



BEHAVIOUR AND DISCIPLINE POLICY

(PRIMARY)

August 2023 onwards

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BEHAVIOUR POLICY (PRIMARY)

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

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

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

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

GES Values

- Integrity
- Community
- Achievement
- Resilience
- Excellence

GES School Rules

Work Hard - Be Kind - Stay Safe

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

Dress and Appearance

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

Bad language

Bad language (swearing and using crude and vulgar language) is not acceptable. It may be insulting to others, and reflects poorly on the person who uses it.

Diversity and understanding

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

Bullying (including cyber-bullying)

Our position on bullying, and cyber-bullying, is unequivocal: it is unacceptable and will always be treated as a serious offence. Bullying is behaviour, usually sustained over a period of time, which is intended to hurt or

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

Courtesy

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

Damage

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

Discipline

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

Manners

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

- Greet visitors and offer assistance if they appear uncertain where to go – direct them to the office reception
- Always hold doors open for known adults or other children
- Do not run inside e.g. in corridors – keep to the right on stairs
- Pick up litter and place in the bins provided
- Always apologise if they do something wrong – we can all make mistakes
- When departing after the school day ends, say a pleasant "thank-you", "merci"

Beginning of the school day

Teachers will be in the classrooms to greet the children in the classroom from 08:10. If a pupil is late to school, they (or their parent) should report to the School Office for registration before going to lessons. Registers are published daily and the Deputy Head will monitor the children who are frequently late or absent. Parents will be contacted and asked to a meeting with a member of the leadership team if lateness and absence are a cause for concern.

Breaks

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

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

At the first break and lunch bell, the pupils should go to their designated space and line up in their classes. By the second bell, children should be standing in SMART lines (Stand still, Mouths quiet, Arms by your side, Ready to listen, Teamwork).

if it is raining, children will remain in their classrooms under the supervision of the normal duty staff. In EYFS and Key Stage 1, teachers and LAs should stagger breaks to ensure supervision.

Buildings and School Grounds

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

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

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

End of the school day

Children must not leave the playground or pick up area until they have been safely handed over to their parent(s), guardian or other person e.g. another parent. If the family decide to stay on the school grounds e.g. to play or wait for another child who is doing an activity, all school rules still apply but health and safety is the responsibility of the adults who have picked up the children – no staff are on duty after 15:30, except for After School Care staff whose duty is to those children attending ASC.

If a child has not been picked up by 15:30 (or 12:30 on a Wednesday), they should be taken directly to ASC and parents will be charged. The School Office should have been informed if pick-up will be later than normal and pass on the information using the 'End of Day Arrangements' Google team.

Food/Lunch

Correct behaviour is expected at all times during lunch and when eating at break times. Expectations for behaviour in the dining room will be shared with the children and good eating and behaviour will be rewarded with stickers and/or stars, as age appropriate. Food should not be eaten out on the Field but only in the Playground and hard area in front of school. Food should not be shared and should be nut free (in some classes other allergies may apply).

Out of Bounds

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

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

Property

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

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

Lost property is kept in the entrance to the Gym building. On occasions, lost property will be on display at the end of the day for parents to view. If items are not reclaimed, the school will donate them to charity at the end of each term.

There should be no trading of any property and these items are forbidden to be held by children on the school site: chewing gum, knives, electrical music or games devices, mobile phones (without permission), matches, fireworks, water pistols and any item considered dangerous, valuable or expensive (unless specifically requested by a teacher for a lesson or by a parent for after school). Large amounts of money should not be brought to school. Children may retain certain valuables, such as watches, clearly labelled, in their possession, except when they change for physical activities when valuables should be entrusted to the teacher in charge.

Safety

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

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

Tidiness

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

REWARDS AND SANCTIONS POLICY (PRIMARY)

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

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

In addition to the formal awarding of rewards in the form of stars and stickers, staff frequently use verbal praise.

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

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

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

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

Tracking

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

Tracking is undertaken through the use of Class Charts - an online system used from Key Stage 1 through to Key Stage 5. All members of staff have access to the system and can award stars and sanctions.

Stars are awarded for effort, achievement and displaying the GES values. As with all rewards, stars act as a

helpful means of positive reinforcement.

Sanctions are recorded to reflect the band of severity - Band 1 through to 3 for the most severe behaviour. All negative behaviour is recorded with a note outlining the incident. It is worth noting that the bands are not cumulative, so a child doing something in band three will face a sanction from band three sanctions. As with all areas, there are some areas of flexibility in sanctions.

Sanctions

In general, our approach to discipline is to find ways in which pupils can learn from their mistakes, or from any poor choices that they might make. For any behaviour which falls into Band 1, children are always given a verbal warning or reminder before a 'Negative point' is given. The behaviour they are displaying which is not in line with school rules is explained to them. The warning acts as a reminder to the child and gives them an opportunity to put right the undesirable behaviour.

If we feel that a sanction is necessary, our aim is to ensure that it is both appropriate and proportionate. Teachers must always act reasonably when giving a sanction. Account must be taken of the pupil's age, any special educational need or disability they may have, and any cultural religious requirements or considerations. If in any doubt, the teacher should consult the Head or the Deputy Head. Consideration must always be given as to whether the behaviour of a pupil gives cause to suspect that a child (including the pupil him/herself) is suffering, or is likely to suffer, significant harm. Where this may be the case, members of staff should follow the School's Safeguarding and Child Protection Policy and Procedures. Members of staff should also consider whether continuing disruptive behaviour might be an indication of unmet educational or other needs, however, this should not be used to justify behaviour that is dangerous or impacts the learning of others.

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

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

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

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

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

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

Positive Behaviour - Rewards and Recognition

Band	Examples of Positive Behaviour	Range of Rewards
1	<ul style="list-style-type: none">- Displaying GES values- Using manners- Helping peers and staff- Putting others before themselves- Being a role model- Acting responsibly- Showing empathy towards others- An outstanding piece of work- Demonstrating high effort- Demonstration of improvement- Being prepared for learning- Taking pride in presentation of work- Asking questions that show extended thinking- Applying new learning independently	<ul style="list-style-type: none">- Public verbal or private written praise- Star(s) awarded on Class Charts- Certificate and small prize for earning stars (70 Bronze, 140 Silver, 210 Gold, 300 Platinum)- Communication with parents- Recognition in assembly- Headmaster's distinction (7 stars) awarded for the highest level of performance- Supernova (5 stars) awarded by SLT for exceptional performance

Rewards for EYFS

Stickers are awarded in the same manner as stars, for effort, achievement and for displaying the GES values. Stickers are given on an individual basis and in line with every child's targets and expectations. As with all rewards, stickers act as a helpful means of positive reinforcement.

Children in Pre-School who earn 10 stickers and children in Reception who earn 15 stickers will be able to choose from a small prize box. An entry into Class Charts will also be made to recognise the completion of each award so that EYFS children can contribute to the house totals.

Negative Behaviours - Actions and Consequences

Band	Behaviour	Actions taken	Consequences
1	<ul style="list-style-type: none"> - Talking, not listening - Distracting others - Not completing work - Not walking in a SMART line - Interrupting the teacher - Shouting out - Not treating property with respect - Snatching toys / equipment - Negative attitude - Lack of care in work 	<ul style="list-style-type: none"> - Verbal warning given as a reminder and a chance for the child to amend their behaviour - Continued Band 1 behaviour results in a Negative point being awarded - Negative point recorded on Class Charts as Band 1 behaviour 	<p>EYFS: Teacher explains the negative behaviour to the child. May result in being taken away from the activity.</p> <p>KS1: Reflection discussion with class teacher after each Negative point. Play times missed or time out as appropriate.</p> <p>KS2: 3 x Negatives in a week result in a Friday missed play time.</p> <p>Phase Leaders and DHT to monitor. Children who frequently miss play times will meet with Phase Leader (and / or) DHT and parents will be informed.</p>
2	<ul style="list-style-type: none"> - Physical or verbal aggression - Biting / Kicking / Spitting - Rough play - Swearing - Name-calling - Disrupting the learning of others - Refusal to complete work 	<ul style="list-style-type: none"> - Reported to Phase Leader and DHT - Parents informed by teacher or Phase Leader - Behaviour monitoring chart (if appropriate and agreed by Phase Leader and DHT) - Band 2 recorded on ClassCharts 	<p>KS1 and KS2: Any behaviour from Band Two results in an automatic missed playtime (preferably on the same day as the incident). Reflection discussion.</p> <p>Persistent Band 2 behaviour will result in parents being asked to attend a meeting with the Phase Leader and Class Teacher.</p>
3	<ul style="list-style-type: none"> - Endangering others and themselves - Bullying - Physical assault - Wilful damage to property - Verbal abuse to staff / peers - Stealing - Sexualised language - Racist language - Threatening behaviour - Leaving school premises without permission - Dangerous refusal to obey instructions 	<ul style="list-style-type: none"> - Reported to Phase Leader, DHT and Head Teacher - Parents invited in for a meeting attended by Class Teacher, Phase Leader or DHT - Behaviour monitoring chart (as agreed by Phase Leader and DHT) - Band 3 recorded on Class Charts - Use of sexualised behaviour / language recorded on My Concern (internal safeguarding monitoring platform) 	<p>Each incident will be reviewed with SLT in order for an appropriate consequence to be given.</p> <p>Any behaviour from Band Three could result in possible suspension / expulsion. Details found in behaviour policy.</p>

- Children are always given a warning prior to a 'Negative' being given. They are reminded of the behaviour that is not acceptable and given an opportunity to adjust their behaviour.
- It is made clear to the children that the consequence of their action is a missed playtime or time out and the process of reflection is there to help them to amend their behaviour moving forward. A reflection sheet will guide the discussion between the child and the member of staff.
- Age is taken into account when dealing with undesired behaviour and attitudes, as well as the expected developmental phases of our younger learners.
- The personal circumstances, and any specific educational needs, of the child are considered.
- This is not an exhaustive list of behaviours but should act as a guide to ensure consistency across the School.
- For serious misbehaviour or a dangerous act, suspension may be used

Serious Disciplinary Sanctions - Suspension, Requirement to leave and Expulsion

The student Code of Conduct sets out our expectations of conduct and behaviour by students. Exceptionally, there may be cases where a student's misconduct is so serious or so persistent that it could lead to suspension, or the student being expelled or required to leave the School.

Suspension

A student may be suspended for a serious breach of school discipline for a period of between one day and one week (5 days) as defined by the Head. For serious misconduct, different lengths of sanctions may be used.

Requirement to Leave

For a serious breach of school discipline, falling short of one for which expulsion is necessary but such that a student cannot expect to remain a member of the school community, the student may be required to leave the school permanently.

This may include situations in which, following repeated warnings and the application of sanctions, a student has persisted in breaching the student Code of Conduct. Such behavioural situations may include the below and these may take place on site or off site when the student is coming to school or on a trip or visit or online where they can be identified as a GES student:

- Persistent and seriously disruptive behaviour
- Confrontational behaviour/obscene language towards students or staff including obscenity, offensive language, racist, sexist or homophobic language
- Behaviour causing a health and safety risk
- Direct defiance of a member of staff
- Serious vandalism
- Disruption in the local community
- Theft
- Repeated incidence of smoking
- Fighting/assault
- Carrying a potentially dangerous weapon/implement on the journey to or from school
- Bringing a potentially dangerous weapon/implement onto school premises
- Behaviour likely to bring GES into disrepute

Subject to payment of all outstanding fees (the deposit being returned), the student may be given reasonable assistance in making a fresh start at another school.

Expulsion

A student is liable to expulsion for a grave breach of the student Code of Conduct, for example, a serious criminal offence, or some wilful act intended to cause serious damage to the School, its community or any of its members. Formal expulsion means that the student's name will be removed from the school roll, and reference

to the facts and circumstances will be made in response to every request for a reference. All outstanding fees, up to and including the term of expulsion, will be payable and any tuition deposit will be retained by the School. The Head, or Deputy, is required to act fairly and in accordance with the principles of natural justice, and not to expel a student other than in grave circumstances. For clarity such circumstances include:

- Failing a final warning contract
- Physical assault upon a member of staff
- Serious physical assault upon another student
- Use or possession of illegal substances (including so called 'legal highs') either at school, to or from school or on a school trip or visit
- Possession of knives, or other weapons including BB guns and other instruments that can be used as weapons, either on site, to or from school or on a school trip or visit
- Actual, intended or threatened use of a potentially dangerous weapon/implement on school site, to or from the school, or representing the school
- Posing a serious and/or repeated health and safety risk or being repeatedly out of the care and control of staff
- Repeated incidents of serious misbehaviour, bullying or repeated disruption to the learning of others.
- Sexual misconduct - including distribution and production of inappropriate images.
- Criminal offences committed on the school site, whilst representing the school or whilst on the way to or from the school premises
- Other serious reasons at the Head's discretion

Also in line with the behaviour policy, the school will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances, a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of exclusion.

Procedures for disciplinary Sanctions

Suspension (up to 10 days per academic year)

- The Head, or Deputy Head in consultation with the Head, will make the decision
- Students are suspended by the Head for serious breaches of the Code of Conduct or behaviour policy
- Telephone contact is made with the student's parents immediately, normally by the Head of Key Stage for that year group
- A letter is sent to the parents by the office within 24 hours and this is also placed on the student's file
- Teaching staff must provide work for the student
- Following the exclusion, the parents and student must attend a formal reintegration meeting. This meeting must take place before the child can return to school and the reintegration form must be signed by all parties for the child to return. Failure to comply with this could result in the student being requested to leave the school
- There will be no fee refund for the period of time that the student is suspended

Requirement to leave

- The Head and Deputy Head will meet with the parents and explain why the child needs to leave the school. This will normally be for repeated instances of failing to comply with the behaviour policy, for breaching the targets on a reintegration contract or for failing a final warning contract.

Expulsion

- The Head makes the decision with the Chair of the Governing board (or Deputy Chair in the Chair's absence).
- A letter is sent to parents with an explanation of the process of expulsion, including an invitation to a meeting.
- Teaching staff must provide work for the excluded student for the first 5 days of exclusion until any appeals have been heard and a final decision is reached.

A student is liable to expulsion for a grave breach of the student Code of Conduct, for example, a serious

criminal offence, or some wilful act intended to cause serious damage to the School, its community or any of its members. Formal expulsion means that the student's name will be removed from the School roll, and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of expulsion will be payable and any tuition deposit will be retained by the School. The Head, or Deputy, is required to act fairly and in accordance with the principles of natural justice, and not to expel a student other than in grave circumstances. For clarity such circumstances include:

- Failing a final warning contract
- Physical assault upon a member of staff
- Serious physical assault upon another student
- Use or possession of illegal substances (including so called 'legal highs') either at school, to or from school or on a school trip or visit
- Possession of knives, or other weapons including BB guns and other instruments that can be used as weapons, either on site, to or from school or on a school trip or visit
- Actual, intended or threatened use of a potentially dangerous weapon/implement on school site, to or from the school, or representing the school
- Posing a serious and/or repeated health and safety risk or being repeatedly out of the care and control of staff
- Repeated incidents of serious misbehaviour, bullying or repeated disruption to the learning of others.
- Sexual misconduct - including distribution and production of inappropriate images.
- Criminal offences committed on the school site, whilst representing the school or whilst on the way to or from the school premises
- Other serious reasons at the Head's discretion

Also in line with the behaviour policy, the school will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances, a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of exclusion.

A decision to exclude a child permanently for persistent misconduct will only be taken as a last resort when a range of strategies for dealing with disciplinary offences has been deployed to no avail. The School places great emphasis on the intervention and support of parents in this process and in cases of repeated misconduct, the parents will have been involved at earlier stages.

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

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

Investigation procedures for Expulsion

- When an allegation comes to light the school will investigate thoroughly. The investigation will be conducted by a member of the leadership team and statements and other evidence will be collected.
- During the investigation period or before a final decision is made the student or students may be required to remain at home. Parents will be informed of this and work will be provided.
- The School will inform the parents as soon as is practicable that the student may face formal disciplinary action and the reason for it. If a criminal offence is suspected or there is an allegation or suspicion of abuse, the school will consider whether or not the Police or Social Services need to be informed. In such cases, the school will not investigate until the Police and/or Social Services have discharged the matter.
- If the school believes that the student has a banned item on their person then they will be searched. This will involve two staff members, one of the same sex as the child, and will only involve looking through bags and lockers and asking the child to remove outer clothing ie jackets. Clothing will only be searched if the student removes it voluntarily. Only outer clothing will be searched. No intimate search will be undertaken. All reasonable care will be taken to protect the student's human rights and freedoms.

Detailed procedures for Expulsion

- The Head and Deputy Head meet with the parents and explain that they believe that the child is at risk of Expulsion.
- The child remains at home whilst the investigation takes place and work is provided.
- The parents are invited to a meeting where a member of the leadership team presents their investigation process and findings.
- At this meeting, the Head will consider the findings of the investigation.
- The Deputy Head and the student's Tutor may also attend.
- The parents will be invited, as will the child if the parents consider him/her old enough to attend, but they shall not be entitled to be legally represented.
- The student and the parents will be given every opportunity to state the student's case.
- Notes of the meeting will be taken by the School and the student and parents will be provided with a copy after the meeting.
- If the student or parents have any special educational needs or disability which call for additional facilities or adjustments (e.g. the provision of documents in an accessible format) these requirements should be made known to the Deputy Head so that appropriate arrangements can be made.
- If the student or parents experience difficulty in attending due to a disability, the school will make reasonable alternative arrangements to accommodate this.
- If a parent is unable to attend because of, for example, travel and work commitments, the School will make reasonable alternative arrangements to ensure the parent can be involved with the process. This may include conducting the hearing over Zoom or another video conferencing software.
- The exclusion process follows the civil process of proof and not the criminal standard. This means that the Head and governing board are making a decision based on the probability of something occurring, using evidence to support this decision.
- Following the meeting the Head will decide what action is necessary and will write to the parents to explain the decision following the meeting.
- If the Head decides that the student must leave the school then they will also include the following information:

Leaving status

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

- The form of reference that will be supplied for the student;
- The entry that will be made on the school record and the student's status as a leaver;
- Arrangements for the transfer of any course of project work to the student, his/her parents, or another school;
- Whether, if relevant, the student will be permitted to return to the school premises to sit public examinations;
- Whether, if relevant, the School can offer assistance in finding an alternative placement for the student;
- Whether the student will be eligible for membership of any future alumni association and if so, from what date;
- The conditions, if any, under which the student may re-enter school premises in the future;
- Financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; any refund of prepaid fees.

Appeals

A student or his/her parents may request a Governors' review of a decision to expel or require a student to leave, or in cases where the suspension would prevent the student from taking a public examination. A letter stating the grounds on which a review is sought and the outcome that is sought, should be sent to the Clerk of the Governing Body at the school. If the student or parents have any special needs or disabilities which call for additional facilities or adjustments, these should be made known to the Clerk so that appropriate

arrangements can be made. The letter will be acknowledged and a panel of Governors/independent members not previously involved in the process will consider an Appeal Hearing. Where practical this Hearing should take place within 14 days. The Governors' decision is final