



Behaviour Policy

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1. Scope

This policy applies to all sections of the school: Senior School, Junior school and Willow Lodge.

- 1.1 The school actively promotes good conduct and work. This is encouraged by reference to the school's values to aspire, respect and collaborate in both formal and informal contact with students. These values are amplified in the Student Handbook. Good behaviour and achievement are further reinforced by the awarding of credits in the Senior School and a series of rewards in the Junior School. (see *Rewards*)
 - 1.2 By "discipline" is meant the following whether in or out of term time or on or off the school premises:
 - a. The maintenance of an atmosphere within the school which enables pupils to work to the best of their ability.
 - b. The maintenance of an atmosphere which enables pupils to take part in other activities with the greatest of enjoyment and opportunities for self-fulfilment.
 - c. The maintenance of an atmosphere in which pupils learn self-respect, respect for each other and for all adult members of the school community.
 - d. Behaviour that will not endanger or put at risk the well-being of any member of the school community.
 - e. Behaviour that does not damage the school's reputation.
 - f. Respect for school buildings, grounds and property.
 - g. Respect for each other's personal property.
 - 1.3 All bullying, including cyberbullying, prejudice-based and discriminatory bullying is unacceptable. Measures aiming to prevent such behaviour are detailed in the Anti-Bullying Policy.
 - 1.4 The school takes a zero tolerance approach to peer-on-peer abuse as outlined in the Child Protection and Safeguarding policy.
 - 1.5 Corporate discipline and self-discipline are inextricably linked, the former arising from and dependent upon the latter, hence the importance attached in the aims of the school to instil a sense of self-discipline in all pupils. Guidance for staff regarding professional standards is in the Curriculum Policy and further guidance for pupils in the Senior School is in the Student Handbook.
 - 1.6 While discipline is essential for the well-being of the school and all its members, it is also important for the public image of the school. King's School pupils are therefore expected to behave in a manner that reflects well upon themselves and upon the school at all times.
 - 1.7 The subject teacher is responsible for the behaviour of the class during lessons.
 - 1.8 Every individual member of staff has responsibility to deal with minor transgressions as they think fit. Formal punishment is usually not needed and a few words to the offender are often enough.
 - 1.9 Communication with the Tutor (Senior School) and the Form Teacher (Junior School) over all disciplinary matters is essential since they are a key contact between the school and parents.
 - 1.10 Numerous sanctions may be given. If a pupil is placed in detention, the pupil's Tutor (Senior School) or Form Teacher (Junior School) and parents need to be informed. (see *Sanctions*)
 - 1.11 Pupils may, through their Tutor, ask the Headmaster or a member of the senior leadership to review a decision to impose a school detention if they believe it to be unjust.
 - 1.12 Pupils may be temporarily or permanently excluded only by the Headmaster, although the Headmaster may authorise a member of the senior leadership to undertake this process.
 - 1.13 The Headmaster will inform the Chairman of Governors of any pupils temporarily or permanently excluded.
 - 1.14 Parents have the right to ask the review panel to review the Headmaster's decision to permanently exclude. There is no right of review against temporary exclusion. (See *Appeals Against Permanent Exclusion*)
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- 1.15 We reject the use of corporal punishment and in no circumstances will any form of physical punishment be used on a pupil.
- 1.16 Misbehaviour in lessons is a disciplinary problem, dealt with through the conduct and behaviour policy above. Default over matters of work is, unless deliberate, more a matter for support and encouragement than for sanction.
- 1.17 Formal structures of support include both academic monitoring and use of academic work periods. Nevertheless, pupils may need imposed discipline to help them to make up for a lack of self-discipline which has led to work being presented late or poorly completed.
- 1.18 Pupils should not be excluded from the classroom for disciplinary reasons except in serious cases.
- If a pupil is misbehaving to the extent that they are having a negative impact on the learning of others then they should, in the first instance be spoken to by the teacher. Continued misbehaviour should be dealt with by way of a formal sanction.
 - If the pupil continues to misbehave and has to be formally excluded from the lesson then the pupil should be sent, with their work, to the Head of Department in the senior school or a year group colleague in the Junior School, as appropriate. If they are not available to deal with the pupil then the pupil should be sent to the Deputy Head Pastoral/Deputy Head of Junior School. Being excluded from the classroom represents a serious breach of discipline by the pupil. It is likely to result in further sanction being applied to the pupil.
- 1.19 **Alcohol, Tobacco, Drugs and Other Items**
- You are forbidden to be under the influence of or to have in your possession while under the jurisdiction of the school or while travelling to and from school:
- any tobacco or tobacco product
 - any alcoholic liquor (except in the case of senior pupils on authorised occasions)
 - any dangerous or classified drug or steroid (unless prescribed and notified to the School Nurse)
 - any other harmful substance
 - any e-cigarette, electronic nicotine delivery system, personal vaporiser or e-liquid designed for use in such devices
 - any pornographic material or computer device for that purpose
 - any dangerous weapon or other item that might endanger your own safety or that of others
 - any animal
- You will be liable to expulsion from the School for any serious breach of this rule.
- 1.20 The school is committed to the health and safety of its members and will act to safeguard their well-being. (See *PSHE Policy*)
- 1.21 The school condemns smoking, vaping and the misuse of drugs, alcohol and solvents by its members and the supply of illegal substances to its members.
- 1.22 Drug misuse damages not only the individuals directly involved but also their families, the school and the wider community. They can cause under-achievement, ill health, suffering and even death.
- 1.23 The Headmaster takes overall responsibility for the policy and its implementation, for liaison with the governing body, parents, and appropriate outside agencies.
- 1.24 Pupils suspected of being involved in drug-related activities will be subject to a detailed investigation.
- 1.25 Offenders should expect the school to inform the police about drug-related incidents.
- 1.26 Parents can contact the School Nurse for advice if they have concerns about possible drugs involvement by their child.
- 1.27 The school reserves the right to initiate a no notice drugs test if there is reason to suspect that any student is using or has used a classified drug.
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2. Culture

2.1 Creating a school-wide culture of mutual respect.

The King's School acknowledges that the many revelations of sexual harassment and violence directed towards girls and women and brought to public attention by the *#MeToo* movement and the *Everyone's Invited* website present new challenges to every school.

The school always strives for gender equality in every area of its provision, but equally acknowledges that gender-specific policies, such as those described below, are appropriate and needed. Where an individual pupil expresses alternative views relating to their gender identity, staff will always act with understanding, flexibility and compassion.

The School adopts pro-active, creative and positive **strategies** to promote cultures of mutual respect between all members of the community.

- a. Staff are required to model respectful behaviours in their interactions with each other, with pupils, and with parents.
- b. Staff are required to challenge all forms of behaviour that are not respectful, such as sexism, sexualised banter, micro-aggressions, rough play and bullying. Challenges should be robust and unequivocal.
- c. The *Working with Boys* programme is taught through the pastoral programme to boys and girls together in Removes and promotes inter-personal cultures which are consistently principled, honourable, noble, dignified, trustworthy and upright. *Working with Boys* acknowledges the importance of promoting dignified, inclusive and respectful relationships between boys and reducing the instances of sexualised banter and harsh inter-personal behaviours. Boys' attitudes towards each other and towards girls should consistently be courteous, civil and considerate.
- d. The *Girls on Board* approach is initially delivered to girls through the pastoral programme in Removes and through subsequent 'reactive' sessions. *Girls on Board* acknowledges the importance of inclusive, trusting and reliable friendships between girls, whilst not excluding the idea of similar friendships between girls and boys. The approach uses familiar scenarios to evoke empathy in the girl cohort, which in turn empowers them to manage the often subtle and complex dynamics of their friendships for themselves. Staff's role is to support but not interfere, unless bullying is suspected.
- e. The Deputy Head Pastoral is the *Girls on Board* Champion.
- f. These programmes are shared with parents. They are encouraged to model and support these approaches.

The strategies described above are deployed with the aim of reducing instances of sexism, sexualised banter, micro-aggressions, sexual violence and bullying to zero. They also aim to create an environment in which pupils are consistently happy and secure in their friendships, leading them to be well motivated to do their best in all areas of school life.

2.2 Inclusion and Diversity

- The School has joined the *Independent Schools Inclusion Alliance* and hold termly working party discussions with teachers and students.
- Diversity and Inclusion is a standing agenda item on the School Council led by the Head of School Sixth Form team.
- Diversity and Inclusion is discussed termly in Whole school assemblies and House assemblies. The School has appointed a Diversity and Inclusion Co-ordination (Emily Sheriff) to coordinate materials used by tutors and Heads of Houses and to chair the teachers' working party and support the student voice.
- In the Senior School every term there is a focus fortnight on a topic surrounding diversity and inclusion.

3. Rewards

3.1 Rewards in senior school

All staff are encouraged to recognise good behaviour and to use descriptive praise to re-enforce its importance to the effective running of the school community. In addition to this, formal systems of praise can be used.

This system of formal recognition is based on the following observations made by students.

- Recognition of effort provides motivation and is less divisive than recognition of achievement. It is also recognised that outstanding achievement should be rewarded.
- All staff should use this reward system to provide equality of opportunity.
- Students appreciate verbal recognition by teachers and would welcome a culture of deserved descriptive praise.
- Students should be recognised as individuals, but credits should also be accumulated by the House to create group responsibility.
- Parents need to be informed of this recognition so that they are fully aware of the student's efforts and outstanding achievements.
- Recognition should be given equally to students in all year groups.

Any member of staff can award a Credit to **any** student who has shown a high level of engagement, effort or positive behaviour in any activity. **Staff are encouraged to award one credit every day.**

Criteria for Credits

- a. Any act that supports the School's values
- b. Demonstrating a love of learning.
- c. A piece of work that is outstanding for that individual

The Credit is a wooden token. This will be handed to the student when they are commended for one of the reasons highlighted above. **The credit token should then be given to their Tutor who will record the credit and it should then be put in the House collection box.** Students and their parents will be able to view the number of credits that they have received through Firefly.

Credits will go towards a Tutor Group total in Removes or a House total in Shells to U6th. There will be an annual trophy for the House with the highest number of credits. In Removes credits will count towards the inter-Tutor group competition.

Student recognition

10 Credits will result in the award of a Bronze certificate

15 Credits will result in the award of a Silver certificate and an early lunch pass for you and a friend.

30 Credits will result in the award of a Gold certificate and a donation will be made to a charity of the student's choice

40 Credits will result in the award of a Platinum certificate,

50 credits will result in a Diamond certificate and for both these thresholds the student's name recognised at Prize Giving

It is vital that the student knows why they have received a Credit and the conversation with the student is indeed an integral part of the reward. So take the time to demonstrate some of the virtues that we are looking to promote when celebrating with the student.

3.2 Rewards in Junior School

Staff are encouraged to use a positive approach, emphasising a culture of success based on frequent reward and focuses on pupils taking responsibility for their own behaviours. All staff are encouraged to recognise good behaviour and to use descriptive praise to help the children understand exactly what it is that they've done well.

The criteria for awarding any reward is based upon (but not restricted to) the following:

- Approaching academic work with motivation and a love of learning.
- Showing courage and perseverance in taking risks and meeting the unknown.
- Achievement, including, for example, a single excellent piece of work.
- Showing care, consideration, loyalty and compassion through generosity of spirit
- Showing respect for one another and treating others as they would wish to be treated themselves.
- Understanding a sense of commitment in service of the community.
- Showing a sense of belonging to a shared vision, through support, teamwork and flexibility.

House points

In the Junior School, each pupil is a member of one of four Houses; Lindans, Evans, Shepherds and Falles. Any member of staff can award a house point to any child who has shown a high level of engagement, effort or positive behaviour in any activity. The criteria for awarding house points is outlined above. A maximum of 3 house points may be awarded for a single event.

Pupils receive certificates for accumulating certain numbers of house points (25, 50, 75, 100).

Individual House Points also accumulated for the House Trophy at the end of the academic year.

Excellent behaviour

A pupil may be commended for excellent or outstanding behaviour following the criteria above. The pupil meets with the Head of Junior School, parents are informed and the pupil receives an 'Excellent Behaviour' certificate in assembly.

Excellent work

A pupil may also be commended for excellent or outstanding individual pieces of work. The pupil meets with the Head of Junior School, parents are informed and the pupil receives an 'Excellent Work' certificate in assembly.

Star of the Week

A pupil from each Form is nominated to receive the 'Star of the Week' award. The pupil will have displayed exceptional behaviour in line with the School's values. The reasons for the award are shared with the form, parents are informed, the student receives a certificate and badge in assembly. The pupil wears the 'Star of the Week' badge for the following week and their photograph is displayed on the Star of the Week notice board.

3.3 Rewards in Willow Lodge

In Willow Lodge, each pupil has individual sticker charts which contribute to Bronze, Silver and Gold Leaf Awards. These awards are celebrated in a 'Sharing Assembly' every Friday and the leaves are placed on the Golden Tree which is on display in the central library area in Willow Lodge.

Additionally, Golden Awards are received by one pupil in each class each week for good work, perseverance, acts of kindness or helpfulness.

4. Sanctions

4.1 Sanctions in Senior School

Verbal warning: If a pupil's behaviour is deemed to be unsatisfactory or if they fail to complete work, a verbal warning will be given. Staff should discuss with the pupil how they have failed to meet expectations and what is expected of them. If a student fails to submit a piece of work, then a conversation is needed and a verbal warning may be given with an agreed completion date. Failure to meet this deadline should result in a conduct point being issued. The Tutor will also discuss this with the student.

Conduct Point: A pupil who fails to respond to a verbal warning should be issued with a Conduct Point. The pupil's Tutor will see this through iSAMS and is required to speak to the pupil about the issue. At the end of each term, a pupil's Conduct Points will be reduced by three thereby de-escalating the level of sanction.

Lunchtime Detention: Once a pupil receives **three** Conduct Points in one term, the pupil's Tutor will place them in a Lunchtime Detention and contact the parents. As the Tutor has a knowledge of the reasons why the conduct points have been issued, the Tutor will assign a task through iSAMS to be carried out by the pupil during the detention. The Tutor should ensure the Head of House is informed that the pupil has reached three Conduct Points. Lunchtime Detentions are held in Room 11 on Tuesdays and Fridays from 12.50 to 13.20.

Friday Detention: A pupil receiving a further **three** conduct points will be issued with a Friday Detention. The Friday Detention can also be issued for more serious behavioural transgressions. These will be issued by the Heads of House or other members of the pastoral management team who will also contact the pupil's parents. Friday Detentions run from 16.00 to 17.00 and pupils need to be given 24 hours' notice.

Saturday Detention: If a pupil receives a further **three** conduct points or is guilty of a serious breach of misconduct (see below), they will be required to come into school on a Saturday morning for 2 hours. In most cases, the pupil will also be required to attend a meeting in school with the Deputy Head Pastoral, the Head of House and the pupil's parents. The Saturday Detention will be issued by the Deputy Head pastoral. Dependent on circumstances, a second Saturday Detention may be awarded prior to temporary exclusion. In this instance the student, the Head of House and the pupil's parents will be required to meet with a Deputy Head.

Temporary and Permanent Exclusions: For the further accumulation of Conduct Points or for serious misconduct, a pupil will be temporarily excluded from school for one or two days. They will be required to make up these days with community work in school at the start of the next school holiday. They will also be required to attend a meeting in school with a Deputy Head and their parents. The Headmaster will also attend where a final warning needs to be given. For cases of gross misconduct, repeated serious misconduct or persistent poor behaviour, a pupil may be permanently excluded from the school. If it is deemed appropriate that a student should be informed that they are to be permanently excluded, this must be done in the presence of a parent.

Serious and Gross Misconduct: Some types of exceptionally poor behaviour will result in higher level sanctions being given without warning. Although this is not an exhaustive list, examples of such behaviour include bullying, theft, violent conduct, alcohol/substance abuse, disrespect towards staff and prejudicial conduct (any conduct that is seriously disruptive or prejudicial to the reputation of the school or to the welfare of any other person during term-time or holidays and on or off school premises). The full context of situations will always be considered when determining the appropriate level of sanction level for such behaviour.

Note regarding Sixth Form: Sixth Form students are treated differently and should not be given Conduct Points. If issues with work or behaviour arise they should be given appropriate warnings and Tutors and then Heads of House be involved as necessary if issues persist. Discussion with the student and then parents at each stage is key to changing behaviour and these conversations should be recorded in *Pupil Notes (Pastoral)*. If issues persist still further, Sixth Form students can be put into Friday detention and then Saturday detention with parents being informed accordingly. Any serious misconduct will require appropriate higher level sanctions. The Head of Sixth Form should be informed regarding any formal sanctions given to Sixth Form students.

4.2 Sanctions in Junior School

All Teachers will employ a traffic light system whereby children are encouraged to remain 'on green'.

Guidance (Red Card): If a child receives a verbal reprimand for poor behaviour or negative choices, they will move 'onto amber' as a clear indication to them that they have received this. If the child persists in spite of this warning, they will then move 'onto red' which will result in the child receiving a 'Guidance' note. Parents are informed. Staff will emphasise the choices that can be made with regards to behaviour. If the pupil collects a series of Amber warnings over a number of days, the Form Teacher will notify parents and consider issuing a 'Guidance' note.

Behaviour Warning: A pupil who fails to respond to a 'Guidance' note should be issued with a 'Behaviour Warning'. The pupil's Form Teacher will speak to the pupil about the issue and encourage the pupil to reflect upon their behaviour choices. A fitting and proportionate consequence or restorative task should be given to the child. The Form Teacher will contact or meet with parents.

Detention - Form Teacher (Lunch time): If there are further 'Guidance' notes within the term, or no discernible changes in behaviour, or there is a more serious breach of misconduct, a Lunchtime Detention (30 mins) may be issued by the Form Teacher. Fitting and proportionate consequences or restorative tasks should be given to the child. The pupil should complete a reflection sheet. The child can be placed on 'Pupil report' if there are repeated low-level issues. Parents are informed and there should be a meeting involving the Form Teacher, the parents and (if appropriate) the child.

Detention - Deputy Head (After School): A pupil receiving further 'Guidance' notes will be issued with a Deputy Head's Detention. A Deputy Head's Detention can also be issued for more serious behavioural transgressions. These will be issued by the Deputy Head who will also contact and meet with the pupil's parents. Deputy Head's Detention run from 15.45 to 16.30 and pupils need to be given 24 hours' notice. Parents are informed and there should be a meeting involving the Deputy Head, the parents and the child. Fitting and proportionate consequences or restorative tasks will be given to the child.

Detention - Head of Junior School: A pupil receiving further guidance notes will be issued with a Head of Junior School Detention. A Head of Junior School Detention can also be issued for a more serious breach of misconduct. These will be issued by the Head of Junior School who will also contact and meet with the pupil's parents. A Head of Junior School Detention run from 15.45 to 16.45 and pupils need to be given 24 hours' notice.

De-escalation of level: In J1 and J2, at the end of each half-term, a pupil's Warning level will be reduced by three thereby de-escalating the level of sanction. In J3 and J4, at the end of each term, a pupil's Warning level will be reduced by three thereby de-escalating the level of sanction.

Temporary and Permanent Exclusions: For the further accumulation of guidance notes or for serious misconduct, a pupil will be temporarily excluded from school for one or two days. They will also be required to attend a meeting in school with the Deputy Head, the Head of Junior School and their parents. The Headmaster will also attend where a final warning needs to be given. For cases of gross misconduct, repeated serious misconduct or persistent poor behaviour, a pupil may be permanently excluded from the school. If it is deemed appropriate that a student should be informed that they are to be permanently excluded, this must be done in the presence of a parent.

Serious and Gross Misconduct:(see above 'Senior Sanctions – Serious and Gross Misconduct')

4.3 Sanctions in Willow Lodge

There is no detention system in Willow Lodge. Transgressions and poor behaviour are dealt with by the class teacher in a manner that encourages and reinforces positive behaviour. All examples of poor behaviour are communicated to parents to ensure a strong school-pupil-parent relationship.

If there is continuing poor behaviour or attitude to work, a meeting with the class teacher and parents will take place. If the behaviour is of greater concern, the Head of Willow Lodge will also attend the meeting.

Temporary and Permanent exclusions: In very serious matters, parents will be contacted and a pupil may be temporarily excluded from school for a period of time. In the last resort the pupil may be permanently excluded. If it is deemed appropriate that a student should be informed that they are to be permanently excluded, this must be done in the presence of a parent.

5. Investigating Behavioural Incidents

When a pupil (from any section of the school) needs to be interviewed the following general procedure will be followed:

- Take the pupil reporting the matter out of the public arena.
- The names of any witnesses and the time and location of the incident should be noted.
- It may be appropriate to ask witnesses to write full, signed statements. Ask the pupil to sign and date the statement after agreeing that it is correct.
- Interview the pupil in a place where you cannot be overheard. (Advice should be sought from a member of the pastoral team at this point)
- See any pupil or pupils involved (although an individual member of staff may undertake initial interviews concerning incidents, where serious allegations have been made or where a serious incident has occurred, subsequent interviews should be conducted in the presence of another member of staff, preferably the Head of House, Head of Year or a Deputy Head).
- If more than one pupil is involved avoid the pupils concerned talking with each other until initial questioning has been completed. If a group is involved, see each pupil individually in the first instance.
- Keep a written account of the statements each pupil makes (this account may be written up later), the questions you ask and the answers the pupils give.
- Caution is required because the whole truth is not always forthcoming in the first instance. If subsequent actions are taken based on what amounts to half-truths this can serve only to exacerbate the situation.
- At this stage, generally the parents will be informed.

Pupils may wish for confidence at this stage; this cannot be guaranteed. You can however assure them that they are doing right by talking to you and that you will do your best to protect them.

At the close of an investigation:

- An evaluation of the evidence should be made and any necessary consultation undertaken. Fair and appropriate sanctions should be imposed and should be clearly explained to the pupil. In evaluating evidence, the character and record of those making statements may be taken into account but should not be used prejudicially.
- A conclusion should be reached. It is hoped that this will make clear the exact nature of the incident and the role of all parties involved. It will sometimes have to be admitted that, for stated reasons, no clear conclusion is possible.
- All the notes and written statements concerned with the investigation must be kept on record until it has been concluded, punishments served and parents satisfied that the school has done what it could to sort matters out. Afterwards a summary of the incident should be placed in the files of all the major participants in the incident.

- After the matter is closed, staff should be sensitive to possible recriminations or repetition. It should be made clear that recriminations or repetition are likely to lead to more serious punishment.
- At this stage parents will be updated.
- In dealing with very serious matters following all investigations a copy of the written report must be given to the Headmaster.

6. Policy for Appeals Against Permanent Exclusion

This procedure is intended to apply where a decision has been made by the Headmaster for the removal or expulsion of a pupil from the school. At this time the Headmaster will give a request form and a copy of this procedure to the Parent of the pupil. Only a parent as defined in the Terms and Conditions may request a review of the Headmaster's decision.

These guidelines are non-contractual in nature. They have been prepared for the information and guidance of all who may become concerned in a review following expulsion or the required removal of a pupil.

The purpose of the *Review* is to give those with parental responsibility for the pupil concerned the opportunity to appeal against the **procedure** used in reaching the initial disciplinary decision, including the fairness of the decision made. The review will not, however, be by way of rehearing the evidence.

6.1 Initiation of the Procedure

Where the parents of a pupil subject to a decision for removal or expulsion wish that decision to be reviewed the parents should complete a Request for Commencement of Review Procedure form and send it to the Chairman of Governors (the Chairman) requesting a review. The completed form should be sent to the School marked for the attention of the Chairman and must be received at the School within ten working days of the decision to remove or expel being notified to the parents. Any request received after this period will not be accepted.

The request for a review must set out the matters the parents would like to be reviewed together with any documents that the parents wish the Review Panel to consider.

During the period from expulsion or removal to the date of conclusion of the review procedure, the pupil shall be suspended and will be forbidden from entering School premises without the prior permission of the Headmaster.

6.2 What to expect at the Review

The review will normally be conducted by a three-member sub-committee of the Board of Governors ("*Review Panel*") who will consider all the circumstances and any new circumstances that are raised and also the matters listed at section 4 below. The Review Panel will be made up of members who have no detailed previous knowledge of the case or of the pupil, parents or guardian and will not normally include the Chairman of Governors. Selection of the Review Panel will be made by the Chairman of the Board of Governors.

The Chairman will call a meeting of the Review Panel to take place within ten working days of receipt of the request for a review or as soon thereafter as is reasonably practicable.

The parents will be notified of the date, time and venue of the meeting on not less than two days' notice.

Those present throughout the review will normally be the members of the Review Panel, the Headmaster, those with parental responsibility ("*parents*") and the Clerk to the Governors or his or her representative.

The parents may make written submissions to be considered at the hearing and/or may attend the hearing in person.

The Headmaster may make written submissions to be considered at the hearing and/or may attend the hearing.

The parents may be accompanied by a friend or relation and by a member of the School staff if desired, but not by a legal representative.

The Clerk to the Governors will prepare and send to the parents and Headmaster not less than two days before the hearing a bundle of papers to be used at the hearing consisting of any written submissions and any other relevant documents. The Panel Chairman may allow any documents not included in the bundle to be adduced at the hearing in his discretion.

6.3 The Procedure

Informality is expected. The proceedings will, however, be chaired by one member of the review panel. The seating will be arranged so that, as far as practicable, everyone present can see and speak to each other without difficulty.

The procedure to be followed at any hearing will be at the Panel Chairman's discretion but shall normally be as follows.

- each of the grounds given in the parents' *Request for Review* will be considered and discussed.
- the Headmaster may comment on each of the grounds.
- the parents may ask questions of the Headmaster.
- the parents will be asked if there are any further comments they wish to make.
- the Headmaster will sum up the case for expulsion/removal.
- the parents will sum up the case for a review of the Headmaster's decision.

In relation to each issue raised, the members of the Review Panel will normally consider all of the following

- the nature and gravity of the complaint/s against the pupil;
- whether or not the grounds of the complaint have been reasonably well-established;
- whether the complaint was investigated fairly;
- whether the original decision made was reasonable.

6.4 Conduct of the Review

The review shall be directed in all respects by the chairman of the Review Panel. Statements made at the review shall be unsworn. The chairman of the Review Panel will conduct the review in such a manner as s/he thinks fit in order to ensure that all those present have the opportunity of asking questions and making comments.

If the Headmaster considers it necessary in the interests of the individual or of the School that the identity of any person shall be withheld, the chairman may require the name of that person and the reasons for withholding identity to be written down and shown to the Review Panel. The chairman, in his/her discretion, may direct that the person be identified

A member 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.

All those attending the review are expected to show courtesy, restraint and good manners; otherwise the chairman may, in his/her discretion, adjourn or terminate the review. If the review is terminated the original decision will stand.

The review will not be a rehearing of the original evidence. The proceedings will not be tape recorded but the Clerk will be asked to keep a minute of the main points that arise. All present will be entitled, should they wish, to write their own notes. Pens and paper will be provided.

The Review Panel shall bring the hearing to a close in order to consider their decision.

6.5 The Decision

The decision of the Panel shall be that of the majority. The Chairman of the Panel shall have a casting vote if the decision is split equally.

The Review Panel shall not be entitled to set aside the decision of the Headmaster to remove or expel a pupil nor to substitute some other penalty or sanction.

Where the Review Panel upholds the decision of the Headmaster it shall confirm the decision to remove or expel.

The Review Panel may require the Headmaster to reconsider his decision in the light of the findings of the Panel where the Review Panel considers that:

- the Headmaster did not have before him all the relevant evidence
- the Headmaster may not have given sufficient weight to any particular evidence or argument
- not all relevant arguments or submissions were put before the Headmaster
- the procedures followed were unfair.

Following the Hearing

The Panel Chairman shall within two days of the hearing or as soon as reasonably practicable thereafter notify the parents in writing that the Panel:

- has confirmed the Headmaster's decision, or
- has requested the Headmaster to reconsider his decision.

The Panel Chairman shall within two days of the hearing or as soon as reasonably practicable thereafter notify the Headmaster in writing that the Panel :-

- has confirmed his decision, or
- requires the Headmaster to reconsider his decision in which case the Panel Chairman shall set out in writing what evidence or further evidence, or what arguments or submissions the Headmaster should additionally take into account. The Panel may additionally make recommendations to the Headmaster relating to his decision but these shall not be binding on the Headmaster.

Where the Review is Upheld

Where the Headmaster is required by the Review Panel to reconsider his decision he shall reconsider his decision and shall within three days of being notified in writing of the Panel's decision or as soon as reasonably practicable thereafter, notify the parents and the Panel Chairman in writing of his reconsidered decision. For the avoidance of doubt during this period the pupil shall continue to remain suspended from the School.

Final Decision

The reconsidered decision of the Headmaster shall be final and shall not be the subject of any further review.

Appendix 1: Addition during Covid-19 June 2020

In addition to the requirements laid out by the Behaviour Policy pupils should note the following during the period of restricted opening.

All must arrive each day with all the equipment they need to work, including a fully charged tablet device, a water bottle and lunch/snacks.

All pupils are expected to follow

- the new routines for arrival or departure
- school instructions on hygiene, such as handwashing and sanitising hands on arrival at school and then regularly through the day
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- instructions on who you can work and socialise with at school
- rules on moving around the school and queuing
- rules about not sharing any equipment, water bottles or lunch/snacks
- rules about breaktimes, including where you may or may not play
- rules about the use of toilets

You **MUST** tell an adult if you are experiencing symptoms of coronavirus (a dry cough or a temperature).