



THE PERSE
SCHOOL
CAMBRIDGE

Policy on Behaviour and Discipline

The Perse School

January 2022

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1 INTRODUCTION

1.1 This policy applies to the Perse School (**the School**) which comprises the Relevant Schools (the Perse Pelican Nursery and Pre Preparatory School including the EYFS setting (**the Pelican School**), the Perse Preparatory School (**the Prep School**) and the Perse Upper School (**the Upper School**)).

1.2 This document is intended to set out the standards required to promote good behaviour amongst pupils and to set out the sanctions to be adopted in the event of pupils' misbehaviour. It has been prepared having regard to [Keeping Children Safe in Education \(DfE, September 2021 \(KCSIE\)\)](#), [Working Together to Safeguard Children 2018 \(DfE, December 2020\)](#), [Information Sharing Advice for Safeguarding Practitioners \(DfE, July 2018\)](#), [Use of Reasonable Force \(DfE, July 2013\)](#), [Searching, Screening and Confiscation: Advice in Schools and Colleges \(DfE, January 2018\)](#), [Sexual violence and sexual harassment between children in schools and colleges \(DfE, September 2021\)](#), [Mental Health and Behaviour in Schools \(DfE, November 2018\)](#), [Relationships Education, Relationships in Schools \(DfE, June 2019\)](#) and "[Behaviour and Discipline in Schools \(DfE, January 2016\)](#)". The School appreciates that pupils mature at different rates and expectations must be tempered by an appreciation of their individual maturity. This is particularly true of pupils of the Prep School and Pelican School.

1.3 The Board of Governors has overall responsibility for all matters which are the subject of this policy.

1.4 **This policy and associated documents can be made available in large print or other accessible format if required.**

1.5 This policy (together with the school rules and all school policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:

- in or at school (to include any period of remote provision);
- representing the School or wearing school uniform;
- travelling to or from school;
- on school-organised trips;
- associated with the School at any time.

1.6 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

- affect the health, safety or well-being of a member of the School community or a member of the public;
- have repercussions for the orderly running of the School; or
- bring the School into disrepute.

2 DEFINITIONS

2.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening school holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.

2.2 References to the **Governors' Review** are to the review by the Panel of the Head's decision in accordance with the Permanent Exclusion and Review: Review Procedure.

3 **POLICY AIMS**

3.1 To enable the Head of the Relevant School (**the Head**) to carry out his or her responsibilities of promoting good behaviour, maintaining order and good discipline in the School, and setting a range of appropriate sanctions to be adopted in the event of pupil misbehaviour.

3.2 To encourage pupils to accept responsibility for their behaviour and to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the school community.

3.3 To protect all who come into contact with the School from harm and to help create a culture of safety, equality and protection.

3.4 To authorise the school rules (including bounds and uniform regulations) and any procedures necessary for implementing them.

3.5 To set out a clear and fair process for the investigation of allegations of poor behaviour and/or breaches of discipline.

3.6 To actively promote and safeguard the welfare of pupils at the School.

3.7 To help to promote a whole school culture of openness, safety, equality and protection.

3.8 This policy forms part of the School's whole school approach to promoting child safeguarding and wellbeing, which seeks to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

4 **RELATED POLICIES**

4.1 The School has the following related policies:

- Upper School Alcohol Policy.
- Anti-Bullying Policy (Pupils).
- Upper and Prep School Drugs Policies
- Staff Code of Conduct
- Permanent Exclusion and Removal: Review Procedure
- Acceptable Use of ICT Policy for Pupils
- Online Safety Policy
- Searching and Retention and Disposal of Confiscated Items Policy which contains details of the School's powers in relation to searching.
- Equal Treatment Policy (Pupils)
- Risk Assessment Policy for Pupil Welfare
- Disability Policy
- Special Educational Needs and Learning Difficulties Policy

- Safeguarding and Child Protection Policy
 - Relationships Education and Relationships and Sex Education Policy
 - School Rules
- 4.2 Copies of Appendix 5 to the *Acceptable Use of ICT Policy for Pupils* are displayed throughout the Upper and Prep Schools. Copies of all policies mentioned above are available to parents in the 3-18 Information section of the PersePortal, or on application to the Head.
- 5 **PROMOTING POSITIVE BEHAVIOUR: FUNDAMENTAL PRINCIPLES - The Pupil Codes of Conduct:**
- 5.1 Pupils of the School are expected to act with **responsibility** and show **consideration** at all times. They must adhere to the School's Values.
- 5.2 The Pupil Codes of Conduct in force within the School are the Perse Code of Conduct (Upper School), Perse Prep School Expectations (Prep School) and Code of Pelican Behaviour (Pelican School). Pupils are expected to abide by the Code of Conduct for the part of the School they attend.
- 5.3 Specifically all pupils of the School are expected to:
- act with honesty and integrity and to treat all members of the school community and the public with respect, courtesy and kindness both in actual and virtual (online) interactions;
 - contribute positively to the school community;
 - contribute to the high quality of learning by ensuring that they:
 - arrive calmly, punctually and correctly equipped for each lesson;
 - listen carefully and use their time in class appropriately and effectively;
 - do not disturb teaching, or the learning of others; and
 - write down any homework to be undertaken, complete it and hand it in on time;
 - take responsibility for their own safety and that of others to the best of their ability and commensurate with their age and maturity. Behave calmly and sensibly when moving round the school, when waiting for lessons and when not directly supervised;
 - take care of the school environment, ensuring that everybody's property is respected and safeguarded;
 - take pride in their appearance, wearing uniform correctly and smartly.
- 5.4 Parents are expected to work with the School to ensure that their children understand (in an age appropriate manner) this policy and the school rules (see section 6). This policy and the school rules, will be reinforced periodically at assemblies and at other times. In the Upper School all pupils are required to read this policy and confirm that they have done so.
- 5.5 The School's expectations about behaviour will be brought to the pupils' attention throughout their time at the School and in particular on entry to each of the Relevant Schools. Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE and assembly programme and the School's pastoral support systems.
- 5.6 The Head has overall responsibility for behaviour management issues. The following staff are responsible for day to day behaviour management issues:

- Upper School: The Deputy Head (Pupil development and welfare), Section Heads and Heads of Year.
- Prep School: The Deputy Head.
- Pelican School: The Head or Deputy Head.

5.7 The above members of staff provide guidance to other staff and can access expert advice if ordinary management methods are ineffective with a particular pupil.

6 **SCHOOL RULES**

6.1 The school rules in force within the School are the Upper School Rules, the Prep School Expectations and the Code of Pelican Behaviour. Pupils are expected to abide by the school rules in force in the part of the School they attend.

6.2 The school rules (including associated bounds and uniform regulations) shall be set by the Head. The school rules are necessary:

- for the safety and well-being of everyone at the School;
- for the reputation of the school community as a whole; and
- for the protection of school property and the wider environment.

7 **REWARDS**

7.1 The School understands that rewards can be more effective than punishment in motivating pupils. The School is committed to promoting and rewarding good behaviour, and may do so in some of the ways detailed in Annex 1 to this policy.

8 **BREACHES OF SCHOOL DISCIPLINE**

8.1 The School adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the School at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.

8.2 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour and discipline. The sanctions used within each part of the School are detailed in Annex 2 to this policy.

8.3 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved.

8.4 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.

8.5 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

Other Sanctions

- 8.6 The Heads may further prescribe and authorise staff to use sanctions other than those detailed in Annex 2 as long as they comply with good educational practice and tend to promote observance of the school rules and codes of conduct. Where possible, staff should attempt to link the task in the sanction to the offence in order to provide the pupil with an opportunity to learn. Teachers must consult with relevant senior staff if they consider a creative sanction to be more appropriate to the individual case (these must be appropriate, proportionate and not humiliating).
- 8.7 In determining an appropriate sanction, teachers must give consideration to the following: the nature of the offence, the context, the age and prior conduct of the offender, additional personal circumstances (including SEN), risks posed to pupil welfare, remorse shown, honesty and co-operation in the enquiry, impact of the offence, legal advice and any other relevant factor.

Additional needs

- 8.8 In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to the pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:
- 8.8.1 Whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;
 - 8.8.2 Whether all reasonable adjustment have been made to try to manage the behaviour(s) which are under consideration;
 - 8.8.3 Whether, in light of the conclusions in respect of (a) and (b), the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:
 - (a) Ensuring that education, benefits, facilities and services are targeted at those who most need them;
 - (b) The fair exercise of powers;
 - (c) Ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's *Safeguarding and Child Protection Policy and Procedures*;
 - (d) Maintaining academic and behaviour standards, including adherence to the school rules; and
 - (e) Ensuring the wellbeing and dignity of pupils.
- 8.9 In most cases of poor discipline the School will seek not only to use a sanction, but also to provide support for the pupil. This may include sessions with the class teacher, tutor, Head of Year or Head of Section to help the pupil with any pastoral concerns. The pupil may be supported by a member of the pastoral team or the pupil and their parents may be directed

to an appropriate professional. The School will try to address underlying issues rather than solely the consequence of those issues.

- 8.10 Where a pupil displays persistent disruptive behaviour and there is a concern about that pupil's needs, the School will liaise with parents and/or local agencies to assess those needs in accordance with the School's *Learning Difficulties Policy* and *Safeguarding and Child Protection Policy*.
- 8.11 The School recognises that it may be difficult for pupils to make a transition into the School and immediately adopt the values of The Perse. The School pays special attention to ensure that new pupils are supported in early days after joining.
- 8.12 In the Early Years, particularly in Nursery, it is recognised that extreme poor behaviour may be due to excessive tiredness. In the event of repeated behaviour issues children's hours may be reviewed with parents and reduced hours or a temporary break from school may be encouraged.

9 **SERIOUS BREACHES OF SCHOOL DISCIPLINE**

9.1 Allegations, complaints or rumours that a pupil may have committed a serious breach of school discipline will be dealt with in accordance with Annexes 3 and 4 of this Policy.

9.2 The main categories of misconduct which are considered to be serious breaches of discipline for the purposes of Paragraph 9.1 include but are not limited to:

- Supply, including or facilitation of sale or sharing (which includes any promotion / advertisement or facilitating sale or sharing) supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the School's policy on drugs and substances and the School's rules on smoking;
- Actual or attempted theft, physical violence, intimidation, cyber-based bullying, prejudice-based bullying, discriminatory-based bullying or other potentially criminal offences including being an accessory or conspirator;
- physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling)
- physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys);
- initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
- abuse in intimate personal relationships between peers;
- sexual violence, sexual harassment and upskirting and other harmful/inappropriate sexual behaviour;
- consensual and non-consensual sharing of nudes and semi-nude images and / or videos;

- behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
- supply or possession of pornography;
- behaviour which may constitute a criminal offence, such as possession or use of an unauthorised firearm, knife or other weapon, or vandalism, defacement, computer hacking or serious misuse of the School's IT network and/or destruction of School property;
- persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;
- other misconduct which affects the welfare of a member or members of the school community or which brings the School into disrepute (single or repeated episodes) on or off school premises;
- any form of abuse or unlawful discrimination on the grounds of sex, race, religion/belief, disability, special educational needs, sexual orientation and gender reassignment etc; and
- deliberately coughing/spitting on other pupils/staff or a member of the School community;
- persistent or serious breach of the School's Covid Code of Conduct, and Health and Safety guidance;
- other misconduct specifically provided for in the School's parent contract and school rules.

9.3 The Governors have authorised the following sanctions for serious breaches of discipline.

Permanent Exclusion

A pupil may be permanently excluded from the School if it is proved on the balance of probabilities that they have committed a grave breach of school discipline or a serious criminal offence. Permanent exclusion is reserved for the most serious breaches. For the avoidance of doubt, a pupil may also be permanently excluded from the School for persistent lower level breaches.

Removal

The parents may be required to remove a pupil permanently from the School if, after consultation with the Parents and if appropriate, the pupil, the Head is of the opinion that:

- the pupil has committed a breach or breaches of school rules or discipline for which removal is the appropriate sanction; or
- by reason of the pupil's conduct or behaviour or progress the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or community life offered by the School; or
- if one or both of the Parents have treated the School or members of its staff or any member of the school community unreasonably.

Subject to payment of all outstanding fees, which remain payable, the pupil will be given reasonable assistance in making a fresh start at another school.

Exclusion

A pupil may be excluded as a neutral act while a complaint is investigated and for up to a further ten school days as a disciplinary sanction in its own right.

- 9.4 Removal or exclusion sanctions will form part of the pupil's school permanent disciplinary record, but will not usually be used in references.
- 9.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Annex 3.
- 9.6 Complainants will be taken seriously and the School will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the School. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.
- 9.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in Annex 4.
- 9.8 If a pupil is withdrawn from the School before the conclusion of these disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the parents if necessary, and to make a finding. The School reserves the right to refer to such disciplinary action in references provided for the pupil.
- 9.9 The School will act fairly and in accordance with the principles of natural justice and will ensure that where a pupil's place at the School is at risk, the Parents and the pupil are provided with sufficient information about the allegations to understand them and the factual findings made in the investigation; and will have an opportunity to make representations about:
 - 9.9.1 the factual findings made;
 - 9.9.2 whether or not they constitute serious misconduct; and
 - 9.9.3 the sanctions under consideration.
 - 9.9.4 Sanctions imposed will be fair and proportionate to the breach.
- 9.10 The School's aim is to deal with disciplinary matters sensitively and with due respect for the privacy of any individuals involved. Pupils and their parents must treat as confidential any information communicated to them in connection with an investigation or disciplinary matter. A pupil and/or their parents must not make electronic recordings of any meeting conducted under this procedure and doing so may be treated as a separate disciplinary matter. The School may take steps to protect the identity of witnesses if we believe their identity should remain confidential.

10 **Parental involvement**

- 10.1 The School seeks to work in partnership with parents over matters of discipline, and it is part of the parents' obligations to the School to support the school rules.
- 10.2 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police, social care or children's services, if they are involved.
- 10.3 Parents will also be notified of disciplinary sanctions for minor breaches of discipline and may be contacted to discuss the matter if it is considered appropriate to do so.

11 **Safeguarding and peer on peer abuse**

- 11.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero tolerance approach in order to prevent harm to pupils. Safeguarding issues can manifest themselves via peer on peer abuse. This includes, but is not limited to:
- bullying (including cyber-bullying, prejudice and discriminatory- based bullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and/or encourages physical abuse);
 - sexual violence and sexual harassment (which may include an online element which encourages sexual violence);
 - causing somebody to engage in sexual activity without consent;
 - consensual and non-consensual sharing nudes and semi nudes images and or videos (also known as youth produced sexual imagery);
 - upskirting and/or attempts to commit upskirting; and
 - initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.
- 11.2 Peer on peer abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 11.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

11.4 In line with the School's aims and culture of openness and encouragement, to report the School's policy and procedures with regard to peer on peer abuse are set out in the School's *Safeguarding and Child Protection Policy*. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and/or staff, the procedures in the School's *Safeguarding and Child Protection Policy and Procedures* will take priority.

12 **Corporal punishment and Use of Reasonable Force**

12.1 Staff, or any person living or working on the premises, must not give corporal punishment to any pupil. They must not threaten corporal punishment or any form of punishment which could have an inappropriate impact on the pupil's well-being. So far as they are able they should ensure that no one on the premises threatens or uses corporal punishment to any pupil.

12.2 There are exceptional circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of force by staff must be reasonable, proportionate, lawful and in accordance with the guidance given in DfE publication [*Use of Reasonable Force \(Advice for Headteachers, Staff and Governing Bodies\)*](#).

12.3 Reasonable force will be used only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own.

12.4 Examples of where reasonable force may be used include controlling or restraining a pupil at risk of harming themselves through physical outbursts or preventing a pupil from leaving the classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.

12.5 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see the School's policy on *Searching and the Retention and Disposal of Confiscated Items*).

12.6 Force will not be used as a punishment.

12.7 The School acknowledges its legal duty to make reasonable adjustments for pupils with a disability or special educational needs. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to aim to reduce the occurrence of challenging behaviour and the need to use reasonable force.

12.8 Any occasion where physical intervention is used, including in the EYFS setting, will be recorded in writing and parents informed about it on the same day.

13 RECORDS

- 13.1 All records created in accordance with this policy are managed in accordance with the School's Records Management Policy and Records Retention Schedule.
- 13.2 The School will keep a record of the administration of exclusions, pupils taken off roll, incidents of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour. The record will include the date and nature of the sanction, name and year of the pupil concerned, the reason for the sanction, and the name of the person administering the sanction as follows:
- Upper School - in the Behaviour Management records on the SIMS database. In addition, a Serious Disciplinary Offences file is kept in the Deputy Head (Pupil development and welfare)'s office;
 - Prep School - in the Behaviour Management records on the SIMS database. In addition, a file is kept within the Head's Office in which details of after school detentions and secondary notes are recorded;
 - Pelican School - in the Record of Sanctions for Serious Disciplinary Offences which is kept electronically by the Head.
- 13.3 The records of sanctions for serious misbehaviour are reviewed regularly so that any patterns in behaviour can be identified.
- 13.4 The School will keep a separate record for:
- 13.4.1 Allegations and concerns reported in respect of:
- (a) Sexual harassment or sexual violence
 - (b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents
- 13.5 The information created in connection with this policy may contain personal data. The School's use of personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data. The School's approach to data protection compliance is set out in the School's data protection policies and procedures. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's *Data Protection Policy for Staff, Governors and Volunteers* and *Information Security and Sharing Data Guidance*, which are contained in the *Data Protection and Information Security Handbook*.
- 13.6 Overall statistics are made available to the Independent School's Inspectorate (ISI) on an annual basis and are monitored by governors.

14 MALICIOUS ALLEGATIONS

- 14.1 Where a pupil makes an allegation which is determined to unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be

appropriate in these circumstances. The Head will also consider whether to take disciplinary action against the pupil in accordance with this policy.

14.2 Where a Parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that Parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

14.3 The School will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

15 RISK ASSESSMENT

15.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

15.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

15.3 The Upper School Head, Prep School Head or Pelican School Head, as appropriate, has overall responsibility for ensuring that matters which affect pupil welfare in each school are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

15.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Deputy Head (Pupil development and welfare), Prep School Deputy Head or Pelican School Deputy Head, as appropriate, who has been properly trained in, and tasked with, carrying out the particular assessment.

16 GOVERNORS' REVIEW

16.1 Parents are entitled to ask for a governors' review of a decision to permanently exclude or to require removal of the pupil for disciplinary reasons. The form of application for a review and the review procedures are set out in the School's *permanent exclusion and removal: review procedure* which can be supplied to the parents on request. A copy is also available to parents and guardians on PersePortal.

16.2 There will be no right to a governors' review of other sanctions but a parent or pupil who feels aggrieved may take it up with the member of staff who imposed the sanction or ask any of the following to take up their concerns with the member of staff who imposed the sanction:

- Upper School – the pupil's Tutor, Section Head or Deputy Head (Pupil development and welfare).
- Prep School – the pupil's Form Teacher or the Deputy Head
- Pelican School – the Deputy Head.

16.3 A parent who remains dissatisfied with the response to a concern raised may make a formal complaint under the procedures set out in the School's *Complaints Policy*, a copy of which is available on the School's website or on request from the Head's office.

17 **VERSION CONTROL**

Date of adoption of this policy	5 January 2022
Date of last review of this policy	2 December 2021
Date for next review of this policy	August 2022
Policy owner (SLT)	Upper School – Deputy Head (Pupil development and welfare) Prep School – Deputy Head Pelican School - Head
Authorised by	Jonathan Scott On behalf of the Board of Governors
Circulation	Governors / teaching staff / all staff / parents / pupils [on request] Published on the School's website and PersePortal and available from the School Office on request
Status	Complies with the Education (Independent School Standards) Regulations 2014 (SI2014/3283)

ANNEX 1 - UPPER SCHOOL REWARDS

1. **Verbal Praise:** Teachers and tutors are encouraged to positively reinforce good deeds. A positive conversation can build one's self esteem. It is important to value effort, improvement and kindness.

2. **Recognition of Good Work**

Staff who wish to commend pupils for work of a high quality or for significant improvement can:

- Make an appropriate comment on the end of term report;
- Also inform the tutor, Head of Year or Head of Section who can then see the pupil to congratulate him/her;
- Give the pupil a merit (which is automatically awarded when a positive comment is recorded on the achievement record on SIMS). The tutor also receives a copy of the merit and is encouraged to congratulate their tutee.
- Recommend the pupil for an end of year prize.

3. **Merits**

The Merit system applies to Years 7-13. The purpose of the Merit system is to help to encourage excellence, hard work and improvement among pupils by recognising and rewarding their achievements in a more immediate way than end of term reports allow.

Merits are awarded for work or conduct that falls into one of the following four broad categories. A comment usually accompanies the merit, which is displayed to the student by email, and copied in to the tutor.

- **Academic** - all aspects of excellent academic work (relative to the ability of a particular student), improved effort, super-curricular engagement, improved attainment etc.
- **Extra-Curricular** - Recognising aspects of extra-curricular contribution e.g. sport, music, drama, outdoor pursuits, clubs, societies, houses, etc.
- **Community** - Recognising general acts around school, or outside the school, which benefit others.
- **Other** - Any conduct which falls outside the three main categories above

Merits are awarded across the whole of the Perse ability range and focus on motivating pupils to do the best they can across all areas of school life. All sections of the School have prizes linked to merit totals.

4. **Mention/Award in Assembly**

The Head, Deputy Heads, Section Heads and Heads of Year will endeavour to recognise significant pupil achievement in assembly, or via other appropriate means such as the school newsletter and/or 'well done' postcards.

5. **Colours**

Colours are prestigious awards for positive extra-curricular participation. Colours are awarded in assemblies at the end of each term.

6. **Prizes**

Prizes are awarded at special assemblies in the Summer Term.

7. **Lower School Wall of Fame**

Pupils are encouraged to let their tutors know of any achievements either within or outside school. The tutor can post this on Schoology for others to see.

8. **Postcards**

A number of staff (including Heads of Year and Heads of Section) write postcards to pupils congratulating them for positive behaviour.

9. **Recognition in Sectional Newsletter**

Each section sends our periodic mailings to parents. These include messages to recognise achievements of groups or individuals

ANNEX 1 – PERSE PREP SCHOOL REWARDS

1. Housepoints

It is always important to reward good behaviour and good work. The School operates a system of **Housepoints** as its main way of rewarding good effort on the part of pupils.

There are no strict criteria when giving a Housepoint – it is left to the judgement of the individual member of staff. However, they are usually given for:

- Good work in any area of the curriculum.
- A positive approach to organisation.
- Achievements in extra-curricular areas of school life.
- A pleasing attitude.
- Helpful behaviour inside and outside the classroom.
- Kind actions.

Housepoints are recorded centrally on SIMS for teachers to access and check on pupils' progress. These are tallied at the end of each week. Pupils also record their running total of Housepoints in their planners on a Monday morning.

Pupils are very keen to earn Housepoints, both for their own sense of achievement and because they contribute to the overall House total, details of which are announced at Friday assemblies along with the presentation of bronze, silver, gold etc. certificates to individuals who have achieved 50 or more Housepoints during the year.

2. Head's Commendation

In addition to Housepoints, pupils can be recommended for a **Head's Commendation**. These are used to recognise outstanding behaviour, effort or contribution to the School.

3. Learning Support Awards

Pupils are able to win stickers for their efforts and achievements during the 1:1 and group learning support sessions. These are stored on each pupil's individual chart. When five stickers have been gained, a pupil can choose a gift from the Learning Support Prize Box (e.g. bouncy balls or small stationery items such as novelty pencils). When the sticker chart has been completed, pupils are presented with a special certificate to mark this achievement.

4. Wall building and Other Rewards for Exceptional Behaviour

To reward *exceptional* whole class behaviour, Heads of Year can decide to organise schemes designed to motivate pupils, such as building a 'year group wall' where gold 'bricks' can be awarded for forms who perform well above expectations in attitude and/or performance. They can also devise systems of reward for individual pupils who display an attitude at school that far exceeds expectations.

These awards are entirely separate to Housepoints and are to be a reward for exceptional behaviour *only*. This is not a competitive system between individuals, classes, or forms but something to which each individual and/or form can aspire.

In the case of 'Wall Building', the overall reward for reaching an agreed total of 'bricks' is not set but will invariably consist of a privilege at the end of term: extra playtime, a form party etc.

5. **End of Term Assemblies**

At the end of each term a formal assembly takes place for the whole school to recognise their peers' achievements: **Department Certificates** (x4 certificates per department – one per year group), **Service Cups** (Year 6 only) and **Form Shields** (one for each form in each year) are awarded to pupils who have consistently shown an excellent level of commitment and effort. **Library prizes** (one per form) are also awarded for helpful contributions to the School's library. Reasons are given by staff (recorded on the certificates) and these are shared by pupils with their form group in a subsequent form period.

6. **Prize Giving (Speech Day)**

At the end of the Summer Term a **Prize Giving Assembly** is held when **Department Cups/Prizes** and **Form Prizes** are awarded (a separate end of term assembly is scheduled for the routine termly awards as outlined above).

These prizes are awarded to pupils who have shown consistent levels of performance and effort in given areas of the School - academic, sporting and other extra-curricular areas. Pupils winning one of these 'special' awards receive a book and, if applicable, a trophy.

ANNEX 1 – PERSE PELICAN SCHOOL REWARDS

- **Recognition of Good Work or Excellent Behaviour**

Pelican staff who wish to commend pupils for work of a high quality or for significant improvement may:

- Send a pupil to show their work to another class, member of staff or the Head for their appreciation and congratulations.
- Make appropriate comments and add a special award (sticker, star or smiley face) on the pupil's work.
- Award house points.
- Award a special sticker for excellent behaviour/friendship/listening which involves a visit to the Head for her congratulations.
- Award a Golden Brick that is added to the Golden Wall. The pupil will later have Golden Tea with the Head.
- Make an appropriate comment to parents on the end of term report or in incidental parent/teacher meetings.
- Write a note to parents in the daily communication book recording the pupil's special achievement.
- Award a Learning Friends sticker or certificate which celebrate the display of good learning characteristics.

ANNEX 2 – UPPER SCHOOL SANCTIONS

The following sanctions are used within the Upper School:

1. A verbal reprimand.
2. A verbal reprimand with demerit. This will be received by the pupil's tutor for further discussion if appropriate.
3. Written punishment: a brief essay or a sincere letter of apology which are not recorded officially. The content is usually linked to the misdemeanour in order to reinforce learning.
4. Lunchtime supervision or detention: for pupils who have failed to produce homework by the time agreed or for minor behavioural offences.
5. School based community service or imposition of a task (e.g. helping clear up the lunch hall, picking up litter or tidying a classroom).
6. Friday Detention: for more serious offences which warrant a pupil's time being taken up after school on a Friday, and allows for reflection on their misdemeanours.
7. Head's Detention: for serious offences, repeated offences and persistent misbehaviour.
8. Fixed-term exclusions: for serious offences or repeated offences (these are discussed with the Head before they are used). In most circumstances the fixed-term exclusion requires the pupil to be off-site for a specified time with work to complete in that time. For one-day fixed-term exclusions the pupil may be given the option of being on-site for the day (this offer is at the discretion of the Head).

The Head has produced guidelines for the types of offences which might result in detention sanction. These guidelines are set out in the Teaching Staff Handbook and in an additional school rules guidance document for staff. If in doubt staff should refer the matter to the Deputy Head (Pupil development and welfare). With lunchtime detentions, pupils will be given reasonable time to eat their lunch, drink and use the toilet.

Staff must ensure that they state clearly to a pupil that a detention is being given and the reason. Staff seek to help pupils understand what can be learnt from the misdemeanour and how they can approach a similar situation more positively in the future. A file is kept in the Common Room in which the name for Friday and Head's Detention is entered, together with the reason and the task to be done during the detention period. This should be done by the end of morning break on Wednesday. Parents are informed of the nature of the offence and the member of staff setting the detention. The Head sees all pupils who have been given a Head's Detention at break on the preceding Friday.

Sixth formers may be placed in detention where it is necessary, but the School appreciates the need for a separate detention for Sixth Form students. The Head of Sixth Form organises Sixth Form detention as necessary.

Weekly Report

Pupils in the Years 7 to 11 who are having particular difficulties with behaviour or work ethic may be placed on weekly report after consultation between the tutor, Head of Year and the Head of Section. The pupil has to produce the report booklet at the beginning of each lesson and staff give a grade and may add a comment. The parents also see the booklet.

Sixth Formers

Problems of discipline or lack of academic progress involving a Sixth Former should be communicated to the tutor and if necessary to the Head of Year and Head of Sixth Form. The School wishes to adopt a more “grown up” approach to discipline with Sixth Form students in order to prepare them for life beyond school.

Sixth Formers who are either behind with their work or who are producing work of an uneven or insufficient quality may be placed in supervised private study. The Head of Sixth Form also runs *ad hoc* after school work clinics for Sixth Formers with acute work crises. Disciplinary offences by Sixth Formers may result in the sanctions of “gating” (not being allowed to leave the premises), detention or being denied other privileges. These are at the discretion of the Head of Year, Head of Sixth Form and the tutor.

Bullying

The School records all allegations and confirmed cases of bullying. These records are kept in a folder in the office of the Deputy Head (Pupil development and welfare) and sanctions may be given in line with those detailed in this document. Further details of how the School deals with bullying can be found in the School’s *Anti-Bullying Policy (Pupils)*.

ANNEX 2 – PERSE PREP SCHOOL SANCTIONS

It is our aim to resolve most issues involving poor behaviour in a direct and constructive way, for example problems can often be solved with a sincere apology, either verbal or written. It is, however, important that we have a consistent set of sanctions if needed, for which there are three stages:

1. Friday Reflection

Pupils can be given a '**Friday**'. This can be awarded for relatively minor incidents of poor behaviour or for pupils who have not been working to expectation. These are not a catch-up club for missed lessons due to illness/music lessons etc.

A '**Friday**' is taken by the Head of Year for up to 30 minutes on a Friday lunchtime. Staff record the details of attendees in an electronic file stored on SharePoint – these are then uploaded onto SIMS by the Deputy Head.

Pupils who receive 2 '**Fridays**' during a term will be spoken to by the Deputy Head and an email is sent home to parents via the form teacher. Pupils who receive 3 '**Fridays**' during a term automatically receive a **Detention** (with the Deputy Head) from the Deputy Head.

A '**Friday**' is usually awarded as a standalone measure but can be awarded in conjunction with a **Detention** (with the Deputy Head).

2. Detention (with the Deputy Head)

The School also uses a system of daytime **Detentions** which take place with the Deputy Head. They can be given for, amongst other reasons:

- poor attitude in relation to academic work
- unacceptable behaviour
- three '**Fridays**' during the same term

Detentions are usually given after a clear warning has been ignored. However, they can be given without warning for:

- direct disobedience
- intentional physical hurt to others
- foul language or inappropriate comments
- a clear breach of expected sensible behaviour

Detentions will take place during a break time or lunch time for up to 30 minutes in the Deputy Head's Office. The Deputy Head will arrange the time with the pupil(s) involved and oversee the **Detention**.

These are formal sanctions which are recorded centrally on SIMS by the member of staff giving the sanction. When this is done, the Form Teacher, Head of Year and Deputy Head are sent an automatic email. They contribute to a stand-alone tally and do not count against the Housepoint total.

- If a pupil receives one **Detention**, an email is sent home by the Head of Year outlining the reason.
- If a pupil gets 2 **Detentions** they discuss with the Deputy Head strategies to improve their approach or behaviour. Parents will be formally notified of this conversation by the Deputy Head.
- If a pupil receives 3 **Detentions** for misdemeanours of a similar type, or they are within a short time frame (such as the length of the term), this results in an **After School Detention**. This is at the discretion of the Head.

3. After School Detention

After School Detention is the sanction used if a pupil receives 3 daytime **Detentions** for misdemeanours of a similar type or within a short time frame (at the discretion of the Head). They can also be given as a sanction for a single but significant misdemeanour. For a detention awarded when three daytime **Detentions** are accrued, the pattern of behaviour will have been discussed with the child, and parents informed on each occasion a **Detention** is given, therefore expectations and resulting consequences of a third **Detention** will be clear. Detentions are held after School from 3.45pm – 4.30pm and are supervised by a member of staff, usually the Deputy Head.

The Deputy Head sends a Detention Form (which is signed by the Head) to parents during the week running up to the detention, detailing the timings and location of the detention. The form also lists the reasons why the daytime **Detentions** have been given. Parents sign and return the Detention Form, which is recorded by the Deputy Head and kept on file.

Serious Disciplinary Sanction

In the event of repeated poor behaviour, following the implementation of lesser sanctions, or in the event of a single serious breach of school rules (to be decided upon by the Head), the School may request that a child spends a period of time away from School – this will usually last for one or two days, at the discretion of the Head, and in consultation with the parents of the child in question.

Creative Sanctions

There may, however, be occasions when one of the above sanctions is not the most effective way of dealing with certain behaviour, or incidents. In these instances, creative sanctions, appropriate to the individual case, may be devised with relevant members of staff (Form Teacher, Head of Year, the Assistant Head (Pastoral), Deputy Head and/or Head). For example, a child may, for an agreed period of time, be given a weekly report card for staff to comment upon particular aspects of attitude, approach or behaviour, with progress being monitored by a form teacher.

Bullying

The School records all allegations and confirmed cases of bullying. These records are kept in a folder in the Head's Office and sanctions may be given in line with those detailed in this document. Further details of how the School deals with bullying can be found in the School's *Anti-Bullying Policy (Pupils)*.

ANNEX 2 – PERSE PELICAN SCHOOL SANCTIONS

The class teacher has the current and overall view of each pupil and is able to provide appropriate guidance, encouragement and support. Class teachers are in close contact with all other teachers and clubs' coaches, consequently, they pass on any information about the pupil's attainment, progress, behaviour and attitude to learning, both in and outside the classroom. Time is allocated in each staff meeting for particular information about any pupil which needs sharing with the whole staff.

Every effort is made to help pupils make the right choices of behaviour.

The following sanctions are used within The Perse Pelican School, both during the school day, at Club Pelican and at extra-curricular clubs:

1. A reminder of expected behaviour
2. A verbal warning
3. One minute time out
4. Two minutes time out
5. Removal from the room
6. Visit to the Head or Deputy Head
7. Removal from peers at playtime, mealtime or lessons.

In addition to the above sanctions a discussion is always held with the pupil to fully investigate and move forward positively. An apology is always given to the appropriate person.

In Nursery the Take a Break area is a place for pupils to calm down and reflect. It enables pupils to think about their actions and make changes before returning to their activities.

Whenever possible, the Pelican staff will use positive reinforcement before any warning is given to a particular pupil.

Parents are involved at an early stage and significant poor behaviour is recorded on SIMS and reviewed.

Pelican Behaviour in Clubs and Club Pelican Holiday Club

The opportunity to attend clubs at the Pelican is a privilege. Pelican Behaviour is expected at all times.

Initial sanctions for misbehaviour are the same as in class. A minor incident or one off inappropriate or silly behaviour should trigger the usual Pelican Behaviour consequences:

1. Give an initial verbal warning
2. 1 minute time out
3. 2 minutes time out - Parents informed by club staff or via class teacher. Following 2 minutes time out Club Staff issue a Yellow Card
4. Yellow Card - Parents and Pelican staff informed either by club staff or via class teacher.

The Clubs Co-ordinator will be informed of pupils who regularly require time out and anyone who receives a Yellow Card. Yellow Card incidents will always be followed up by Club and Pelican staff.

More serious incidents automatically trigger the Yellow and Red Card system.

* Yellow Card - Parents and Pelican staff informed either by club staff or via class teacher

For a severe incident Club Staff issue a Red Card:

- * Red Card - The pupil should be sent straight to the Head.
- * Parents will be informed by the Head.

If a pupil is issued with two Yellow Cards during the term this automatically equals a Red Card. For a Red Card the pupil will be unable to continue to attend those clubs for that term and their entire clubs provision, including any other clubs they attend, will be reviewed by the Head and Clubs Co-ordinator for the rest of the academic year.

Should Yellow or Red Cards be issued during Club Pelican, the Club Leader will contact the designated SLT member who will contact the parents and support holiday club staff. If a pupil receives 2 yellow cards or 1 red card they will be unable to continue to attend Club Pelican for the remainder of that particular holiday club period ie for up to 5 weeks during the Summer Club Pelican or to the end of the week for the Christmas or Lent Club Pelicans.

ANNEX 3 – INVESTIGATIONS INTO SERIOUS BREACHES OF DISCIPLINE (AS DEFINED IN SECTION 9 OF THE POLICY ON BEHAVIOUR AND DISCIPLINE)

- 1 The Head will appoint a senior member of staff (the investigating officer) to carry out an investigation on the basis of an allegation, complaint or rumour of serious breaches of discipline.
- 2 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police and/or social care if they are involved.
- 3 An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- 4 The School will usually report to the police any activity which it reasonably suspects may amount to criminal activity. Sexual offences will generally be reported to the police immediately, including in cases where a pupil is suspected or alleged to have committed the offence. Other external agencies may also be notified where appropriate to the facts.
- 5 Arrangements may be made for a pupil to be taught outside of their normal cohort¹ or a pupil may be excluded from the School as a neutral act while a complaint is being investigated or while an investigation is on hold (see paragraph 8 below). Should an exclusion continue for a period of more than five school days, the School will keep the terms of the pupil's exclusion under review and take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. The Deputy Head (Pupil development and welfare) (Upper) / Deputy Head (Prep and Pelican) or the relevant Section Head or Head of Year will co-ordinate these arrangements with the pupil's parents or guardians. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be offered a segregated arrangement on school premises.
- 6 A pupil's space, belongings (including mobile electronic devices) and/or IT accounts may be searched during the course of the investigation. See the School's separate *Searching and Retention and Disposal of Confiscated Items Policy* and *Acceptable Use of ICT Policy for Pupils*. If necessary, the police will be called.
- 7 If the pupil is to be interviewed as part of the investigation, arrangements will be made for them to be accompanied by a member of staff of their choice and/or by a parent (if available at the relevant time). Minutes of the interview will be recorded in writing by the interviewing member of staff. The pupil may be asked to confirm any statement made or minutes taken to be true and accurate.
- 8 In relation to alleged sexual violence or sexual harassment, the School will have regard to the DfE guidance *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges* (September 2021) and the School's Designated Safeguarding Lead (or a deputy) will take a leading role on decisions.

¹ This course of action is applicable following allegations or reports of sexual violence/harm whilst matters are being investigated. The Sexual violence and sexual harassment between children in schools and colleges guidance, safeguarding and child protection policy and risk assessment for pupil welfare will inform the correct approach to take when investigating allegations and reports of this nature

- 9 It may be necessary to delay an investigation or put it on hold, for example where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. Investigations may also be delayed by the availability of staff and pupils outside of term time. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils affected by the allegations under investigation. Such support may be adjusted outside of term time to take account of staff and pupil availability.
- 10 If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils affected by the allegations under investigation while they remain on the school roll. Such support may be adjusted outside of term time to take account of staff and pupil availability.
- 11 The outcome of the investigation will be reported to the Head. If the findings of the investigation identify there may a case to answer for a serious breach of school discipline for which permanent exclusion and/or required removal is a possible sanction, a disciplinary meeting will be held in accordance with the procedures in Annex 4 of this policy.

ANNEX 4 – DISCIPLINARY MEETING WITH THE HEAD

1 Attendance

- 1.1 The pupil and their parents (if available) will be asked to attend the disciplinary meeting with the Head. The pupil may also be accompanied by a member of staff of their choice, legal representation is not permitted.
- 1.2 The person or persons who undertook the investigation will be in attendance to explain the circumstances of the complaint and their investigation, and an additional member of staff will be present to minute the meeting.
- 1.3 If the parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Head so that appropriate arrangements can be made.
- 1.4 If a parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the parent can be involved, remotely if necessary, with the disciplinary process and their child's education.
- 1.5 In complex cases, or cases involving multiple pupils, the Head reserves the right, at their discretion, to arrange for a governor and/or a Deputy Head to assist in hearing the case.

2 Meeting

- 2.1 Documents available at the disciplinary meeting with the Head may include (but will not be limited to):
 - a statement setting out the allegations regarding the pupil or, where applicable, the parents;
 - written statements and notes of the evidence supporting the allegations, and any relevant correspondence;
 - the investigation report;
 - a summary of the pupil's school file including the pupil's conduct records;
 - the relevant school policies and procedures; and
 - victim impact statements if relevant and available.

These documents will usually be made available to pupil and his or her parents at least 24 hours prior to the hearing.
- 2.2 Any documents considered at the disciplinary meeting may be redacted or a summary provided for reasons of confidentiality and/or data protection.
- 2.3 Pupils and/or their parents will be given an opportunity to submit a written statement prior to the disciplinary meeting on the investigator's findings, whether they constitute serious misconduct and the appropriate sanction to be imposed. Such statements should be submitted at least 24 hours before the meeting.

- 2.4 The Head will consider the allegations and the evidence, including statements made by and/or on behalf of the pupil or, where applicable, the parents.
- 2.5 The pupil and their parents will have an opportunity to state their side of the case.
- 2.6 The Head will inform the pupil and their parents of the range of disciplinary sanctions which the Head considers are open to them if the allegation, complaint or rumour is sufficiently proved.
- 2.7 Unless the Head considers that further investigation is needed, they will close the meeting and inform the pupil and the parents that they will be notified of their decision in writing.

3 Decision

- 3.1 The Head will consider whether the findings constitute serious misconduct and the appropriate sanction to be imposed (and the pupil's disciplinary records will be taken into account where the complaint concerns the conduct of the pupil). The standard of proof shall be the civil standard, i.e. the balance of probabilities.
- 3.2 The Head may permanently exclude or remove a pupil or impose any other sanction they consider to be appropriate in accordance with this policy.
- 3.3 The Head will usually notify the parents of their decision in writing, with reasons, within five working days of the disciplinary meeting, provided further investigation is not required. If further investigation is required the Head will try and conclude matters as soon as is reasonably practical.
- 3.4 A decision to permanently exclude or remove a pupil shall take effect from the date of the Head's letter confirming their decision.

4 Review

- 4.1 The parents or the pupil may request a review of the Head's decision to permanently exclude or remove a pupil from the School. The request must be made within five working days of the date of the Head's letter confirming their decision.
- 4.2 If such a request is made, the pupil shall remain excluded until the review has taken place and either the sanction is upheld or a reconsidered decision made.
- 4.3 See the Permanent Exclusion and Removal: Review Procedure for further information about requesting a Review and the detail of the procedure.

5 Leaving status

- 5.1 If a pupil is permanently excluded or removed, their leaving status will be one of the following: permanently excluded, removed or, if the offer is made by the Head and accepted by the parents, withdrawn by parents.
- 5.2 Additional points of leaving status may include:
 - the form of letter which will be written to the parents and the form of announcement in the School;
 - the form of reference which will be supplied for the pupil;

- the entry which will be made on the school record and the pupil's status as a leaver;
- arrangements for transfer of any course and project work to the pupil, their parents or another school;
- whether (if relevant) the pupil will be permitted to return to school premises to sit public examinations;
- whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;
- whether the pupil will be entitled to leavers' privileges;
- the conditions under which the pupil may re-enter school premises in the future; and
- financial aspects: payment of any outstanding fees and extras; refund of prepaid fees.