

QUEEN ELIZABETH GRAMMAR SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Introduction

The Governors expect the schools within the Wakefield Grammar School Foundation to be places where all individuals are respected and their individuality valued, where pupils are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm and where rewards and sanctions are applied fairly and consistently.

This policy and the schools' policies have been written having regard to the Department for Education guidance in Behaviour and Discipline in schools; Advice for head teachers and school staff (January 2016). This policy should be read in conjunction with the School's Anti-Bullying Policy.

This document is intended to set out the standards to which we aspire and which we expect all of our pupils to achieve. They apply both inside and outside School. For example, they will apply to pupils who represent the School away from the school site whilst undertaking educational visits and sporting engagements and they also apply to behaviour on the journey to and from School. They apply to all pupils, regardless of age. They are intended to be positive in their purpose, to guide and encourage each pupil to act appropriately. The behaviour of individuals underpins the quality of the community that we operate in.

Any breach of the School Rules may lead to the pupil in question being subject to disciplinary measures. Such measures range from traditional and minor punishments such as detention and catching up on school work through to more serious sanctions such as suspension or expulsion depending upon the nature and seriousness of the breach of discipline which has occurred. However, in the vast majority of cases, the starting point is a teacher or other member of staff explaining clearly and calmly to a pupil what they have done wrong, why it isn't appropriate, and, where necessary, how they should behave in the future. Boys will make mistakes, and need to be allowed to learn from them and demonstrate improvement.

Corporal punishment is illegal and is forbidden in Foundation schools.

POLICY AIMS

- To enable the teaching staff and ultimately the Deputy Headmaster and Headmaster to carry out their responsibilities of maintaining order and good discipline in the School.
- To ensure, as far as possible, that every pupil in the School is able to benefit from, and make his full contribution to, the life of the School - consistent always with the needs of the school community.
- To authorise the School Rules and any procedures necessary for implementing them.

FUNDAMENTAL PRINCIPLES

Good discipline is the foundation on which the School is able to base the values which are imparted to pupils. Respect for others, regard for authority and a sense of community and responsibility are more easily learned in an ordered environment but are also the "pillars", or framework, for later life beyond school.

Above all, this document should be considered alongside the comprehensive and varied rewards system that is in place across the Key Stages. It remains a fact that good behaviour and positive actions at QEGS massively outweigh poor behaviour in terms of frequency and therefore this document should be read in this context. The following fundamental principles are intended to be endemic within behaviour and promote a safe and productive learning environment in a safe and caring school.

1. Respect. It is expected that school members will exhibit behaviour that shows respect of the rights, property and safety of themselves and others.
2. Responsibility. It is expected that school members will accept personal responsibility for their behaviour in order to maintain a safe and productive working environment. Another key area of an individual's responsibility is to play their part in making sure that others behave appropriately and where they don't to either challenge it directly, or make sure that somebody who can challenge it is made aware. "Turning a blind eye" or being a "bystander" does not demonstrate responsibility.
3. Rights. It is expected that school members will honour the rights of others through the process of learning and demonstrate appropriate behaviour in the context of social responsibility. It is essential that boys in this school show tolerance to those around them and understand that having lots of staff and boys who are "different", whatever those differences may be, rather than being something to oppose or feel threatened by, is one of the things that makes our community so strong.

CONDUCT - EXPECTATIONS

While at school or engaged in any school activity, all students, staff, contractors and visitors are expected to behave in a considerate and courteous manner when dealing with other staff, students and members of the public. QEGS aims to provide a high quality education in which all students are encouraged to strive for excellence and fulfil their potential. Unacceptable behaviour can hinder the academic progress or work performance of others and can also lead to other people feeling unhappy, threatened or vulnerable. The purpose of the School Rules and this policy is to clearly define student and staff rights and responsibilities that relate to appropriate behaviour. The intent is to foster a learning environment in which all students and staff can participate safely and effectively whilst maintaining an understanding and tolerance of the fact that this is an environment where young boys grow into young men, and few will make this transition without making some mistakes along the way. The success of any behaviour and discipline policy is built, ultimately on fairness, kindness, a sense of proportionality and, above all, consistency.

A MEMBER OF QEGS IS EXPECTED TO:

- Show his commitment to learning
- Be honest, considerate, kind and courteous to others – we are a strong community, we look after each other, we understand our responsibilities in this respect and we take them seriously
- Contribute with enthusiasm and to the best of his ability
- Show respect for himself and others, and care for the environment around him

- Promote the reputation of the school, and understand that this responsibility is carried outside school as well as during school hours.

SCHOOL RULES

The School aims to encourage high standards not only in academic work but in all personal behaviour. The School wishes to encourage collective discipline and self-discipline of the individual within a framework of rules, which are essential in every courteous and orderly community.

School Rules cannot cover all contingencies; whilst the specific rules might apply to a particular issue, all pupils are expected to behave in a way that maintains a safe, courteous and civilised environment and those that do not may face disciplinary action even if their conduct is not specifically outlined in the School Rules. This general requirement of good behaviour together with the School Rules (which are reviewed annually by the Deputy Headmaster) are defined as the 'Rules'.

The Rules apply at all times when pupils are involved in activities or when they are in School uniform, including travelling to and from School and School trips. They may also apply out of School and where students may not necessarily be in uniform. An example would be that a pupil using a mobile phone to send a series of threatening or unpleasant messages to another member of the school community, from their home at the weekend, is highly likely to face action under the School Behaviour and Discipline Policy. This again is underpinned by our community values – we do not cease to be a school community at 4pm, or at the weekend. This is an essential part of the effective management of the welfare and pastoral care of all students and staff, and also in protecting the reputation of the school at all times.

Conduct which at any time brings the name of the School into disrepute or damages the reputation, for example criminal charges being brought against a pupil, may lead directly to suspension or expulsion. It should be noted that compliance with the Rules is a condition of a pupil's continuing membership of the School.

Rewards and Sanctions

The school operates a wide range of rewards, ranging from the most formal occasions at events such as Speech Day through to booking ice cream vans in the summer to reward a particular form or group of boys! There has been a deliberate shift towards recognising contributions, and individual qualities, that are not just academic and the emphasis is on the fact that all lads who "buy in" to the sort of community that we want at QEGS, and contribute to it, can and will be rewarded. We firmly believe that through rewarding good behaviour, we are directly promoting it. Clearly, there are also a wide range of academic prizes as you would expect in a high achieving school, but equally boys will find themselves receiving awards for raising money for charity, helping other boys through difficult times, helping out with the running of school events, or simply being pleasant lads who are a pleasure to work with and contribute towards making the school a better and happier place.

Speech Day

One of the major events of the year in the school calendar where boys in "Year 14" (our boys who return to us from University) receive their examination certificates and a range of Special Prizes that identify key qualities which we see as important and which have resulted in the lads selected being in superb role models to younger boys in school. Parents are invited, and there is a guest speaker. In addition, a range of academic and extra-curricular prizes are

awarded, and the contribution of the Senior Prefects and Head Boy and Deputy Head Boy Team acknowledged.

Lower and Middle School Prize giving

An event very similar in format to Speech Day which is now done separately to avoid the academic achievements of the younger boys becoming “lost” in the event outlined above. Again, parents are invited, and the awards take place as part of an extended whole school assembly. The Form Prizes awarded in the last academic year are presented, along with specific prizes for outstanding contributions to the extra-curricular life of the school.

KS3 Formal Rewards

1. Form Prize: top 3 academic achievers in the form based on summer assessment grades
2. Certificates of Commendation for:
 - Top 3 reports at Christmas
 - Outstanding/most improved reports at Easter (excluding Autumn Term winners)
 - Outstanding/Most improved reports in the Summer (excluding Form Prize)
3. Certificates of Merit – awarded for number of positive comments collected. Numbers correspond to weeks in school so can change. Awarded at Platinum, Gold, Silver, Bronze levels in Autumn Term.
4. HoY Report letters: sent to boys who are making an outstanding effort grades.
5. FT report postcards: sent to boys who have gained excellent effort grades

Informal Rewards and Celebrations at KS3

Year 9

- Buffet and Bowling at Christmas – whole year group
- Breakfast Cookery at end of the academic year – each form makes visits to the cookery suite with their Form Tutor.

Year 8

- “Rustico” Italian restaurant trip – team building
- Cineworld Trip – whole year group

Year 8 and 9 (Joint)

- “Good Egg” Termly awards given to boys who may not get academic recognition but are viewed by the staff as good lads who make a positive contribution to school life and deserve acknowledgement. Particular attention is given to boys who treat others well (kindness and friendship); 2 or 3 per form (can be more at FT’s discretion):
- “Cakes@Break” with Deputy Headmaster and Headmaster – autumn – same principle as above
- Easter “Good Egg” - Spring
- Lollies at Lunch (Ice Cream Van on site) – Summer
- Good Egg stamp

Year 7

- Mount Cook (Derbyshire) Residential – induction to school, making friends - September
- “Form of the Fortnight” prize through the year

- “Toast of the Term” – winner of Form of the Fortnight through Autumn Term
- “Eggs at Easter”: through Spring
- “Summer Strawberries”: through Summer term
- All boys in KS3 are rewarded with on or off site activities at the end of Assessment Week – typically these include venues such as Yorkshire Sculpture Park, Flamingo Land, Yorkshire Wildlife Park on site “Film Schools” or History workshops.

KS4 Formal Rewards

Headmaster’s Commendation (all years)

Awarded at any time of the year to any boy in school who provides a useful service e.g. tour guide, helper on Entrance Examination day or achieves excellence in any aspect of school life.

Presented in sectional assembly or if appropriate full school assembly.

Certificate of Merit – Bronze to Platinum (Year 10)

Awarded in December (end of autumn term) and May (before exam week) according to number of grade 1s in Lesson Monitor. Postcard format which is posted home.

Certificate of Merit (Year 11)

In December pizza is delivered to the Yr11 form with the highest mean number of grade 1s in Lesson Monitor. In May (before exam leave) pizza is delivered to the Yr11 form with lowest mean number of grade 3/4s in Lesson Monitor.

Certificate of Commendation (Yr 10 & Yr 11)

Three awarded termly in each form on the basis of effort grades in their report either for improvement or high standard. Presented in sectional assembly at the end of each term by Headmaster

Form Prizes (Yr 10)

Three awarded annually, in each form, on the basis of highest end of year examination grades. Presented at Junior & Middle Speech Day/Prize Giving.

Personal Objectives Letter (Yr 10 & Yr 11)

Letters from HoY are sent to parents to commend boys who have met their personal objectives.

Y10 start their Objectives after Oct Half term and run until Easter. Second set are exam based and letters are sent at the end of the year.

Outstanding Approach Letter (Yr 10 & Yr 11)

Letters from HOY sent to parents to commend boys who have shown an outstanding approach. All top effort grades in report.

Potential Savile Scholars (Yr 10 & Yr 11)

Boys meeting 7 or more top academic targets in Yr10 internal exams / Yr11 mocks exams meet with DNC.

Informal Rewards, Events and Roles at KS4

Interform Competition (Yr10)

Pizzas for winning form– a variety of challenges from fundraising to cooking.

Pupils of the Month (Yr 10 & Yr 11)

Recognition of special achievement/contribution by a group of boys.

Dinner Monitors (Yr 10 & Yr 11)

Breakfast treat and letter sent to parents to commend boys for taking on this responsibility.

Off-site Breakfast Treat (Yr11)

At the end of the mocks exams Yr11 boys are taken out of school for breakfast by Yr11 Pastoral team and SMT. Frankie and Benny's is always a popular choice.

Study Leave BBQ. (Yr11)

At the start of GCSE study leave there is a BBQ lunch on the front lawn for Yr11 and their tutors

Recognition by KS4 Tutors for positive engagement is rewarded in a number of informal ways throughout the year. Examples include form pancakes, tea and toast and cooked breakfast.

Year 10 are all invited to visit Alton Towers at the end of the formal school assessment week.

KS5 Formal Rewards

Events and Roles at KS5

Academic and achievement awards and prizes at KS5 form the main part of the annual September Speech Day awards and are based on performance in A Level exams and all round contribution to school life. A major theme on this evening is recognising boys who have proved to be exemplary role models to younger boys in terms of their contribution and approach to school. It is also an evening where those lads who have faced adversity are recognised.

QEGS A Level Enrichment Award

In the Sixth Form, the A Level Enrichment Award recognises the contribution made by the Sixth Form students during their time at QEGS. The award provides a structured approach for all members of the Sixth Form that reflects the school's ethos, develops the students' individual skills and establishes a benchmark for engagement that will prepare them for their future beyond QEGS.

The award incorporates 3 components:

- Academic study
- Engagement beyond the Classroom
- Preparation for life after QEGS

The award is a points-based system, leading to a Bronze, Silver or Gold Award. The awards are distributed alongside A Level certificates at the school's senior Speech Day.

Senior Prefects are selected at the end of Yr 12 from a formal application and election process involving the student body, teaching staff and SMT. The number varies according to the qualities of the applicants but is usually around 30. Deputy Head Boys and Head Boys have a formal interview with the Headmaster and Deputy Headmaster as part of the selection process.

School Sporting Colours are awarded to those boys who display continually high levels of commitment and achievement and demonstrate a significant contribution to the main school sports teams.

Special school ties are also awarded in KS5, and can be worn as every day school ties, for:

Savile Scholars – students who have achieved 7 or more grades 8/9 at GCSE

Academic Excellence – students who have excelled in individual subjects at GCSE; ideally each subject will award a tie to the top performer(s) in their area (not Savile Scholars who are awarded the tie above)

Exceptional Performance (in Extra-Curricular Activities) – this is to identify members of the school community who have gone ‘above and beyond’ and are an inspiration to others out of the classroom, eg Gold Duke of Edinburgh, key members of the stage crew or sound and light team, boys who have performed in the West End, a boy who has acted as a carer for a sick parent or sibling etc. This tie is to recognise boys’ talents or commitments that are not necessarily catered for at school and therefore, a boy could also receive a tie for being a Motocross champion or for Karate. It is to formally recognise and reward what he has personally achieved. Y12 and 13 students can be nominated by their FT and a panel will meet twice a year to consider the suggestions made. The Panel will consist of 6: 2 x SMT members, Head Boy, Senior Prefect and 1 elected representative from Y12 and Y13. Where there is a 50/50 split, the Headmaster will make the decision. The Headmaster can also look at individual cases on merit and award a tie at his discretion. Boys can elect to receive their tie but not necessarily wear it, as it could be that they wish to retain some privacy in relation to the award, perhaps because of the circumstances under which they have gained it. Form Tutors or HOY will advise on this, in which case the award will be made privately by the Headmaster or Deputy Headmaster.

Academic Mentors

We have recently trialled the use of Year 12 and Year 13 academic mentors in departments to support younger lads who are struggling with a subject or to lead extension activities in that department. This has proved successful in maths, for example, and we will be looking to roll out this provision further over the coming academic year.

The Sixth Form Leavers’ Ball is the key social event for members of the Sixth Form. It is held as a joint event with WGHS and takes place in May at the Royal Armouries in Leeds.

Informal Rewards at KS5

In Years 12 and 13 Sixth Form Café vouchers are awarded to individuals who have gone ‘above and beyond’ the norm in both academic and pastoral terms. These vouchers are awarded by the Heads of Year and SMT (recommendations come from members of staff) and redeemed at the Café in the Sixth Form Centre.

In addition to this there are a number of informal year group activities designed to foster a sense of identity and to reward good behaviour:

Year 12

- Joint social event (as part of induction in the first term)
- Xmas ‘coffee and donuts’, Sixth Form Centre.
- Summer BBQ (part of Careers Convention)

Year 13

- Senior Prefect Dinner – various formats, most recently a reception at school, then a trip to a bowling alley with the staff followed by a meal at the end of the evening. This is done to celebrate their time as Senior Prefects and also in recognition of their hard work and contribution to school life
- Leavers' Day activities (fancy dress football tournament, cooked breakfast and BBQ) at the Games field – this represents a final goodbye as the boys start to sit final external examinations and involves form tutors, key pastoral staff and SMT.

Sanctions

Breaches of School Discipline

The School Rules can be found in the back of every pupil's homework diary.

Minor breaches of school discipline and misdemeanours would usually result in a teacher informing the student of their inappropriate behaviour and reminding them of a more appropriate way to behave. This is in line with the expectation that learning how to behave should be an educational process where possible as opposed to punitive. High expectations, consistency, tolerance and ultimately kindness should underpin the strong relationships between staff and pupils at QEGS.

Beyond the approach above, which will often bring about an improvement, there are a range of sanctions that can be used. These sanctions should be used in as part of a hierarchical process as indicated, but for serious incidents, the SMT or Heads of Section may decide to utilise sanctions such as detentions or internal inclusion directly:

A 'Negative Comment'

This is a comment that is written in the 'notes' section of the pupil's homework diary. The comment is written immediately by the teacher who has reprimanded the pupil and contains a brief description of the behaviour that has resulted in the negative comment. This comment would be seen by parents and Form Tutors when they check their son's homework diary as part of the weekly routine of pastoral care afforded administered by the form tutor.

In the case of the Sixth Form, students are able to formulate their own procedures for organising work and therefore may not necessarily keep a homework diary in the same format. They may, for example, use an "electronic diary" on a mobile phone. In this case the subject teacher will fill in a 'referral slip' which is passed to the form tutor. The approach with sixth formers should, where appropriate, reflect the greater level of maturity of a sixth former, but may still include the following list of sanctions, in common with other pupils, and should include close communication with parents.

Teachers may also choose to contact a parent directly about conduct in their lessons, but in this case should still make a note in the diary and complete a PCF.

Lunchtime Detention

An accumulation of negative comments in a short period of time would lead to a Head of Department or Form Tutor interviewing the pupil and placing them in a lunchtime detention if there is no immediate improvement. Lunchtime detentions are supervised by the Heads of Section. A note that a Tuesday detention is to be served is placed in the pupil's homework diary, giving at least 24 hours notice that the detention is to be served.

Friday Detention

Three or more lunchtime detentions in a term would lead to the pupil being interviewed by the relevant Head of Year and/or head of Section. The pupil is liable to being made to serve a Friday detention which is served after school from 4:00pm until 5:00pm. Parents are informed of this action by letter, giving at least 24 hours notice.

Close Scrutiny or Individual Monitoring/Report Card

This is a system where the behaviour or attitude of a pupil is checked on a lesson by lesson basis by staff who teach the pupil. The homework diary or a specifically designed record card is used to set up a procedure where the subject teacher is required to sign their initials at the end of a lesson to confirm that behaviour and conduct have been acceptable or to make comment if there have been issues during the lesson. This system can be designed to target specific areas of concern, and should involve the recording of both positive and negative behaviour. It is checked every morning by the respective HOY. The system can be used to generate constructive and positive feedback.

Parents will be informed of the reasons for close scrutiny or monitoring being implemented for a pupil and will also be asked to check the homework diary on a daily basis to review progress. Pupils on close scrutiny or monitoring will have their progress reviewed after a period of two weeks by the relevant head of year and parents will be contacted at this point to inform them of the results of the review. It is not usually deemed appropriate to keep a pupil on a report card, even if the pupil would prefer this as the system is about corrective measures and developing better work habits and attitudes, rather than relying on constant checking over an extended period.

Saturday Detention

If a boy has served three Friday detentions in a term, he will be interviewed by a member of the Senior Management Team. A letter will be sent home by the Deputy Headmaster to parents expressing the concerns regarding the persistent inappropriate behaviour and explaining that if a further Friday detention is received then the boy is likely to be required to serve a Saturday detention as opposed to a further Friday detention. Saturday detentions are supervised by a member of SMT and are served from 9:00am until 11:00am on a Saturday morning.

Suspension

If a pupil has served two Saturday detentions in a term he will be interviewed by the Deputy Headmaster and may be liable to serve a period of suspension. Parents will be contacted and informed of the punishment. The pupil will be allowed back into school following a readmission interview which would involve the Headmaster, an additional member of SMT, usually the Deputy Headmaster, the parents of the pupil and the pupil himself.

In addition to the hierarchical and sequential steps identified earlier, there is also a system where a pupil can be required to fulfil a sanction for a serious one-off or isolated breach of school discipline. The level of sanction used would be dependent on the nature of the breach of discipline. The sanctions used for a serious breach of school discipline would include all of the options above and in addition:

Internal Exclusion

The Head, Deputy Headmaster, other members of SMT or a HOY/HOS may choose to exclude a pupil from his peer group within school for up to two days. The pupil's parents will be contacted and provided with full details of the reason for exclusion. The pupil will undertake academic work in isolation and will also spend break time and lunchtimes without contact with his peers. This option should also be considered prior to suspension where the immediate removal of the pupil, in the first instance, causes specific difficulties for the parent(s).

Suspension

A pupil may be placed under suspension by the Head, Deputy Headmaster or, in their absence, a Head of Section or other member of SMT.

In all cases, the School will work towards re-integrating the student into the School community as soon as possible, but a suspension could be for up to fourteen days while an incident is being investigated or as a punishment in its own right. The pupil's parents will be contacted and provided with full details of the reason for suspension. The pupil will be allowed back into school following a readmission interview which would involve the Headmaster or Deputy Headmaster, an additional member of SMT, the parents of the pupil and the pupil, though it may be appropriate to see the parents separately in the first instance before inviting the pupil into the meeting.

Required Removal

For a serious breach of School discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of the school community, or for another reason set out in the School's Terms and Conditions, the pupil may be required to leave permanently and the Head will invite the parents to withdraw the pupil. The pupil will be given reasonable assistance in finding a place at another school.

Expulsion

A pupil is liable to expulsion for a grave breach of school discipline, for example a criminal offence, violence or any other wilful act calculated to cause serious offence or damage to the school, its community or any of its members. Alternatively, expulsion may result from persistent breaches of School Rules if this course of action is deemed the only reasonable option. The School is required to act fairly and in accordance with the principles of natural justice and not to expel a pupil other than in grave circumstances.

Sending Pupils Out Of Lessons

When the conduct of a pupil within a lesson is not acceptable due to the excessive disruption caused to the rest of the class or on health and safety grounds, that pupil can be asked to leave the lesson. The pupil should be escorted to the Head of Department or another teacher in the department who is willing to supervise the pupil for a short period of time. Alternatively, if no other teacher is available, or if it is felt more appropriate, the pupil can be sent to the school office. The school office will place the pupil in the waiting area near the Deputy Headmaster's office and contact a member of SMT who will then deal with the pupil. If a pupil is sent to the school office, the time and date should be noted in the pupil's homework diary. The teacher sending the pupil out or another member of staff should notify the office by telephone or email that the pupil is on route. This is to make sure the welfare of the child is protected and pupils who are potentially upset or angry are not left to wander

around the site. Where a member of staff is not happy to send a child unaccompanied they should request via the office in the initial phone call that the child is collected.

INITIAL PROCEDURE FOR DEALING WITH A SERIOUS DISCIPLINARY INCIDENT

When circumstances come to the attention of the Head which may give rise to serious disciplinary measures being taken, he will ask the Deputy Headmaster, or another member of SMT, to conduct a preliminary investigation into the incident. Alternatively, incidents may be passed to the Deputy Headmaster by Heads of Section, Heads of Year, Heads of Department or Heads of Faculty, or, on occasion, directly by any member of staff. Certain serious incidents may, by their nature, require the attention of external agencies, for example the Police or Social Services and these agencies may request that the school does not investigate further to avoid compromising other external investigations. In these cases, the School will follow this advice.

If the matter is to be dealt with in school, where appropriate, the pupils involved in the incident will be removed from their normal timetable and separated from each other so that collusion of stories is not possible. Mobile phones may also be confiscated from pupils to prevent collusion and also if they are thought to contain relevant information.

Where pupils refuse access to mobile devices or specific information stored on them, this could impact on any subsequent judgments made, or the level of sanction applied, particularly if it is viewed that there has been a deliberate attempt to conceal information by preventing access. When investigating the contents of a mobile phone or device, care should be taken to follow the specific guidance given in other policies, if relevant, particularly in relation to incidents that are suspected to involve "sexting" or sexually explicit material.

Pupils will be interviewed by the Deputy Headmaster, other members of SMT or the Heads of Section in the presence of an additional member of staff. This additional member of staff should be someone who is known to the pupil and has responsibility for the pastoral welfare of the pupil during the interview. If appropriate, the senior staff involved will keep the pupil off timetable if further interviews may be needed during that day. The Deputy Headmaster may also choose to suspend the pupil from school pending the conclusion of the investigation if this is in the best interests of the pupil and the on-going investigation. The parents will be contacted, usually by phone, and given the reasons for the suspension and the associated investigation. Parents will be asked to pick up their child from School where possible unless alternative arrangements for the pupil getting home are agreed. If in doubt, the pupil will remain at school until the end of the school day and "internally excluded" from lessons. The school does not seek to "punish parents" for behaviour of their child and for this reason, the circumstances of both parents in relation to being able to collect their child are important considerations.

At the conclusion of the investigation, the Deputy Headmaster will inform the Head as to the findings of the investigation. At this point the Head will form a view as to whether the matter needs to be taken further. If the matter is to be taken further the Head will inform the pupil and parents as soon as possible. An interview will follow involving the pupil, his parents, the Deputy Headmaster (or person responsible for the investigation) and the Head. During this interview the results of the investigation will be discussed and the pupil will be invited to give their version of events.

At the conclusion of this interview, the Head may choose to take no action or impose a sanction in line with those listed above under 'Breaches of School Discipline'. The Head will confirm to the parents any action to be taken by letter.

RIGHT OF APPEAL

There is a right of appeal against any decision expelling a pupil from School. This right of appeal is exercised by sending a request for this right to be exercised, in writing, to the Spokesman of the Governors. The request for appeal must set out the matters the parent would like to be reviewed, together with any documents that the parent would like to submit for consideration.

The appeal will be heard in front of a Pastoral Committee of Governors which will in addition include one 'layperson', who is not connected to the school or associated with the pupil in question.

Policy reviewed and updated July 2018 (JTP)