



## Behaviour, Rewards and Sanctions Policy (including Early Years Foundation Stage)

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This policy exists with due consideration for and in accordance with the DfE Guidance update published in January 2016 entitled [Behaviour and Discipline in Schools](#).

The guidance clearly states:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless otherwise stated by the Head) with responsibility for pupils, such as teaching assistants.
- The Head, Proprietors and Governing Body must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

It is vital that our behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied.

### Introduction

Our School's vision statement includes the following:

- We meet the needs of each individual child. We believe that children should be nurtured, inspired and motivated to allow them to reach their full potential
- We take a holistic approach to pupil development – intellectual, moral, spiritual, physical and emotional
- We cultivate in our pupils values of respect, courtesy, compassion, tolerance and community responsibility
- We treat everyone – pupils, parents and colleagues – as they would wish to be treated
- We value integrity, observing high standards of behaviour and making sure that we are honest, open and genuine at all times

RPPS is a caring community whose values are built on mutual trust and respect. The school's behaviour policy is designed to support the way in which all members of the school can live and work together in this way. In line with our vision statement, this policy aims to promote an environment where all feel happy, safe and secure with the ultimate aim that our children become positive, responsible and increasingly independent members of our school community.

Underpinning our positive behaviour policy is a system that seeks to promote good relationships so that people can work together with the common purpose of helping everyone to learn. It is our expectation that good discipline arises from good relationships and from setting high expectations of good behaviour.

### Inclusion of all pupils

RPPS is a non-selective, co-educational school. All classes possess pupils with a wide variety of abilities and needs. All staff are expected to make reasonable adjustments according to the individual needs of pupils, taking into account special educational needs and/or disabilities, both within their teaching and in the delivery of this Behaviour Policy.

As a school we will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, we will follow the procedures



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outlined in the school's Safeguarding Policy. We will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment may be necessary.

### Managing transition of pupils from other schools

New pupils to RPPS who join year groups other than in Reception are allocated two buddies who take responsibility for them in the first few weeks.

The Head of Section will read the report from the pupil's previous school and inform teaching staff of any behaviour issues or other specific needs that should be taken into account.

When a pupil leaves RPPS his/her records are sent on to the receiving school to enable proper continuity of pastoral care for that pupil.

### Guidance for pupils regarding school rules

No rulebook can cover everything that happens in a school. Below are some guidelines to let you know what is expected of the pupils in certain areas of school life:

#### *Around the school and its buildings*

In the classroom we expect pupils to

- Stand up and greet adults and visitors when they enter the room
- Have their equipment ready at the start of a lesson
- Put their hand up if they have something to say
- Keep the classroom tidy
- Be pleasant and helpful to each other at all times
- Be smart in appearance

For safety reasons they will be expected to behave sensibly in CORRIDORS and on STAIRCASES

- Walk, not run
- Talk sensibly **without** shouting
- Greet adults cheerfully and politely when passing them
- Open doors for adults

### **DON'TS**

A long list of don'ts can be negative. We would like the pupils to use these examples as a way to check their own behaviour.

#### **DON'T:**

- Worry: there are lots of people that pupils can ask for help including the class teacher, the teacher on playground duty or any other member of staff
- Let a small problem become serious – ask for help from a teacher
- Feel they cannot take part
- Make someone feel unhappy or sad
- Let their friends down
- Let themselves down
- Allow a bully to continue to upset people



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- Be impolite
- Do something they know or feel is wrong

### DINING ROOM

Pupils should try to observe common sense and good manners at lunchtime. Staff on duty should reinforce the points below:

- Walk to and from the Dining Hall
- Do not take food out of the Dining Hall
- Do not push in the queue
- Talk quietly and sensibly
- Be aware of the needs of others
- Do not waste food
- Use all cutlery properly
- Remember good table manners
- Always clear away your own dishes
- Always stop and listen when the bell is rung for silence

In addition we have our Code of Conduct which is central to our behaviour policy. This is a list of agreed actions between pupils and staff concerning behaviour at all times. The code is displayed in every classroom and around the site.

### CODE OF CONDUCT

- Respect each other
- Look after your own and other people's property
- Be polite at all times to everyone you meet
- Be punctual
- Speak nicely to each other – no name calling or racism
- No bad language
- Take pride in how you look
- Always tell the truth
- Never bully
- Listen to each other

The Behaviour Policy is divided into two areas: 'Rewards' and 'Sanctions'. In enforcing good behaviour habits, emphasis should always be placed on Rewards and not Sanctions. This is crucial to the ethos and, therefore, the success of the whole school.

### Rewards: Recognising and rewarding positive behaviour

We encourage good behaviour in a positive, constructive way. We believe that by highlighting and rewarding such behaviour, the children will be encouraged to adopt it for themselves.

We believe in boosting children's self-esteem through praise and encouraging independence, as well as taking responsibility for their own personal achievements. Praise can either be verbal or written. Pupils should also be encouraged to comment positively on each other's achievements. Particularly good work is shown to the Head of Section (HoS) and/or to the Headmaster.



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Feedback to parents is also encouraged especially if there has been a marked improvement in work or behaviour. This can be verbal or written in homework diaries.

The following is a list of reward strategies which should be used to promote positive behaviour. These systems should also be used to motivate pupils to reflect upon their behaviour. It is very much up to each individual teacher's discretion as to which rewards are used. This list is by no means exhaustive.

### Informal rewards

- ❖ Catch them being good – praise a child for good behaviour, particularly when it is a child who may normally find a particular situation difficult
- ❖ Share the good news – ensure that good news about a pupil's achievements is shared with 'significant others'. For example, informing the class; tell colleagues and ask them to congratulate the pupil when they get the opportunity; tell someone else within the pupil's hearing; encourage the parents to tell the teacher about achievements at home, so they can be congratulated at school.
- ❖ Circle times – a set time to discuss issues arising in the classroom or playground. It is an excellent way to improve a child's self-esteem by having achievements celebrated by the whole class and by giving them a chance to express their views and have them heard. We can also use circle time as a way of developing social and listening skills.
- ❖ Work is marked positively and constructively, with rewards taking the style of special stamps, stars, stickers etc. (in accordance with the Marking Policy). We aim to make our children feel that their contributions and opinions are valued.

### Formal rewards (Upper and Lower Schools)

- ❖ Achievement assemblies – Children receive Certificates of Merit for achievements. (There are also customised certificates produced at the discretion of subject specialists.) These range from good work, to good manners or being a kind and helpful member of the class. We encourage the children to show their work in the assemblies, so that the other children can celebrate their achievements with them.
- ❖ Citizen of the Week - One child each week is awarded a 'Star of the Week' certifi-card by the Head of Section and celebrates something special or outstanding that the child has done, independently or voluntarily and is not based on academic ability.
- ❖ Spirit of RPPS – One boy and girl each week are recognised for their personal contribution to RPPS with a focus on their personal growth. This is decided upon by the Head of Upper School along with consultation of staff,
- ❖ French Speaker (US)/Player/Musician/Artist/of the Week – One child each week receives a trophy to keep for the week, and a certificate, celebrating their contribution and achievement in sport/music/art. This is decided upon and awarded by the Head of the relevant subject
- ❖ Bumper Spelling Test – At the end of each half term, children who have achieved full marks in their spelling test receive a 'Champion Speller' certificate; others may receive a 'Super Speller' or 'Much Improved Speller' certificate.
- ❖ Times Table Challenge – Children receive bronze, silver, gold and platinum certificates for these.
- ❖ Good Worker award – one boy and girl each week is recognised for their individual effort towards a special piece of work. This piece is nominated by a member of staff and the pupil is presented with a 'Good Worker' award card which is displayed on the Achievement Board in the Gardener Building.
- ❖ Good manners – Individual children are rewarded immediately for good manners in the Dining Room with stickers in the LS and public verbal praise in the US.
- ❖ US Prize Evening – A formal evening celebrating the pupils' achievements is scheduled at the end of every academic year. Pupils from Years 3 – 6 and parents are invited to attend.



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- ❖ LS Honours and US Commendations are awarded to pupils in each class in the following areas and are agreed by all staff:

**Excellence**  
**Effort**  
**Contribution**  
**Attitude**  
**Progress**

Each form will have a pupil gaining an award in one of these five areas. LS and US are awarded four times a year (twice in the Autumn Term and once in each subsequent term). No pupil may achieve two awards in any one term and, where possible, a pupil should not achieve more than two in the same area in one academic year. Whilst all nominations should be on merit, it is hoped that different pupils gain these awards throughout an academic year.

### Incentives

- ❖ Well Done Chart – A sticker chart is used to provide an incentive for individual pupils and classes to behave by showing them that appropriate behaviour has positive consequences. Whilst it is based on the individual, classes may receive 'Well Dones' for such things as lining up in the playground, which encourages the children to work together as a team. Appropriate rewards are staggered on a tiered basis, specifically at: 30, 60 and 100. Our 'Well Done' chart is used throughout the academic year so that the pupils can clearly see the progress they have made, as well as receiving recognition and rewards at regular intervals. Pupils who receive 30 'Well Dones' receive a 'Well Done' certificate which is presented by their form teacher. A pupil who receives 60 'Well Dones' receives a stationery prize. Finally a pupil who receives 100 'Well Dones' is awarded a star on the 'Wall of Fame' as well as a £5 book token. This system is used consistently throughout the Upper School and recognises: good behaviour, good manners, work ethic, effort and consistently following our Code of Conduct.
- ❖ Wall Of Fame – Pupils who achieve 100 'Well Dones' within a year receive public recognition for their achievement and are added to the 'Wall of Fame'. They are presented with a special star to be displayed on the 'Wall of Fame' located within the school, as well as a £5 book token. Their name will also be called out during Merit Assembly.



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### Sanctions: Responding to inappropriate behaviour

The majority of our sanctions are informal in nature and aim to encourage, persuade and support the child. Children need a clear understanding of the order of our sanctions and their significance. This can only be achieved through a consistent approach by all staff with the support and understanding of parents and pupils.

As a matter of course, all staff should feel empowered to challenge and resolve any incident of poor behaviour observed in or outside of the classroom. As a staff, we always lead by example.

### Register of sanctions

A register of sanctions is kept to record misbehaviour. This includes the name of the pupil, year group, the nature and the date of the offence and the sanction taken. The register is kept on the central network so that patterns of behaviour can be identified by the school.

For the purposes of compliance with the ISI Regulations (April 2015), 'serious misbehaviour' is defined as any incident which has led to a disciplinary meeting between the parents and the Head. This incorporates Stage 5 in the hierarchy of Lower School sanctions and Stage 6 in the hierarchy of Upper School sanctions. However, the full record of sanctions is made available to the ISI inspection team.

### Incremental stages of sanctions

The following table outlines the stages of sanctions that we agree to follow. The table cites examples of typical behaviour issues and it is at the Head's discretion whether a more or less serious sanction is applied depending on the circumstances of the incident.



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**Sanctions - EYFS & Key Stage 1**

Stage	Typical Behaviour	Strategies and Sanctions	Who is involved
1	<ul style="list-style-type: none"> <li>• Being disruptive</li> <li>• Talking at inappropriate times</li> <li>• Arguing in the playground or classroom</li> <li>• Mistreating equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Remind the children what they should be doing, highlighting good behaviour.</li> <li>• Give a verbal reprimand and explanation with warning of action that will be taken if poor behaviour continues (i.e. stage 2).</li> <li>• The Code of Conduct should be referred to, explaining the reasons for the reprimand and what behaviour is expected.</li> <li>• Support should be given to the child to help them not repeat the inappropriate behaviour.</li> <li>• An email should be circulated to LS playground staff if it is a play issue (in order to monitor repeated occurrences)</li> </ul>	Staff member and class teacher to be informed
2	<ul style="list-style-type: none"> <li>• Not following instructions</li> <li>• Not getting on with work and/or distracting other children</li> <li>• First time name calling</li> <li>• Fighting over toys</li> <li>• One off lying</li> </ul>	<ul style="list-style-type: none"> <li>• Move child in class</li> <li>• Temporary isolation from the situation (playground - 5 minute sitting out), (classroom standing in doorway),</li> <li>• Time out in a parallel class or 'lower age class' taking work with them</li> <li>• Short period staying in at playtime</li> <li>• Parents involved to support by helping to deter any inappropriate behaviour in the future.</li> </ul>	Staff member or class teacher. Informal chat to parents.
3	<ul style="list-style-type: none"> <li>• Repeated and persistent offences of stage 2.</li> <li>• One off physical contact (hitting, kicking, biting)</li> <li>• Repeated lying</li> </ul>	<ul style="list-style-type: none"> <li>• Child sent to HoLS for the first official warning, talking about <b>repeated</b> misbehaviour and its effect and discussing ways of solving the problem.</li> <li>• Loss of entire playtime by watching the other children or by being kept in</li> <li>• Write a letter of apology</li> <li>• Menial jobs, supervised</li> <li>• Pupil tracking and pupil notes.</li> <li>• Involve child in meeting with class teacher and parents.</li> </ul>	Class teacher, HOLS, talk to parents with child



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4	<ul style="list-style-type: none"> <li>• Repeated physical offences</li> <li>• Name calling or threatening another child.</li> <li>• Stealing.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will be informed by a letter or email and will be invited in to discuss issues with HoLS and class teacher, to work with the school to solve the problem.</li> <li>• Individual behaviour chart, with specific targets may be introduced to achieve stickers or stars for achieving the targets - this will be implemented for each lesson during the day. HoLS to see chart at the end of the week to give praise or further discussion.</li> <li>• Pupil tracking should be added to by all staff and regularly monitored by class teacher and HoLS</li> </ul>	All staff teaching the child, class teacher, HoLS, talk to parents with child
5	<ul style="list-style-type: none"> <li>• Being violent towards the teacher or another child, eg throwing furniture.</li> <li>• Repeated bullying by name calling, continually threatening another child or other forms of bullying.</li> <li>• Making a deliberately false or malicious allegation against a member of staff</li> <li>• Other serious misconduct which affects the welfare of another member of the school community, or which brings the School into disrepute (on or off school premises)</li> </ul>	<ul style="list-style-type: none"> <li>• Formal disciplinary meeting arranged between the Head and parents to discuss the 'next step' of action. At this stage it would be the discretion of the Head in consultation with the parents and HoLS as to the most appropriate course of action. eg. child sent home for the rest of the day, individual action plan with daily update for parents, inter-agency involvement, fixed term or permanent exclusion.</li> </ul>	Formal disciplinary meeting between Head, HoLS and parents (may also involve the class teacher)



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**Sanctions - Key Stage 2**

<b>Stage</b>	<b>Typical Behaviour</b>	<b>Strategies and Sanctions</b>	<b>Who is involved</b>
1	<ul style="list-style-type: none"> <li>▪ First occasion of inappropriate behaviour e.g. chatting and talking (at inappropriate times), shouting out, running in the corridor, mistreating equipment, not handing homework in on time</li> <li>▪ Minor infringement of Code of Conduct which results in interference with own or other's learning, safety or well being.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refer to the Code of Conduct and rationale behind it</li> <li>▪ Discuss why the behaviour is inappropriate</li> <li>▪ Warning, if appropriate</li> </ul>	<p>Staff member involved</p> <p>Form teacher informed</p>
2	<ul style="list-style-type: none"> <li>▪ Repeated incidents of 1 above (2 times)</li> <li>▪ Bad language</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refer to the Code of Conduct and rationale behind it</li> <li>▪ Discuss why the behaviour is inappropriate</li> <li>▪ 5 minutes Time lost during Friday lunch break (this should be recorded in their homework diary and logged by staff member involved)</li> </ul>	<p>Staff member involved</p> <p>Form teacher informed</p> <p>Parents informed informally (via homework diary)</p>
3	<ul style="list-style-type: none"> <li>▪ Repeated incidents after already losing 5 minutes Time Lost</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refer to the Code of Conduct and rationale behind it</li> <li>▪ Discuss why the behaviour is inappropriate</li> <li>▪ 10-15 minutes Time Lost during Friday lunch break (this should be recorded in their homework diary and logged by staff member involved)</li> <li>▪ At this stage the pupil will be asked to reflect on their behaviour, what they did wrong and how they can turn their behaviour around next time.</li> </ul>	<p>Staff member involved</p> <p>Form teacher informed</p> <p>Parents informed by member of staff in person</p> <p>Head of Upper School informed</p>
4	<ul style="list-style-type: none"> <li>▪ Unkind behaviour equating to possible early stage bullying whether physical or emotional e.g. not letting someone join in with a game</li> <li>▪ Repeated incidents of 1 above leading to more than 2 minor loss of privileges, no remorse or improvement in behaviour</li> <li>▪ General anti social behaviour</li> <li>▪ Physical violence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Losing time from preferred activities e.g. football at break time</li> <li>▪ Community service</li> <li>▪ Missing break and/or lunch time</li> <li>▪ Formal letter of apology</li> <li>▪ Pupil notes</li> <li>▪ Behaviour logged</li> <li>▪ Loss of Prefect status (Y6), Position on School Council or Food Committee</li> </ul>	<p>Staff member involved</p> <p>Form teacher informed</p> <p>All staff in section informed</p> <p>Parents asked to meet with Class Teacher</p> <p>Head of Upper School and Head informed</p>



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	(hitting/kicking/biting)		
5	<ul style="list-style-type: none"> <li>▪ Constant relatively minor behavioural infringements leading to repeated major loss of privileges</li> <li>▪ Major infringements of Code of Conduct e.g. repeated bullying or aggressive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupil monitoring – basic feedback at the end of each lesson or playtime (as appropriate), discussed with the class teacher daily, signed by pupil &amp; parent at the end of the week, for an optimum of 2 weeks (4 weeks maximum) to support the pupil and encourage improvements in behaviour</li> <li>▪ Pupil put on report – specific targets set for staff to comment on and grade in all lessons, pupil reports to HoUS Pastoral at the end of each day, prior to being collected/going home, signed by pupil &amp; parent at the end of the week, for an optimum of 8 days, but no longer than 3 weeks</li> <li>▪ Pupil notes updated</li> </ul>	<p>Staff member involved Form teacher Head of Upper School Parents informed and asked to come in for a meeting with Head of Pastoral Care and involved on a daily basis via monitoring sheet Head informed</p> <p>Staff member involved Form teacher informed Head of Upper School involved Parents informed and asked to come in for a meeting with Head of Pastoral Care Head informed</p>
6	<ul style="list-style-type: none"> <li>▪ Major incidents of aggressive behaviour or repeated bullying or extreme anti-social behaviour e.g. stealing, vandalism</li> <li>▪ Making a deliberately false or malicious allegation against a member of staff</li> <li>▪ Other serious misconduct which affects the welfare of another member of the school community, or which brings the School into disrepute (on or off school premises)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal disciplinary meeting arranged between the Head, HoUS and parents to discuss the 'next step' of action. At this stage it would be the discretion of the Head in consultation with the parents and HoUS as to the most appropriate course of action. eg. child sent home for the rest of the day to 'cool off', individual action plan with daily update for parents, inter-agency involvement, fixed term or permanent exclusion.</li> <li>▪ Refer to Annex A for the procedures relating to serious incidents of misbehaviour.</li> </ul>	<p>All of the above Formal disciplinary meeting between parents, Head of Pastoral Care and Head</p>



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### Corporal Punishment

Corporal punishment, defined as any intentional application of force as punishment, is illegal and may render a member of staff liable to criminal action as well as action under the school's disciplinary procedures. Corporal punishment includes any form of physical chastisement.

### Physical Intervention

Physical intervention will not constitute corporal punishment where its purpose is to avert an immediate danger of injury to, or an immediate danger to the property of, any person including the pupil him/herself.

Where physical restraint is needed, use no more force than is necessary. Where an employee has taken action to physically restrain a pupil they should make a written report of the incident to the Head of Section, who will in turn inform the parents of what action was taken and why. (See Safeguarding Policy Appendix for the Physical Restraint Record Form).

### Please note:

As a non-selective school we adhere to our view that children are welcome whatever their ability. However, if a child is aggressive, violent or consistently and/or significantly disrupts the education of others in the class, we will consider, with parents, whether an alternative educational establishment may be better suited to the child's needs.

**Last reviewed:** Michael Armitage – Head of Upper School – September 2017

**Read approved and agreed by:** LPS Directors, RPPS Senior Leadership Team and staff

**Next review date:** September 2018



## Annex A

### SERIOUS INCIDENTS OF MISBEHAVIOUR

#### ACTION TO BE INVOKED BY SENIOR STAFF IN SERIOUS DISCIPLINARY MATTERS

Over serious matters pupils must be interviewed by a senior member of staff, ie Deputy Head or Head of Section. If the nature of the incident is most serious then at least two senior members of staff should be present to conduct the interview. The pupil should be questioned fairly and be given ample opportunity to give a response. The pupil should be encouraged to provide a written statement of what happened (or given the opportunity to dictate a statement) and offered the opportunity to sign this as an authoritative record of events. At this stage this report will help to enable the School to decide on what further action should be undertaken.

If the senior member of staff requires a further meeting with parents or there is the possibility of the pupil being permanently excluded from the School because of the seriousness of the event then the Headmaster will be informed and further meetings will be led by him.

In this process, note must be made of the general standards of behaviour and discipline expected within the School and the other children should in no way be compromised as a result of any recommendation made. Normally a 'cooling off' period of two to three days is required to allow proper discussions with parents after which a full report is provided for the Headmaster with recommendations from the senior member of staff as to what decision should be taken.

If permanent exclusion is likely, then as an alternative every effort should be made to secure a fresh start in another School via a managed move. In most instances a managed move will be the preferred option by parents rather than permanent exclusion.

The options available to the Headmaster are: to allow the pupil to return to School, usually with some condition that is agreed with parents or to permanently exclude the pupil because the overriding factor is that the progress, welfare and safety of other pupils and employees within the School will be compromised by the pupil returning.

It is the responsibility of the Headmaster to ensure that there is a safe and secure environment for pupils and staff. Expectations in relation to standards of behaviour from the students will be clear and unambiguous. To ensure that the School is able to provide a safe and secure environment, it is essential that the standards of behaviour set are consistently met and complied with. Sometimes a minority of parents do not agree with the high standards of behaviour expected by the School and it should be noted that the School is not prepared to compromise on these standards and will not arbitrate to achieve an alternative outcome.

In the event of considering permanent exclusion the Headmaster of the School will inform parents of their right to make further representation to the Board of Directors. Please see Annex B.



## **Annex B**

### **INFORMATION FOR THE HEADMASTER AND GOVERNORS SCHOOL PROCEDURE REGARDING PERMANENT EXCLUSION**

1. Headmaster writes to parents stating provisional intention to permanently exclude the pupil and offers a further meeting with, or opportunity to make representation in writing to, the Board of Governors. (Sample letter attached)
2. If requested by Parents, the Chairman convenes a meeting with at least one other Board member and an outside Observer if requested to ensure fairness. (Sample letter and Procedure for Meeting is attached)
3. Following the Meeting, the Headmaster consults with the Chairman and reaches a decision which is final.
4. There are no other appeals.



**INFORMATION FOR PARENTS  
REGARDING PROCEDURE FOR PERMANENT EXCLUSION**

1. Permanent exclusion from the School may happen on occasions for very serious misbehaviour or activity.
2. The Headmaster shall have the power in his discretion to suspend or permanently exclude any pupil and in the event of permanent exclusion shall invite and give due consideration to representations from the Parents of such pupil and consult the Chairman of the Board of Directors before reaching a final decision.
3. The Headmaster shall inform the Parents, in writing, of his intention if he is considering permanently excluding a child.
4. An opportunity for Parents to make representation to the Chairman in writing or verbally via interview will be offered. Parents may, if they wish, be accompanied by a friend when making their representation. The Chairman, plus at least one other Director, and an outside Observer to ensure fairness shall consider the views given by the Parents, student and their friend/representative.
5. Efforts will be made to complete the procedures within ten working days in the interests of all parties concerned.
6. If the Parents wish to make representation in writing and not attend a meeting, the Chairman shall make whatever enquiries and arrangements he feels necessary before offering his advice to the Headmaster.
7. The Headmaster will attend the meeting to clarify any points on School Policy and listen to the comments made by persons present.



**LETTER TO THE PARENTS FROM THE CHAIRMAN**

Dear

**Re: (Pupil's Name)**

Following your request to meet with me to make representation over the Headmaster's intention to expel (Pupil's Name), I have now arranged for a meeting to take place at the School at (time) on (day) (date).

Please report to the Main Reception at the School by (time).

The procedure for the meeting is attached.

Yours sincerely

**Chairman of the Board of Directors**



**INFORMATION FOR PARENTS  
PROCEDURE FOR A MEETING BETWEEN  
PARENTS AND/OR MAKING REPRESENTATION TO  
THE CHAIRMAN OF BOARD OF DIRECTORS REGARDING PERMANENT  
EXCLUSION**

1. Introductions.
2. The purpose of the meeting is described to all present by the Chairman.
3. Senior staff provide a verbal report to all present supported by documentary evidence where appropriate.
4. Parents, student and their friend/representative are offered the opportunity to verbally respond supported by documentary evidence where appropriate.
5. The Chairman plus Governor in attendance will seek clarification on any issues from the persons present.
6. When the Headmaster has received the views of the Chairman and received advice on the fairness of the meeting he will make a final decision concerning expulsion and inform the Parents as soon as possible in writing.
7. If the Parents wish to make representation in writing and not attend a meeting, the Chairman shall make whatever enquiries and arrangements he feels necessary before offering his advice to the Headmaster.
8. The Headmaster will attend the meeting to clarify any points on School Policy and listen to the comments made by persons present.