

BEHAVIOUR, DISCIPLINE AND EXCLUSION POLICY

Date Policy Reviewed:	24 April 2023
Date of Next Review:	24 April 2025
Person(s) Responsible for Review:	SLT (VF)

PURPOSE

The Manor Preparatory School has high expectations of its pupils. The purpose of the Behaviour, Discipline and Exclusion Policy is to enable everyone – parents, pupils, staff and governors - to share responsibility for creating an atmosphere which is conducive to a successful school. The School puts into practice the Governors' Policy Statement on Behaviour and Discipline.

In the application of this policy, regard is given to any special educational needs of a pupil (which includes all pupils with learning difficulties and/or disabilities, whether they have an Education, Health and Care Plan or not) so that reasonable adjustments are made for these pupils.

CORPORAL PUNISHMENT

The School does not use corporal punishment.

DfE ADVICE 'BEHAVIOUR IN SCHOOLS (2022)

The Manor Preparatory School ensures that the key points of the DfE guidance 'Behaviour in Schools' (2022) are followed in our own Behaviour, Discipline and Exclusion Policy. As detailed in the ISI 'Handbook for the Inspection of Schools' these areas include the following:

a) Duties under the Equality Act 2010, including issues related to pupils with special educational needs or disabilities and how reasonable adjustments are made for these pupils

The school is aware of its duties under the Equality Act to ensure that reasonable adjustments are made for pupils with special educational needs or disabilities. The Manor is aware that the Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is the public sector Equality Duty, which came into force on 5 April 2011. It replaced the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Manor complies with the Equality Duty. Bullying on the basis of protected characteristics is taken particularly seriously and The Manor distinguishes incidents of this type of bullying in our records.

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEND, the system may be altered and adapted to meet their needs. They may stand outside the policy according to their Education, Health and Care Plan (EHCP) or Individual Support Plan (ISP), which will indicate the actions planned to address and support their needs. These are monitored by the Form Teacher and Learning Support Team. All the staff working with the pupil should know and implement the agreed strategies for that pupil.

Infringements of school rules and guidance by children with special educational needs or disabilities are reported to the Head of Section, SENCO, Deputy Head Pastoral and the Head as appropriate so that reasonable adjustments can be made to our normal behaviour management/disciplinary procedures to suit the individual child and the precise circumstances of the incident.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

b) A consistent approach to behaviour management

In training, staff are reminded about the importance of a consistent approach to behaviour management and dealing with any incident as soon as they possibly can.

c) Strong school leadership

The Senior Leadership Team provides clear, strong guidance on behaviour management strategies for staff.

d) Classroom management

The Senior Leadership Team's guidance includes classroom management techniques.

e) Rewards and Sanctions, Behaviour Strategy and the teaching of good behaviour

Rewards and Sanctions are included within this policy.

f) Staff development and support

Staff are trained at least annually on the Behaviour, Discipline and Exclusion Policy and there are additional staff meeting discussions on the subject.

g) Pupil support systems

Children are fully aware of the school's system of rewards and sanctions and also discuss it with the Headmaster at School Council meetings. If a child has a behaviour problem, there are a range of support measures including support from the Form Teacher, Learning Support Department, Heads of Section, the Deputy Head Pastoral as well as the possible use of outside agencies such as educational or clinical psychologists, a professional Counsellor who sees pupils at The Manor on a regular basis, PCAMHS, the EHA (Early Help Assessment) and TAF (Team Around the Family) support structures.

h) Liaison with parents and other agencies

The school is aware that serious concerns about behaviour or bullying could involve outside agencies such as the police or social services. The Behaviour, Discipline and Exclusion Policy is publicised to parents.

i) Managing pupils' transition

There is careful management of the children's transition between KS1 and KS2, as well as to future schools at 11+. The Head oversees the transfer of all children.

j) Organisation and facilities

Considerable administrative and secretarial support is put in place to ensure that organisational challenges occasioned by behaviour/discipline matters are fully met.

k) Disciplinary action against pupils who are found to have made malicious accusations against staff

Please see section 2.2 of the Exclusion Policy which can be found at the end of this policy.

GOVERNORS' POLICY STATEMENT ON BEHAVIOUR AND DISCIPLINE

The Governors expect that a high standard of discipline will be set and maintained at all times.

School rules will be concerned with care and consideration for others, and with safety inside and outside the school building. They will reflect the belief that children need to develop self-discipline, self-respect and respect for others in order to live harmoniously at school and in their future lives.

The school believes in promoting good behaviour as well as correcting behaviour that falls short of the expected standards.

There will be no corporal punishment in the school.

If a child's behaviour is giving cause for serious concern, parents will be invited to discuss this.

The Governors expect that suitable allowances are made in this policy for pupils with special educational needs and/or disabilities.

The Governors approve the school Behaviour, Discipline and Exclusion Policy. The rewards and sanctions are believed to be appropriate to the age of the children, as is the course of action to be taken for serious offences of breach of conduct.

The Governors see the Anti-Bullying Policy as an integral part of the school's Behaviour, Discipline and Exclusion Policy and require that suitable sanctions are made clear to the pupils and used where appropriate.

The Governors delegate to the Headmaster the administration of the school's Behaviour, Discipline and Exclusion Policy.

The full policies are available on the school website or from the School Office.

POLICY

Aims and Objectives

- To create a school community which is safe, purposeful and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected.
- To foster mutual respect and caring attitudes where all achievements are acknowledged and celebrated.
- To help pupils develop responsibility for their own behaviour and grow into self-disciplined young people who show respect for others.
- To manage pupils' behaviour effectively by a whole school approach to behaviour management which is clearly understood by pupils, parents and all staff.
- To make boundaries of acceptable behaviour clear and to ensure children feel secure.
- To eliminate bullying
- To make allowances for pupils with learning difficulties and/or disabilities.

USE OF REASONABLE FORCE

Please see the school's Use of Reasonable Force Policy. The School does not use corporal punishment.

OVERALL RESPONSIBILITY FOR BEHAVIOUR MANAGEMENT

The Head has overall responsibility for Behaviour Management issues. Much of the practical day to day management of behaviour is delegated to the Deputy Head Pastoral and Heads of Section. The Head, Deputy Head Pastoral and the Heads of Section are supported in acquiring the skills to provide guidance to other staff and to access expert advice if ordinary methods are not effective with a particular child. The Head of Pre-Prep oversees behaviour and discipline in EYFS.

SCHOOL RULES

Ethos of The Manor

Everyone associated with the school - staff, parents and children - are notified of our Manor Values. The school attaches great importance to courtesy, integrity, manners and good discipline. We expect all parents to support the aims of the school in upholding and promoting its good name, and ensuring their child maintains appropriate standards of punctuality, behaviour, diligence, language, discipline, appearance and dress. Please see Section G of the school's Terms and Conditions for more information.



1. Manor Values

MANOR VALUES
Be respectful
Be brave
Be gentle
Be kind and helpful
Be conscientious and work hard
Be a good listener
Be honest

2. Anti-Bullying Policy

The School does not tolerate bullying of any members of the school community. Please see our Anti-Bullying Policy (available on the website or from the School Office).

3. Homework – Reception to Year 6

Pupils are required to do homework in the appropriate year groups. Homework is seen as an essential extension of school work and parental support is necessary and expected to ensure this.

4. Internet Use

Pupils are required to follow the guidance of staff about the responsible use of the internet and email. Further information is available in our 'E-Safety and Acceptable Use Policy (including Cyber-Bullying)' (available on the website or from the School Office).

5. Mobile Phones

Any child using the school bus service may bring a mobile phone to school but they are requested to leave it in the school office, clearly named, for safe keeping during the school day. It can be collected as the child leaves in the afternoon. Children travelling on the Joint Bus Service must have their parents' contact telephone numbers written down with them in the event that they need to ring them on someone else's phone.

6. School Uniform

Pupils are required to wear the regulation school uniform and to look neat and tidy. It should be clean and current. Hair should be kept tidy and off the face, with the use, where necessary, of hair accessories in dark green, brown or black. Jewellery – plain stud earrings – should be removed or taped for PE; no necklaces or bracelets should be worn unless required for medical or religious reasons. Trainers may not be worn, except for PE or to play at break times.

7. Responding to Staff's Instructions

Children are required to listen to and follow instructions from members of staff as and when required.

8. Pupils Remain on the School Site

All pupils are required to remain within their prescribed physical boundaries within school and will only leave the school site if accompanied by a member of staff or parent.

POSITIVE REINFORCEMENT, RESTORATIVE CONVERSATIONS AND SANCTIONS

Good discipline is constantly reinforced by positive reinforcement and encouragement. For minor misdemeanours, sanctions are in place for the appropriate age group of the school (from 'time out' for the younger children to being sent to the Heads of Section or one of the Deputy Heads for Years 3-6). Children may also, in some cases, use report cards or comment books between home and school to help support their behaviour where necessary. In the quite exceptional situation of a pupil disobeying the school rules and not responding to advice and guidance the school may have to consider the suspension and/or removal of the pupil in accordance with the School's Terms and Conditions. In the most extreme circumstances, a pupil may be expelled. A summary of the school's policy on expulsion is provided below.

Whilst sanctions may be used, in all cases, the factors behind a child's negative behaviour will be considered using a restorative approach, which may suffice in place of a sanction to help a child to learn from what has happened. This will involve asking any children involved what happened, what their thoughts and feelings were, who has been affected and how they have been affected, as well as how we can learn from the behaviour and move forward positively. This also includes giving children opportunities to 'make things right' and apologise where needed. We will also consider any factors which might make a child more vulnerable and whether further support is needed. This includes considering SEND, home factors and The Manor's own 'Vulnerable List', which is regularly updated by all classroom staff to ensure all vulnerable children are closely monitored and supported. Weekly section meetings also focus on behaviour and welfare, and help with information sharing between all staff to best support children.

EARLY YEARS (Pre-Nursery, Nursery and Reception)

Acceptable and unacceptable behaviour is part of daily Early Years life. Early Years Teachers use a range of strategies to promote positive behaviour and progress. They aim to constantly praise good behaviour with recognition, stickers, certificates and extra responsibility. Staff set good examples and act as role models particularly with regards to manners and caring for one another. The children are also taught about positive interactions through our Learning for Life curriculum and role play. The School's Manor Values are displayed in the cloakroom and parents have a copy of them in their welcome booklets. Staff use music, chants and singing to get the children's attention.

Procedure for dealing with inappropriate behaviour depends on the maturity and emotional needs of each individual. Inappropriate behaviour is addressed through stories, role play, circle time and discussions. We also use the Zones of Regulation and Interoception activities to help the children to understand and regulate their emotions. When inappropriate behaviour starts to become persistent, sensitive yet constructive communication with the parents is paramount. Children need subtle support so as not to become labelled. In some situations an adult will work alongside

a child to support them. Stickers/charts might be given to mark progress if appropriate. We use systems to clarify positive and negative behaviour such as thumbs up and thumbs down, star of the day and the sun and the cloud. Children who repeatedly misbehave or are rude may have “time out” and will be expected to apologise for their actions. All staff support each other and pass onto another colleague if necessary.

The person responsible for behaviour and discipline in the Early Years is the Head of Pre-Prep.

Summary of rewards and sanctions in Early Years

- **Rewards may include:**

- Recognition eg. borrow the cuddly for the day
- Certificates presented at EYFS assembly (*Friendly Frog, Go for it Gorilla, Kind Kangaroo, Helping Hippo*)
- Extra responsibility eg. *Helper of the Day*
- Stickers/Sticker Charts
- Gems in a jar
- Moving a smiley face along the line

- **Sanctions:**

1. Reasoning/discussion with the pupil of good and bad choices
2. Systems to clarify good and bad behaviour such as thumbs up and thumbs down, star of the day, the sun and the cloud, thinking chair
3. Pupils behaviour discussed with the Head of Pre-Prep
4. Antisocial behaviour is reported using The Manor's Child Protection Online Monitoring System (CPOMS). Staff access the form via 'themanorprepschool.cpoms.net' and then clicking 'Add Incident'. The form will automatically be shared with the Head of Pre-Prep, Deputy Head Pastoral and Head who will liaise to decide on next steps.
5. Meeting with Parents and Class Teacher and Head of Pre-Prep
6. Meeting with Parents, Class Teacher, Head of Pre-Prep and Deputy Head Pastoral
7. Meeting with Parents, Class Teacher, Head of Pre-Prep, Deputy Head Pastoral and Head
8. Written warning to parents re possible need for withdrawal
9. Withdrawal/expulsion of pupil in line with Exclusion Policy

Years 1 and 2

Throughout Year 1 and Year 2 appropriate behaviour is expected. The staff continuously praise good behaviour through verbal admiration and also sticker rewards. We also use the Zones of Regulation and Interoception activities to help the children to understand and regulate their emotions. Each week ‘Celebration Certificates’ are awarded to children in each class in Year 1 and Year 2. The Class Teacher selects one or two children who deserve special recognition for their social, emotional or academic efforts. These are handed out in assembly. The Manor Values are displayed in the classrooms, referred to regularly and discussed together in ‘Circle Time’. For parent information there is a copy of the rules on the school website.

We use systems to clarify positive behaviour and negative behaviour such as thumbs up and thumbs down, star of the day and marbles in a jar. Children who make wrong choices will be encouraged to have some time to reflect. This can include a 'time out' in their own classroom, in a parallel class, with the Head of Pre-Prep or Deputy Head Pastoral. They may be moved to have some time out/thinking time where appropriate.

Children are expected to apologise for unkind behaviour. An individual behavioural card may be given to a child to help with their behaviour, where appropriate. The class teacher, Head of Pre-Prep, Deputy Head Pastoral or Head will also talk to parents so that they can work together in helping them to reach their targets.

In the case of 'playground issues', the Class Teacher and Head of Pre-Prep will see the children either together or individually. If the situation merits it, parents will be informed of these interviews and invited in for further discussion if necessary.

Summary of rewards and sanctions in Years 1 and 2

- **Rewards may include:**

- Verbal Praise
- Sticker Rewards
- Celebration Certificates
- 'Jewels in a Crown'

- **Sanctions:**

1. Reasoning/discussion/explanation with reference to the school's Manor Values from pupil's Class Teacher
2. Pupil sees Head of Pre-Prep
3. Pupil sees Deputy Head or Head
4. Antisocial behaviour is reported using The Manor's Child Protection Online Monitoring System (CPOMS). Staff access the form via *'themanorprepschool.cpoms.net'* and then clicking 'Add Incident'. The form will automatically be shared with the Head of Pre-Prep, Deputy Head Pastoral and Head who will liaise to decide on next steps. Parents meet Class Teacher and Head of Years 1 and 2
5. Meeting with Parents, Class Teacher, Head of Pre-Prep and Deputy Head Pastoral
6. Meeting with Parents, Class Teacher, Head of Pre-Prep, Deputy Head Pastoral and Head
7. Written warning to parents re possible need for withdrawal
8. Withdrawal/expulsion of pupil in line with Exclusion Policy

Years 3-6

Discipline in Years 3-6 is low key but expectations are high; guidelines are made clear and discussed regularly in Form Times, Assemblies, Learning for Life lessons and Circle Times as well as on an individual basis during the course of the day where necessary.

Merits

These are awarded for effort, for excellent work and for exceptionally good manners and behaviour.

Children in Years 3 to 6 have their merits recorded on a chart which is kept at the back of the homework diary.

The Form Teacher signs the merits and they go towards a House total for the week. The House Captains collect the numbers for their House from each class. The merits are also recorded electronically.

At the end of each term a cup is presented to the winning house and the pupils in the house are rewarded by wearing home clothes on a pre-arranged day.

Summary of rewards and sanctions in Years 3-6

- **Rewards:**

- *Stickers (mainly Years 3-4)*
- *Golden Tickets, presented in Section Assemblies (Years 3-4)*
- *'Going the Extra' Awards (Years 5-6)*
- *Merits (Years 3-6)*
- *Certificates of Excellence. For exceptionally good work, relative to an individual pupil's ability, a pupil may be awarded a 'Certificate of Excellence', which is presented by the Head. They also receive 3 merits.*

- **Sanctions:**

(This is an approximate guide to the escalation of sanctions. However it is possible to go to any point depending on the gravity of the offence).

1. *Reasoning with the pupil/discussion/explanation with reference to the school's Manor Values. Staff may also issue a 'de-merit' (where a child loses a merit) for low-level minor misdemeanours. Depending on the nature of the behaviour, the staff may communicate this to form teachers.*
2. *The staff member dealing with the behaviour may decide to mention the behaviour to parents*
3. *a warning (emailed to parents) that a child might receive a short detention if there is a repeat of a particular misdemeanour*
4. *a short detention during morning break*
5. *a longer detention for a particularly serious misbehaviour (including misbehaviour on a trip away from school)*
6. *Pupil sent to Head of Section*
7. *Antisocial behaviour is reported using The Manor's Child Protection Online Monitoring System (CPOMS). Staff access the form via 'themanorprepschool.cpoms.net' and then clicking 'Add Incident'. The form will automatically be shared with the Head of Section, Deputy Head Pastoral and Head who will liaise to decide on next steps.*
8. *OPTIONAL – report card given to child for teachers to comment upon in each lesson (this must be discussed with the Head first if this approach is to be used)*

9. *(or earlier) Pupil sees Deputy Head Pastoral or Head*
10. *Parents meet Class Teacher and Head of Section*
11. *Parents meet Class Teacher, Head of Section and Deputy Head Pastoral*
12. *Parents meet Class Teacher, Head of Section, Deputy Head Pastoral and Head*
13. *Suspension of pupil (being excluded from school for a certain amount of time)*
14. *Written warning to parents re possible need for withdrawal/expulsion*
15. *Withdrawal/expulsion of pupil in accordance with Exclusion Policy*

Register of Sanctions

There is a register of sanctions for serious misbehaviour in order to centralise the record so that patterns can be identified by the school and inspectors.

The register includes the following:

- Pupil's name
- Pupil's year group
- Date of incident
- Nature of incident
- Sanction imposed (will include exclusions, major detentions and disciplinary meetings involving parents).

A separate log is kept relating to behaviour towards individuals with protected characteristics.

EXCLUSION POLICY

1 Introduction

1.1 **Scope:** This policy contains guidelines, which will be adapted as necessary, explaining the circumstances under which a pupil may be expelled from the School, or required to leave permanently for misconduct or other reasons. The policy applies to all pupils at the School but does not cover cases when a pupil has to leave because of ill-health, non-payment of fees, or withdrawal by their parents.

1.2 **Interpretation:** References to the Head include deputies. "Parent" includes one or both of the parents, a legal guardian or education guardian. "Expulsion" means a dismissal from the School in disgrace, formally recorded. "Removal" means that a pupil has been required to leave, but without the stigma of expulsion. Subheadings are for ease of reading and not part of the policy.

2 Policy statement

2.1 **Aims:** the aims of this policy are:

- to support the School's behaviour and discipline code
- to ensure procedural fairness and natural justice

- to promote co-operation between the School and parents when it is necessary for the School that a pupil leaves earlier than expected

2.2 Misconduct: The main categories of misconduct which may result in expulsion or removal are:

- supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol and tobacco
- theft, blackmail, physical violence, intimidation, racism and persistent bullying
- misconduct of a sexual nature; supply and possession of pornography
- possession or use of unauthorised firearms or other weapons
- vandalism or computer hacking
- persistent attitudes or behaviour which are inconsistent with the School's ethos and/or which affect detrimentally the well-being and progress of other pupils, or which detrimentally affect the well-being and health of staff
- other serious misconduct towards a member of the school community or which brings the School into disrepute (single or repeated episodes) on or off school premises
- malicious accusations against staff.

2.3 Other circumstances: A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the School, that they remain at the School. A parent's own unreasonable behaviour towards staff can also lead to the pupil being required to leave the school.

3 Investigation procedure

3.1 Complaints: Investigation of a complaint or rumour about serious misconduct will normally be co-ordinated by the Deputy Heads and/or the appropriate Head of Section and its outcome will be reported to the Head. Parents will be informed as soon as reasonably practicable if a complaint under investigation is of a nature that could result in the pupil being expelled or required to leave.

3.2 Suspension: A pupil may be suspended from the School and required to stay at home or with their education guardian while a complaint is being investigated alternatively, they may be placed under a segregated regime at school premises.

3.3 Search: We may decide to search a pupil's space and belongings, and ask them to turn out the contents of pockets or a bag, if we consider there is reasonable cause to do so. Clothing will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. Any search must be authorised by the Head and will be carried out in accordance with the DfE guidance, '[Searching, Screening and Confiscation](#)' (July 2022).

3.4 Interview: A pupil may be interviewed informally by a member of staff to establish whether there are grounds for a formal investigation. If the pupil is then interviewed formally about a complaint or rumour, arrangements will be made for them to be accompanied by a member of staff of their choice and/or by a parent (if available at the relevant time). A pupil who is waiting to be interviewed may be segregated but will be supervised by a member of staff and made as comfortable as possible and given access to a toilet and adequate food and drink.

3.5 **Ethos:** An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.

4 **Disciplinary meeting**

4.1 **Preparation:** The Chairman of Governors will be informed of the investigation. Documents available at the disciplinary meeting before the Head will include:

- a statement setting out the points of complaint against the pupil
- written statements and notes of the evidence supporting the complaint, and any relevant correspondence
- the Deputy Head's or Head of Section's Investigation Report
- the pupil's school file and conduct record
- the relevant school policies and procedures

4.2 **Attendance:** The pupil and their parents (if available) will be asked to attend the disciplinary meeting with the Head at which the Deputy Head, or Head of Section will explain the circumstances of the complaint and their investigation. The pupil may also be accompanied by a member of staff of their choice. The pupil and their 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 but, in most cases, the anonymity of pupils will be preserved.

4.3 **Proceedings:** There are potentially three distinct stages of a disciplinary meeting:

4.3.1 **The complaints:** The Head will consider the complaint/s and the evidence, including statements made by and/or on behalf of the pupil. Unless the Head considers that further investigation is needed, s/he will decide whether the complaint has been sufficiently proved. The standard of proof shall normally be the civil standard, i.e. the balance of probabilities. However, where the allegation against the pupil would amount to a criminal offence under general law, the standard of proof should be beyond reasonable doubt. Appropriate reliance may be placed on hearsay evidence but the Head will not normally refer to the pupil's disciplinary record at this stage.

4.3.2 **The sanction:** If the complaint has been proved the Head will outline the range of disciplinary sanctions which s/he considers are open to them. They will take into account any further statement which the pupil and/or others present on his behalf wish to make. The pupil's disciplinary record will be taken into account. Then, or at some later time, normally within 48 hours, the Head will give their decision, with reasons.

4.3.3 **Leaving status:** If the Head decides that the pupil must leave the School, they will consult with a parent before deciding on the pupil's leaving status (see below).

4.4 **Delayed effect:** A decision to expel or remove a pupil shall take effect 72 hours after the decision was first communicated to a parent. Until then, the pupil shall remain suspended and away from school premises. If within 72 hours the

parents have made a written application for a Review by the Governors, the pupil shall remain suspended until the Review has taken place.

5 Leaving status

5.1 **Explanation:** If a pupil is expelled or required to leave, their leaving status will be one of the following: "expelled", "removed" or "withdrawn by parents"

5.2 **Detail:** Additional points of leaving status include:

- the form of letter which will be written to the parents and the form of announcement in the School that the pupil has left
- the form of reference which will be supplied for the pupil
- the entry which will be made on the school record and the pupil's status as a leaver
- arrangements for transfer of any course and project work to the pupil, their parents or another school
- whether (if relevant) the pupil will be permitted to return to 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 entitled to leavers' privileges
- the conditions 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; refund of prepaid fees

6 Governors' review

6.1 **Request for review:** A pupil or their parents, aggrieved at the Head's decision to expel or require a pupil to leave, may make a written application for a Governors' Review. The application must be received by the Clerk to the Governors within 72 hours of the decision being notified to a parent, or longer by agreement.

6.2 **Grounds for review:** In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek.

6.3 **Review Panel:** The Review will be undertaken by a panel, which will consist of at least three persons, one of whom is independent of the management and running of the school. The panel members will have no detailed previous knowledge of the case or the pupil or parents and will not normally include the Chairman of Governors. Selection of the Review Panel will be made by the Clerk to the Governors. Parents will be notified in advance of the names of the panel members. Fair consideration will be given to any bona fide objection to a particular member of the panel.

6.4 **Review meeting:** The meeting will take place at the school premises, normally between 3 and 10 days after the parents' application has been received. A Review will not normally take place during school holidays. A Review Meeting is a

private procedure and all those who are concerned in it are required to keep its proceedings confidential, subject to law.

6.5 **Attendance:** Those present at the Review Meeting will normally be:

- members of the Review Panel and the Clerk to the Governors or their deputy
- the Head and any relevant member of staff whom the pupil or their parents have asked should attend and whom the Head considers should attend in order to secure a fair outcome
- the pupil together with their parents and, if they wish, a member of the school staff who is willing to speak on the pupil's behalf. The parents may be accompanied by a friend or relation. The Clerk to the Governors must be given 7 days notice if the friend or relation is legally qualified

6.6 **Conduct of meeting:** The meeting will be chaired by one member of the Review Panel and will be conducted in a suitable room and in an informal manner. All statements made at the meeting will be unsworn. The proceedings will not be tape-recorded without the consent of both the Chairman and a parent and any tape-recording will be used only to assist the panel members in reaching their decision and formulating their reasons and will belong to the School. The Clerk will be asked to keep a hand-written minute of the main points which arise at the meeting. All those present will be entitled, should they wish, to write their own notes. The meeting will be directed by the Chairman who will conduct it so as to ensure that all those present have a reasonable opportunity of asking questions and making appropriate comment. Everyone is expected to show courtesy, restraint and good manners. The Chairman may at their discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.

6.7 **Procedure:** The Panel will consider each of the questions raised by the pupil or their parents so far as relevant to:

- whether the facts of the case were sufficiently proved when the decision was taken to expel or remove of the pupil. The civil standard of proof, namely, "the balance of probability" will normally apply
- whether the sanction was warranted, that is, whether it was proportionate to the breach of discipline or the other events which are found to have occurred and to the legitimate aims of the School's policy in that respect
- the requirements of natural justice will apply. If for any reason the pupil or their parents are dissatisfied with any aspect of the meeting they must inform the Chairman at the time and ask the Clerk to note their dissatisfaction and the reasons for it

6.8 **Identification:** If the Head considers it necessary in the interests of an individual or of the School that the identity of any person should be withheld, the Chairman may require that the name of that person and the reasons for withholding it be written down and shown to the Panel Members. The Chairman at their discretion may direct that the person be identified, or not as the case may be.

6.9 **Pupil's character:** Up to two members of the school staff may speak generally about the pupil's character, conduct and achievements at the School if they are willing to do so.



6.10 Leaving status: If, having heard all parties, the Panel is minded to confirm the Head's earlier decision, it is open to the Panel, with agreement of the Head, the pupil and their parents to discuss the pupil's leaving status with a view to reaching agreement.

6.11 Decision: When the Chairman decides that all issues have been sufficiently discussed and if by then there is no consensus, s/he may adjourn the meeting; alternatively the Chairman may ask those present to withdraw while the Panel considers its decision. In the absence of a significant procedural irregularity, the decision of the Review Panel will be final. It will be notified, with reasons, to the parents by the Chairman of the Review Panel or the Chairman of Governors by letter or telephone within three days of the meeting.