES tidy – put your litter in the bin
Eat your own food on the hard play areas
Dress tidily and keep your hair smart
No jewellery, wristbands or tattoos
Green disc: field open; Red disc: field closed

We listen ☒- We don't interrupt

Show respect to others
On the whistle be silent, stand in line and listen

We are honest ☒- We don't cover up the truth

Show integrity and courage to do the right thing
Do not touch things that do not belong to you without permission

We stay safe

Keep in bounds
Do not climb trees, run through bushes or roped areas
No bikes or scooters
Use the play equipment safely
Follow the rules for ball games

Dress and Appearance

Dress should be sensible and appropriate for school life. All garments should be named as clearly as possible, especially gym kit. Only single stud earrings are allowed. Hairstyles must be neat, tidy and must be tied back if it would otherwise cover the face - the means of doing so should be a hair band or clip. No wristbands, tattoos (transfers) or jewellery allowed.

Bad language

Please do not use bad language. It is unnecessary, may be insulting to others, and reflects poorly on the person who uses it.

Diversity and understanding

We are fortunate to live and work in a diverse, international community in which we can learn from the different experiences, cultures and backgrounds of other people. We expect everyone to be accepting, understanding and sensitive to differences between members of our community. We value every member of the community as an individual and will not tolerate any prejudicial or discriminatory comments or behaviour towards others on the basis of: race, religion and belief, disability, special educational need or learning difficulty, age, marriage and civil partnership, pregnancy and maternity, sex, sexual orientation or gender reassignment.

Bullying

Our position on bullying is unequivocal: it is unacceptable and will always be treated as a serious offence. Bullying is behaviour, usually sustained over a period of time, which is intended to hurt or humiliate. Bullying may involve threats, insults, physical violence, name-calling, mocking, harassment, racist, homophobic or other prejudicial comments, hiding, taking or damaging belongings, excluding others from conversations, activities or friendship groups, spreading rumours, or other forms of victimization – and it may take place in person or online. Everyone should be very careful not to be drawn in to any behaviour that might cause hurt to another person. It is everyone's responsibility to report bullying to a member of staff straightaway. This takes courage but it is always the right thing to do. If the bullying behaviour is not reported, it will not be dealt with and is likely to continue. It is always better for things to be out in the open so that they can be discussed and resolved. See also our Anti-Bullying Policy.

Courtesy

Conduct must at all times be governed by requirements of courtesy and common sense. Any display of bad manners or behaviour, either inside or outside the school, is a breach of the school rules.

Damage

School property must be used carefully. Accidental damage to any property should be reported immediately to a class teacher or another member of staff. Deliberate damage to school property and graffiti writing are serious matters. Damage caused by inappropriate behaviour will be charged to those responsible.

Discipline

Children will be encouraged to observe the school's expectations through positive incentives as well as warnings and appropriate sanctions as per the Rewards and Sanctions Policy. Those who do not use common sense and courtesy will be reported to their class teacher and/or the Heads of LS or US as appropriate. Extreme or consistently poor behaviour will be reported to the Deputy Head or Head and parents may be contacted.

Manners

It is always pleasant to greet someone pleasantly i.e. "good morning", "bonjour", "good afternoon", "bon après-midi" etc.– at least give people a cheery smile. Staff should reinforce good manners and especially encourage the children to:

- Greet visitors and offer assistance if they appear uncertain where to go – direct them to the office reception.
- Always hold doors open for known adults or other children.
- Do not run inside e.g. in corridors – keep to the right on stairs.
- Pick up any bits of litter and place in the bins provided.
- Always apologise if they do something wrong – we can all make mistakes.
- When departing after the school day ends, shake hands at times with the teacher and/or add a pleasant “thank-you”, “merci”.
- Not to use bad language or spit at any time.

Beginning of the school day

When arriving in the mornings, children should wait sensibly (all school rules apply) in the Playground. There should be no running or ball games as adults and younger children are present. Two bells indicate the start of the day: 08.30 for entering School and 08.45 for registration, by which time all children should be in their classrooms ready to start their learning. Registration for Nursery is at 09:00. Teachers will be in the classrooms to greet the children and the children will be supervised in informal problem solving, drawing, reading and practical activities.. No children may go into the classrooms before their bell, unless stated by SLT e.g. in the case of poor weather.

Late arrival: If a pupil is late to school (after 08:45), they (or their parent) should report to the School Office for registration before going to lessons.

Breaks

All children are expected to be outside at morning break time except with specific permission or when the weather is inclement.

When playing games, rough contact is unacceptable and any contact must be sensible e.g. during a rugby or soccer game, playing tag or chase etc.

At the break and lunch bells, the pupils should line up in their classes.

Wet break: if it is raining children will remain in their classrooms under the supervision of the normal duty staff. In Lower School teachers and TAs should stagger breaks to ensure supervision.

Buildings and School Grounds

Children must observe the rules published for each building and other specialist areas. Neither climbing of trees nor running through hedges or bushes is allowed.

If an area has been roped off or marked off by tape or barrier, please do not enter that area. If deemed unfit, the Field will be closed, indicated by the use of a red disc on the main tree (green disc if open).

Road safety is necessary and at break and lunch times the school gate will be closed.

End of the school day

Children must not leave the Playground until they have been safely handed over to their parent(s), guardian or other person e.g. another parent. If the family decide to stay on the school grounds e.g. to play or wait for another child who is doing an activity, all school rules still apply but health and safety is the responsibility of the adults who have picked up the children – no staff are on duty after 15:30, except for the teacher who is keeping an eye on late pick-ups in the front entrance hall.

If a child has not been picked up by 15:30 (or 12:30 on a Weds), they should report to the front entrance hall. Pick-up should be by 15:45 (12:45) at the latest unless an activity is taking place. Any child not collected by these times will be taken to the After School Care and Parents will be charged. The School Office should have been informed if pick-up will be later than normal and pass on the information to the child and member of staff on duty.

Food/Lunch

Correct behaviour is expected at all times during lunch and when eating at break times. Expectations for behaviour in the dining room will be shared with the children and good

eating and behaviour will be rewarded with stickers and/or stars, as age appropriate. Food should not be eaten out on the Field but only in the Playground and hard area in front of school. Food should not be shared and should be nut free (in some classes other allergies may apply). No computers should be out when eating.

Out of Bounds

The following areas are out of bounds without permission from the Head or a member of staff:

- Any place beyond the limits of the school boundary, the woods, the staff car park, the cellar and the top floor of the main building, as well as any area roped or taped off. Children should not use the area behind the Saleve and Jura buildings unless accompanied by a member of staff.
- Children may not leave the school grounds without the permission of a member of staff and must be under the supervision of a parent/guardian or member of staff unless they are walking or riding to school (with written permission from the parents to school).

Property

All personal property (books, instruments, games equipment, etc.) must be clearly marked with the owner's name. Coats and painting overalls should preferably have loops for hanging on hooks.

Expensive items of personal property must not be brought to school. The school cannot be responsible for the loss of or damage to personal property, although every reasonable effort will be made to ensure that property is found.

Lost property is kept in the Entrance Hall to the Saleve building under the careful eye of Mrs Harold and the Deputy Head. Please check the basket regularly. On occasions lost property will be on display at line-up; if items are not reclaimed, the school will donate them to charity at the end of each term.

There should be no trading of any property and these items are forbidden to be held by children on the school site: chewing gum, knives, electrical music or games devices, mobile phones, matches, fireworks, water pistols and any item considered dangerous, valuable or expensive (unless specifically requested by a teacher for a lesson or by a parent for after school). Large amounts of money should not be brought to school. Children may retain certain valuables, such as watches, clearly labelled, in their possession, except when they change for physical activities when valuables should be entrusted to the teacher in charge.

Safety

All members of the school community should act with consideration and good sense at all times. It is expected that children will pay due regard to their own and other children's safety in all areas of the school including the Playground areas. No bikes or scooters may be ridden in the school grounds without permission.

On minibuses: if travelling on a bus, whether daily, for an activity or a trip, children must follow the bus rules; seat belts must be worn at all times, no shouting or playing games that may distract the driver. (Refer to the [Bus Rules](#).)

Tidiness

Maintaining a tidy school is essential. Everyone must make an effort to keep classrooms and corridors clear, picking up litter, clothing and items of property when they are out of place. Chairs and tables should be straightened at the end of each lesson and lights should be turned off at the end of the day. Bags and lunch boxes should be carefully stored and lockers must be kept tidy.

REWARDS AND SANCTIONS

To assist the staff in their management of behaviour, there are rewards which are used to reinforce the behaviour they expect, and sanctions which are applied when behaviour is

different from that expected.

GES's reward system is designed to promote the Core Values and qualities such as hard work, endeavour, patience, kindness, tolerance and understanding of others and to promote positive citizenship.

In addition to the formal awarding of rewards in the form of stars and stickers, staff must also remember that the verbal praise they give to pupils is of great importance and highly valued by the pupils in their care.

Equally true is the fact that ill-considered and insensitive criticism by staff can have effects on a pupil's self-confidence and self-image. Staff must also ensure that they are consistent in a team approach to discipline and rewards, and that pupils know what is expected of them.

In the event of a misdemeanour, the level and type of punishment administered should be in accordance with the sanctions detailed below. Punishments must be seen to be fair, consistent and meaningful. Where a child has a special educational need or disability, staff should apply reasonable adjustments to this policy and to the awarding of rewards and sanctions to promote positive behaviour.

From the beginning of their time at GES, children are guided and encouraged by teachers to express how they feel in different situations. Children are taught to tell others if they do something to them that they do not like, using the words "Please stop, I do not like it when you...". If the other child's actions continue then an adult should be sought to reinforce the message. If the other child then makes the choice to continue the unwanted behaviour a sanction will be enforced by the supervising teacher.

The teacher who administers a sanction is responsible for passing on the details of the misdemeanour to the child's class teacher and, where deemed appropriate, recording it in the behaviour area on the database and contacting the parents.

If the behaviour is considered to be of a more serious nature, it should be brought to the attention of one of the Senior Leadership Team. They may then, if they feel it is appropriate, pass it on for the attention of the Head.

STARS AND STICKERS

The School's 'Rewards and Sanctions' system is designed to promote a happy, ordered and productive community and enhance learning in school lives. We seek to identify patterns of behaviour, taking every opportunity to acknowledge effort, achievement and citizenship in every area of school operation, using sanctions appropriately to indicate where a behavioural direction needs to be changed and not just as a punishment for punishment's sake. We offer maximum support, encouragement and guidance to pupils to become the best they can be.

STARS

Stars are awarded for Effort, Achievement, Behaviour, Citizenship and for responding to the Core Values. Stars need to be given on an individual basis and in line with every child's targets and expectations. As with all rewards, stars act as a helpful means of positive reinforcement. Children from Year 3 upwards can be awarded stars

Examples for awarding Stars:

- A piece of work, which exceeds a pupil's normal standard
- Good test results, relative to the pupil's ability
- Exceptional effort with work
- Any positive aspect of classroom performance (written or oral) which the teacher wishes to reward
- General good citizenship

- Helpfulness to staff and fellow pupils
- Service to the school
- Responsible behaviour
- Resourcefulness, initiative
- Courage
- Honesty (where appropriate)
- Good manners, correct behaviour and courtesy

They are recorded by the Class teacher each week and entered onto the stars database. The Deputy Head will maintain a house record; a house trophy is awarded each week. Certificates for reaching key stages of recognition will also be awarded in Assemblies.

One Star for positive reinforcement, achievement, progress, work, effort beyond expectations, behaviour or citizenship.

SUPERNOVA STARS

5 stars – recommended to, and confirmed by, Heads of section or department for exceptional performance.

HEAD'S DISTINCTION

7 stars – recommended to, and confirmed by, the Head for the highest level of performance.

Key stages of recognition:

Certificates Awarded: Sapphire (100), Ruby (200), Emerald (300), Diamond (400).

To be presented at assemblies.

ARRANGEMENTS FOR EARLY YEARS AND KEY STAGE 1

Stickers are awarded in the same manner as stars in KS2, for Effort, Achievement, Behaviour, Citizenship and for responding to the Core Values. Stickers need to be given on an individual basis and in line with every child's targets and expectations. As with all rewards, stickers act as a helpful means of positive reinforcement.

STAR OF THE WEEK

Each week one child from each class is nominated to receive a certificate in the Awards assembly, to celebrate good behaviour, attitudes and achievement.

HEAD OF LOWER SCHOOL CERTIFICATE

Children may be sent to the Head of Lower School to re-enforce praise for continued good behaviour, attitudes and achievement.

HEAD'S DISTINCTION

The Head actively encourages staff members to send children to him for good behaviour, improved attitudes to learning, and outstanding achievement.

SANCTIONS

In general, our approach to discipline is to find ways in which pupils can learn from their mistakes, or from any poor choices that they might make. For the majority of minor misdemeanours, a reminder of the principles of community living and of the values of the School is sufficient, especially if the pupil is contrite, understands his/her mistake, and apologises. Occasionally, however, a sanction may be necessary in order to show to the pupil him/herself, and sometimes also to the wider community, that certain actions have consequences.

If we feel that a sanction is necessary, our aim is to ensure that it is both appropriate and proportionate.

Teachers must always act reasonably when giving a sanction. Account must be taken of the pupil's age, any special educational need or disability they may have, and any cultural religious requirements or considerations. If in any doubt, the teacher should consult the Head or the Deputy Head. Consideration must always be given as to whether the behaviour of a pupil gives cause to suspect that a child (including the pupil him/herself) is suffering, or is likely to suffer, significant harm. Where this may be the case, members of staff should follow the School's Safeguarding and Child Protection Policy and Procedures. Members of staff should also consider whether continuing disruptive behaviour might be an indication of unmet educational or other needs.

In order that effective teaching can take place within the school it is important that good behaviour is maintained. Although different strategies may be required for some children, as above, we aim to adhere to a consistent set of sanctions in the event of inappropriate behaviour.

The strategies used will reflect the Rights of the Child principles of equality, dignity, respect, non-discrimination and participation.

Certain behaviours may infringe on the rights of another person as set out in the Convention on the Rights of the Child and specifically, but not limited to:

- The right to be listened to - A12
- The right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people - A13
- The right to be safe - A19
- The right to be healthy - A24
- The right to an education - A28
- The right to become the best we can be - A29
- The right to relax and play - A31
- The right to be treated fairly - A37

During all lessons and break times, any staff member involved directly or indirectly with the pupils are responsible for ensuring that high standards of behaviour are maintained.

The following table indicates the levels of seriousness with some examples of suggested consequences,

Level	Example of behaviour in class	Example of behaviour outside class time	Sanction/consequence after discussion with pupil
Flag to class teacher	Chatting, work avoidance, lack of co-operation, not focusing on work, out of seat, distracting others, non completion of homework.	Running/ shouting in corridor, lack of consideration to others at playtimes.	A verbal warning from the adult in charge with an explanation of how to make the choice to change their behaviour. Reported to class teacher who keeps a record if this occurs persistently. Several flags should be sanctioned by a class teacher reflection and may be communicated

			at Departmental meetings.
Class Teacher reflection	Disrupting the learning of others e.g. poking and prodding, taking another's belongings. Thoughtless, hurtful remarks.	Unkind behaviour to others, rough play in the playground.	Break time or 15 minutes of lunchtime missed whilst completing a reflection sheet or writing a letter of apology, for example. Class teacher keeps a record and issues communicated at Departmental meetings.
SLT Reflection	Making deliberately upsetting remarks to another child, use of inappropriate language, refusal to comply with instructions.	Reacting physically when provoked. Upsetting remarks to another child, use of inappropriate language, refusal to comply with instructions.	Child is referred to Head of Key Stage. Up to 30 minutes of lunchtime play is missed. Reflection sheet completed. Parents informed if this behaviour recurs. Incident recorded on database. These children will be discussed at whole staff meetings / briefings..
Referral to Deputy Head/Head	Physical violence, verbal aggression and swearing, damaging property, leaving the room without permission, repeated refusal to follow instructions. Taking school or others' property without permission.	Initiating physical violence, verbal aggression, damaging property, leaving the supervised area without permission, refusal to obey adults.	Child is referred to Deputy or Head and parents are informed. More than one playtime/ lunchtime may be missed. Incident recorded on database. Recurrence may lead to the use of the exclusion policy. These children will be discussed at whole staff meetings / briefings.

The above table is not exhaustive and some misdemeanors may be serious enough to be dealt with more severely.

If a child's behaviour does not improve following sanctions and reasonable steps by the school to help the child do better, then more serious steps may need to be taken, including suspension and exclusion; the latter two only with the express authorisation of the Head and

in consultation with the parents and the governors. ([Also refer to the Suspension and Exclusion Policy.](#))

Author: Deputy Head

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EXCLUSION AND SUSPENSION POLICY AND PROCEDURES

The Behaviour and Discipline Policy and School Rules for GES Primary set out our expectations of conduct and behaviour by pupils in GES Early Years and Primary. This is supported by a system of Rewards and Sanctions. Exceptionally there may be cases where a pupil's misconduct is so serious or so persistent that it could lead to suspension or to the pupil being expelled or required to leave the School. A decision to exclude a child permanently for persistent misconduct will only be taken as a last resort when a range of strategies for dealing with disciplinary offences has been employed to no avail. The School places great emphasis on the intervention and support of parents in this process and in cases of repeated misconduct, the parents will have been involved at earlier stages.

In such instances, the procedures set out below will be followed:

Serious misconduct likely to lead to the application of these procedures is (but is not limited to) conduct of the following nature:

- Actual or threatened physical assault against pupils or adults
- Verbal abuse/threatening behaviour towards pupils or adults
- Severe or persistent bullying, harassment, intimidation or abuse
- Deliberate damage to property
- Computer hacking
- Theft, blackmail
- Misuse of drugs, alcohol or tobacco
- Possession of use of unauthorized firearms or other weapons
- Sexual abuse or assault
- Misconduct of a sexual nature; supply or possession of pornography
- Malicious allegations against staff
- Persistent breaches of the School Rules or persistent attitudes or behaviours that are inconsistent with the School's ethos and values;
- Other serious misconduct on or off school premises that affects the welfare of a member or members of the school community or that brings the School into disrepute

Principles

When investigating an allegation of serious misconduct, the School will always endeavour to act fairly in accordance with the rules of natural justice. Therefore:

- a fair and thorough investigation should take place;
- the pupil and his/her parents will be informed of the allegation and the evidence relied upon;
- pupils and parents will be given a fair opportunity to state the pupil's case;
- an appeal is offered.

Investigation procedure

When a serious matter comes to light, it will usually be investigated by the Deputy Head. The Deputy Head will consult the Head and inform him of the commencement of the investigation.

The School will inform the parents as soon as is practicable that the pupil may face formal disciplinary action and the reason for it. If a criminal offence is suspected or there is an allegation or suspicion of abuse, the school will consider whether or not the Police or Children's Services need to be informed. In such cases, the school will not investigate until the Police and/or Children's Services have discharged the matter.

If appropriate, the pupil may be questioned and the pupil's private space, belongings and clothing may be searched. Clothing will only be searched if the pupil removes it voluntarily. Only outer clothing will be searched. No intimate search will be undertaken. All reasonable care will be taken to protect the pupil's human rights and freedoms.

The pupil will be entitled to be accompanied and assisted by his/her class teacher or parent during the investigation and in particular during any investigatory interview. Statements should be taken from all children and staff involved. All statements should be attributed, dated, signed and countersigned. Pupils undergoing investigation may, if appropriate, be kept apart.

During the investigation, in appropriate cases, the pupil may be suspended from attending the School and from engaging in any school activities. Suspension will also prohibit access to any part of the school site. Should a suspension continue for a period of more than five school days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. The Deputy Head will coordinate these arrangements with the pupil's parents.

On completion of the investigation, the Deputy Head will prepare a written report and advise the Head whether:

- There is a case of serious misconduct which the pupil should answer;
- The misconduct is less serious and a disciplinary sanction lower than suspension is appropriate;
- There is no case for the pupil to answer.

A copy of the investigation report, including written statements and evidence, will be provided to the pupil and to his parents. Except as required by law, the school and its staff shall not be required to divulge to parents or others any confidential information which has led to the complaint or which has been acquired during the investigation. Written statements and evidence provided may therefore have names or identifying details redacted.

Disciplinary meeting

In a case where the Deputy Head has reported that there is a case to answer, a disciplinary meeting will be convened within ten working days of receipt of the report. At this meeting, the Head will consider the complaints of serious misconduct and the findings of the investigation. The Deputy Head and the pupil's class teacher will be in attendance. The parents will be invited, as will the child if the parents consider him/her old enough to attend, but they shall not be entitled to be legally represented. The pupil and the parents will be given every opportunity to state the

pupil's case. They will be entitled to ask witnesses to attend and to bring forward such evidence as they consider appropriate.

Notes of the meeting will be taken by the School and the pupil and parents will be provided with a copy after the meeting. If the pupil or parents have any special educational needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Deputy Head so that appropriate arrangements can be made. If the pupil or parents experience difficulty in attending due to a disability, the school will make reasonable alternative arrangements to accommodate the disability. If a parent is unable to attend because of, for example, travel and working commitments, the school will make reasonable alternative arrangements to ensure the parent can be involved with the process.

Following the meeting the Head will decide what action if any is necessary. If the pupil is to be suspended or excluded the following guidelines will be used:

First suspension

- A first suspension will be for no longer than two working days unless, in the opinion of the Head, a longer period is warranted by the particular offence.
- The parents of the pupil will be informed of the Head's decision by telephone and asked to come and collect their child at the earliest possible moment.
- The child will be supervised whilst they await collection.
- A formal letter will be sent to the parents explaining the suspension and indicating the time at which the child will be welcome to return to the school. A copy of the Head's letter will be sent to the Chair of Governors.
- The pupil's class teacher will undertake to see that schoolwork is set and sent to the pupil in order to keep them in touch with their academic studies.

Second Suspension

- A second suspension will be for three working days unless, in the opinion of the Head, a longer period is warranted by the particular offence.
- The parents of the pupil will be informed of the Head's decision by telephone by the Head and asked to come and collect their child at the earliest possible moment.
- The child will be supervised whilst they await collection.
- A formal letter will be sent to the parents explaining the suspension and indicating the time at which the child will be welcome to return to the school. A copy of the Head's letter will be sent to the Chair of Governors.
- The pupil's class teacher will undertake to see that schoolwork is set and sent to the pupil in order to keep them in touch with their academic studies.

Final Suspension

- A final suspension will be for a minimum of five working days
- The parents of the pupil will be informed of the Head's decision by telephone and asked to come and collect their child at the earliest possible moment.
- The child will be supervised whilst they await collection.
- A formal letter will be sent to parents explaining the reasons for the

suspension and making the school's position clear with regard to any further misdemeanours on the part of their child. A copy of the Head's letter will be sent to the Chair of Governors.

- The pupil's class teacher will undertake to see that schoolwork is set and sent to the pupil in order to keep them in touch with their academic studies.

Exclusion or Requirement to Leave

In particularly serious cases of misconduct, or following a final suspension, the Head may decide that a pupil must leave the School. He will give his decision, with reasons, and will consult with the parents, carers or guardians before deciding on the pupil's leaving status (see below).

The Head will consider all the evidence and make his decision on the balance of probabilities. If he finds that the pupil has committed a very grave breach of school discipline or a serious criminal offence and that there are no mitigating or extenuating circumstances warranting the imposition of a lesser sanction, he will decide that the pupil shall be expelled or required to leave the School.

The Head's decision will be communicated to the pupil and parents within 24 hours of the end of the disciplinary meeting. The Head will confirm his decision and the reasons for it with four days of the meeting and a copy will be sent to the Chair of Governors. The Head is required to act fairly and in accordance with the principles of natural justice and not to expel a pupil other than in grave circumstances.

The pupil or parents may request a Governors' Review of a decision to expel or require a pupil to leave, to suspend a pupil for 11 consecutive days or more, or in cases where the suspension would prevent the pupil from taking a public examination (see below). In these circumstances, the pupil shall stay away from the School following the disciplinary meeting pending the outcome of the Head and during any review procedure. The decision to permanently exclude the pupil will be effective immediately on its communication to the pupil and parents.

Leaving status

As part of his decision, the leaving status will be determined by the Head as 'expelled', 'required to leave' or 'withdrawn'. The Head will confirm such matters as:

- The form of reference that will be supplied for the pupil;
- The entry that will be made on the school record and the pupil's status as a leaver;
- Arrangements for the transfer of any course of project work to the pupil, his/her parents, or another school;
- Whether, if relevant, the pupil will be permitted to return to the school premises to sit public examinations;
- Whether, if relevant, the School can offer assistance in finding an alternative placement for the pupil;
- Whether the pupil will be eligible for membership of any future Alumni Association and if so, from what date;
- The conditions, if any, under which the pupil may re-enter school premises in

- the future;
- Financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; any refund of prepaid fees.

Appeals

A pupil or his/her parents may request a Governors' Review of a decision to expel or require a pupil to leave, to suspend a pupil for 11 consecutive days or more, or in cases where the suspension would prevent the pupil from taking a public examination. A letter stating the grounds on which a review is sought and the outcome that is sought, should be sent to the Clerk of the Governing Body at the school. If the pupil or parents have any special needs or disabilities which call for additional facilities or adjustments, these should be made known to the Clerk so that appropriate arrangements can be made. The letter will be acknowledged and a panel of Governors/independent members not previously involved in the process will consider an Appeal Hearing. Where practical this Hearing should take place within 14 days. The Governors' decision is final.

Author: Tim Meunier, Head

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