



SPRATTON HALL

Behaviour and Sanctions Policy

September 2024

BEHAVIOUR AND SANCTIONS POLICY

Title: Behaviour and Sanctions Policy	Responsible: DEPUTY HEAD MASTER
Date implemented: January 2006	Last Review: September 2024
	Next Review: September 2025

Policy to promote good behaviour and set out the sanctions for misbehaviour

This policy is a statement of the aims, principles and strategies for discipline at Spratton Hall and has been developed through a process of consultation with teaching staff, together with reference to 'Behaviour and Discipline in Schools 2011', the Equality Act 2010 and 'Keeping Children Safe in Education September 2024' (KCSIE). This policy works alongside our Anti-Bullying Policy.

The most important aspect of pupil behaviour in Spratton is that of creating a most positive and appropriate ethos

AIMS

Our aims for discipline are that all children will:

- be tolerant and understanding of the feelings and needs of others
- develop a responsible and independent attitude towards their roles in the community
- develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour
- learn to have respect for others and to behave courteously towards them
- contribute to a safe environment
- be able to work in an orderly atmosphere
- be able to understand the role of and need for discipline as a positive part of school life

PRINCIPLES

- The school's belief that good discipline is a result of consideration for others is encapsulated in the first school rule "Be Kind".
- The Community Code is a shared expression of expectations.
- Discipline and the development of self-discipline are achieved through a co-operative process involving parents as well as teachers.
- All members of the community work towards the school's aims by:
 - respecting the children as individuals
 - providing a well-ordered environment in which all are fully aware of behavioural expectations
 - encouraging, praising and rewarding good behaviour
 - promoting a sense of belonging to the community

- providing good role models
- supporting one another

STRATEGIES

- All members of the school community must be made aware of and agree with the expectations of behaviour. This is to be achieved through staff induction and regular discussions at staff meetings
- Parents should receive a clear explanation of the school's ethos before they choose the school, and a description of the school's policy is available from the school office or website.
- Pupils are made aware that home and school are working in partnership, for example by thorough use of the pupil planner
- In order to foster and promote good discipline, teachers:
 - actively look for the positive
 - praise, give positive feedback and reward good behaviour
 - reinforce examples of correct behaviour wherever noted - in the children themselves, in books, in related incidents (news), through drama
 - provide clear, consistent expectations of behaviour

CORPORAL PUNISHMENT

Corporal punishment is prohibited for all pupils at Spratton Hall and this includes every member of staff – teachers, volunteers, assistants, support staff etc. This includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises.

CASES IN WHICH RESTRAINT OR PHYSICAL INTERVENTION IS NECESSARY

- The law permits a member of the staff of a school to use such force as is reasonably necessary in the circumstances for the purpose of preventing a pupil from committing any offence, causing personal injury or damage to property, or engaging in any behaviour prejudicial to the maintenance of good order and discipline at the School among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.
- If physical intervention becomes necessary in these circumstances, it should be used only as a last resort, after a calm and measured approach has failed to resolve the difficulty, or in an emergency. Immediately after the incident, the member of staff should make an oral report to the Head or a senior member of staff and should prepare a written report (dated and signed).

Note: There is no legal definition of 'reasonable force'. It will always depend on the circumstances.

Note that:

- Physical force could not be justified to prevent a pupil from committing a trivial misdemeanour
- Any force used should always be the minimum needed to achieve the desired results
- Whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil, and also whether they have any additional learning need, disability or medical condition

REPORTING AND RECORDING

Methods used to report matters of discipline to parents include:

- daily verbal reports
- comments in pupil planner
- informal / formal meetings or telephone calls
- written reports
- parent/teacher evening
- parents informed by email

Methods used to record matters of discipline within the school include:

- Verbal warning/meeting with a child – recorded on Engage
- Sanction
 - Minus: recorded on Engage and noted in Pupil's planner
 - Behaviour Mark: as for Minus, but also pupil has to have red card signed by Tutor, Head of Year etc.
- Serious Incident - Recorded on Engage, but also noted on register held by Deputy Head in Faculties\SMT: "Record of Serious Misbehaviour" (Only accessible to those on SMT).

GENERAL POINTS

A good relationship between parents and school is essential. Parents should feel welcome at the school and should have access to the teacher. This can be through personal communication or by asking at the school office. The Head Master will always endeavour to respond within 24 hours of a request for a meeting and will normally respond before the end of a working day.

It is the responsibility of all staff to make themselves aware of the systems operating in the school. Staff should monitor and compare the number and frequency of rewards and sanctions given in order to ensure that there is a shared understanding of standards and expectations in implementing the system.

The most important aspect of pupil behaviour in the Spratton is that of creating the appropriate ethos, where all pupils recognise the need for and value the worth of self-discipline. Creating such an ethos through the regulation of pupil behaviour by means of a

fair and consistently applied structure of discipline must be seen as an important role for all colleagues.

Sanctions should not be confused with discipline; sanctions are a response to breaches of discipline. It should be employed for two reasons; firstly to point out to the offending pupil that his/her behaviour is incorrect and secondly to send out a message to other pupils that behaviour of this sort is unacceptable.

Rewarding good behaviour is the most effective way of establishing the correct values amongst pupils. Colleagues should not hesitate about making distinctions of this kind when responding to individuals and groups of pupils with the offering of rewards. Rewards can take many forms; verbal praise and encouragement, comment to form tutor, phone call / note / letter to parents, Head Master's 'Good Copy' for good work, good grades, extending responsibility.

Positive relationships between pupils and colleagues are critical in establishing the good behaviour of pupils at Spratton Hall.

Colleagues need to be;

- approachable, supportive, caring and fair.
- As a group, united, consistent and firm so that all pupils know where they stand and appreciate their position under the guidance and the supervision of all staff who have a responsibility for their development through the school.
- committed to communicating to parents positive feedback concerning behaviour as well as pointing out areas requiring improvement.

REWARDS

The aim of rewards is to bring focus onto the type of behaviour that we would like to see more of.

VERBAL PRAISE

- Focus on specifics – 'Well done, X, for.....'
- Use good eye contact

PLUS

- given for good work, good deed, extra effort
- half pluses are NOT to be put into diaries – staff who give half pluses are to make their own logistical arrangements
- staff may use a system of stamps etc
- pluses are not to be given for diaries signed each week
- pluses are not to be given in multiples (if something is worth 2 pluses then that is a good copy – see below).

GOOD COPY

- awarded for outstanding work and/or effort. These are to be passed on to HM to award but the awarding teacher must enter 2 pluses in that pupil's diary and enter the Good Copy on Engage

CERTIFICATES, VOUCHERS and BADGES FOR PLUSES

- When pupils in Yrs 3-8 reach 10 pluses, they are recognised with applause in a House Assembly.
- When pupils in Yrs 3-8 reach 25, 50, 75, 100, 125 pluses, they (a) have their name read out in Whole School Assembly (and also shown on screen) to receive a round of applause and (b) receive a sticker on their termly certificate (held by the Tutor). Pupils take these certificates home at the end of each term.
- In addition, they collect a "token" from the Deputy Head to "spend" in the Vending Machine in the Hunter Hall Foyer on an item of their choice. The Vending Machine is stocked by MGW currently with a range of books/stationery/balls – this is an area School Council can have input into in the future.
- Pupils in Yrs 6-8 receive two "tokens" for reaching 25 pluses, where Yrs 3-5 receive only one. This is to recognise that it is a little easier to gain pluses in the younger years.
- All pupils receive a badge for reaching 75, 100, 125 which they can wear for that term and the next. If they reach the higher band, they "trade in" their badge for the next badge up.

COLOURS

Colours are awarded to pupils in Year 8. Colours will recognise outstanding performance and excellence in Academia, Sport or the Arts. Colours may be awarded during the term and particularly in the Final Assemblies at the end of the Autumn Term and Spring Term and at half-term during the Summer Term. The Colours that are awarded will be as a result of professional recommendation on the part of the staff and consultation with the Director of Studies, Deputy Head Master and Head Master. Colours are in the form of badges that are worn on blazers. There will also be a Head Master's Effort and Improvement Award given to pupils at the Head Master's discretion.

SPEECH DAY/PRIZE GIVING

Speech Day takes place on the last day of the Summer Term and is the most important day in the school calendar. All children from Years 3 to 8 attend and parents and guests are invited. The celebration takes place in a marquee on the top field with normally in excess of 800 present. Cups and prizes are presented for achievement and progress. The Head Master awards these after consultation with academic staff.

FORM PRIZES

Each Form Tutor (Years 3 to 7) selects 3 prize-winners from their form – Effort, Attainment and Form Cup Winner. The Effort and Attainment winners are presented with their prizes on

Speech Day and the Form Cup winners are presented their cups in the final assembly of each term.

IMPROVEMENT PRIZES

A medal is awarded at the end of each term in Final Assembly to the most improved pupil in each subject, in Years 6-8 – Year 8 at the end of the Autumn Term, Year 7 in the Spring Term and Year 6 in the Summer Term. The Director of Studies monitors these awards to ensure a fair spread.

ACADEMIC PERFORMANCE MEDALS

These are awarded to the child coming top in in each subject in the CE Mocks in February/March. Potential Scholars are not eligible for this. The Director of Studies monitors this to ensure a fair spread – though one child can win multiple subject prizes if appropriate.

YEAR 8 PRIZES

All those in Year 8 receive a Leavers' Prize. In addition, there are prizes for Outstanding Contribution and Commitment to School Life, Common Entrance Results and various subject prizes. There are cups for drama, music, boys' and girls' games and major contributions to the school. Special awards are also made by Secondary Schools. The final cup to be awarded is the House Cup.

Art, Drama and Music Cups

- Townsend Art Prize
- White Drama prize
- Horne Cup
- Contribution to School Arts
- Music Attainment Cup

Games Cups and Prizes

- Contribution to School Sport
- Tustin Cup for Girls' Games
- Stowe Cup for Boys' Games

Head Master's Cups and Prizes

- Oakham Jug
- SHSPA Cup for Contribution to School Life Y7

Head Master's Prize for Outstanding Contribution and Commitment to School Life

- Barlow Cup for Academic Excellence
- KC Hunter Cup for Academic Excellence
- Spratton Hall Past Pupils' Association All Round Cup
- McAra Cup for Progress
- Booth Cup for Progress
- Player Cup for Service to Others

- Bickley Cup for Excellence and Leadership
- Bellamy Cup for Excellence and Leadership

SANCTIONS

It clearly undermines colleagues if individuals fail to support the Spratton code of conduct by not responding appropriately to pupils who breach the rules.

All colleagues need to know the clearly stated expectations of Spratton concerning behaviour and dress and ensure that these rules are adhered to by all pupils. They can be found in the Staff Handbook. Where these rules are broken, appropriate responses should be made, leaving the pupils in no doubt that they have behaved incorrectly. Where such offences are repeated by individuals, further appropriate action should be taken and communication made with relevant colleagues, who have a greater responsibility for the pupil concerned e.g. Form Tutor, Head of Pastoral Care, Deputy Head Master.

All colleagues need to know the range of sanctions and rewards available to them so that they are able to respond appropriately and consistently to pupils, who do well and who step out of line.

For minor matters, the first response to any incident is to deal with it immediately by speaking to the pupil concerned indicating the nature of the incorrect behaviour and explaining why it is inappropriate.

Where unacceptable behaviour is more serious or minor matters are repeated, a more rigorous response is required.

A record is kept of all sanctions imposed upon pupils, including serious misbehaviour.

ACADEMIC SANCTIONS

A Minus will be given for such things as any late prep, poor work, failing a test for which there was clearly no revision carried out, forgetting books on a regular basis etc. etc. When such a Minus is given, it should be written down in the pupil's Diary/Planner on the particular day of the offence, and should also be entered into Incidents and Actions against a pupil in Engage. It should indicate the reason why the Minus was given. Parents can then also access this information on the Engage Portal. At the end of the week, Form Tutors will collect in Minuses and these (along with the Pluses) will be entered onto 'Engage'. These are automatically sent on to the Deputy Head on 'Engage'. A Minus means two Pluses are taken away and will count against a pupil's Plus tally. For any pupil causing concern, which may be the number of minuses accumulated, the Head of Year should be notified and in conjunction with the pupil's Tutor, they will decide upon an appropriate course of action. The pupil concerned will be raised at a Staff Briefing.

- work related issues (for example, 2nd prep not done in same term. {In Year 3 a warning is issued first before a minus is given.})
- the teacher awarding the minus enters it onto Engage and writes it in pupil's diary –
- for a minus the offender does not have to show their diary to their Head of House or Year – the awarding teacher and form tutor is sufficient.
- for a second minus the pupil is sent to the relevant Head of Year
- for a third minus (and any subsequent minuses) the Director of Studies or Deputy Head may get involved for further action, such as a loss of break time.
- a minus loses 2 pluses from the house end of term score (Deputy Head Master makes these adjustments – form tutors should not make any adjustments to scores.)

Pupils may be kept back to spend some of that time under direct, personal supervision completing work which is incomplete as a result of their poor behaviour choices. In all such cases, it is important to keep Form Tutors informed.

BEHAVIOUR SANCTIONS

VERBAL WARNING

- pointing out in a calm and measured way where behaviour has gone wrong
- offering the child some choices in their behaviour for the future

MINUS FOR BEHAVIOUR

These are for more minor matters such as:

- Low level disruption
 - Thoughtless behaviour / being disrespectful
 - Disobedience (eg talking after having been asked not to)
 - Silliness / irritating behaviour
 - Persistently poor appearance (eg shirt out, wrong clothing)
 - Tardiness
-
- the teacher awarding the minus enters it onto Engage and writes it in pupil's diary –
 - for a minus the offender does not have to show their diary to their Head of House or Year – the awarding teacher and form tutor is sufficient.
 - for a second minus the pupil is sent to the relevant Head of Year
 - for a third minus (and any subsequent minuses) the pupil is sent to the Deputy Head Master for further action
 - a minus loses 2 pluses from the house end of term score (Deputy Head Master makes these adjustments – form tutors should not make any adjustments to scores.)

BEHAVIOUR MARKS

- inappropriate behaviour in or out of lessons
- the teacher awarding the Behaviour Mark puts it on Engage and writes it in the pupil's diary.

- The Head of Year would then contact home.
- a red card is issued which is put in the tutor's pigeon-hole
- the pupil is sent to their Head of Year with the red card to have it signed
- for a second Behaviour Mark, the pupil would see their Head of Year to have the red card signed and would receive a more severe reprimand
- for a third Behaviour Mark (and any subsequent Behaviour Marks) the pupil is sent to the Deputy Head Master or Senior Master who may decide to keep the pupil in during breaktime or lunchtime
- for a fourth Behaviour Mark the pupil is sent to the Head Master, parents are seen and a Deputy Head Master's detention could be applied – Friday 4.20pm – 5.45pm
- a Behaviour Mark loses 4 pluses from the house end of term score (Deputy Head Master makes these adjustments – form tutors should not make any adjustments to scores.)

Behaviour Marks are given for serious disciplinary matters / inappropriate behaviour in or out of lessons such as:

- Swearing
- Physical, verbal or psychological bullying
- Cyber-bullying
- Unacceptable use of ICT
- Stealing
- Lying
- Rudeness
- Persistent poor behaviour
- Wilful damage to school or other people's property

REPORT CARDS

- The Form Tutor, in consultation with the Head of Year, Director of Studies and other members of Common Room may issue a pupil with a report card for concerns either with work or behaviour in the classroom. Parents will be informed and given an explanation of the use of the Report Card. The pupil must hand this card to the teacher at the beginning of each lesson. Colleagues are asked to respond thoughtfully to all comments and grades entered in this book. The card will be checked by the pupil's Tutor or Head of Year at the end of each day. The card goes home each day to be signed by parents, and will then be discussed with the pupil at the end of the week by the Tutor and/or Head of Year, and further action taken if necessary.

It is important to remember that repeated poor work and disruptive behaviour should be reflected in the Effort Grade and if, applicable, the Attainment Grade awarded to pupils at the appropriate time. Relevant, honest comment should also be communicated to parents on any written report.

GENERAL SANCTIONS

When issuing sanctions in response to breaches of Spratton rules and regulations, it is important to make the response in a balanced and relevant fashion. Sanctions need to be graded if pupils are to appreciate the seriousness of an offence. Too severe a response to a relatively minor incident can leave fewer options available for further action. Where appropriate, a warning should be issued to the pupil in the first instance.

The manner in which colleagues approach and speak to pupils when it is necessary to correct their behaviour is a sensitive and important matter. A careful and considered approach will nearly always receive the desired response; a careless one often will not. Where possible, individual pupils should be taken aside and not addressed in public. Colleagues should be calm and reasonable and, where appropriate offer an explanation to the pupil informing them of the consequence of their behaviour and the sanction given, where this is necessary.

ICT CODE OF CONDUCT

GENERAL

- Pupils will observe the rules of etiquette at all times just as they are expected to behave well in a classroom or a corridor. General school rules apply.
- The Internet is provided for pupils to conduct research and to communicate with others. Access is a privilege, not a right, and that access requires responsibility.
- Pupils may only access or download material from sites to support specifically school related work or projects.
- Pupils may only use email for gaining information and sending information which is appropriate to a school activity, to friends or relatives, or friends at other schools.
- As use of the Internet will be specifically identified with Spratton Hall; the school reserves the right to perpetually store and review files, communications, records of access (i.e. "Internet History") or monitor in real time the activities of students using ICT equipment to ensure that pupils are using the system responsibly.
- Whilst the school recognises the need to respect privacy, users should not expect that files stored on servers or disks will always be private, and the school will remove, with zero notice material that breaches this code.

THE FOLLOWING ARE NOT PERMITTED

- The use of 'Chatlines', forums, 'MMORGs' (Online Multiplayer Games), recreational flash games and social networking sites like 'Facebook', 'Snapchat', 'Instagram', 'Twitter' or 'BeReal'.
- Damaging computers or peripherals (keyboards, headphones etc)
- Breaking copyright laws by copying and/ or distributing another person's work, which includes music and videos sourced from unlicensed websites or copied from personal CD's.
- Logging into the computer network as another user.
- Attempting to search other pupil's folders, work or files.
- Wasting Internet time and thus preventing access by other pupils or staff.

- It is unacceptable to create, access, copy, store, display, transmit or publish any material which; is defamatory, offensive, libellous, obscene or pornographic; is likely to irritate or waste the time of others; is subversive to the purposes of Spratton; is likely to corrupt others.

SANCTIONS

- Breaking any of the above rules will result in a disciplinary action in line with existing school practice on inappropriate language or behaviour.
- Further disciplinary action such as temporary or permanent exclusion could result if pupils are creating or storing or publishing material that is defamatory, libellous, obscene or pornographic.

EXCLUSION AND APPEALS AGAINST EXCLUSION

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school
- Breakdown of the relationship between the school and parents

Any exclusion will be at the recommendation of the Head Master.

Temporary exclusion

A temporary exclusion should be for the shortest time necessary; Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

Persistent or cumulative problems

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:

- Discussion with the pupil
- Mentoring with Tutor support
- Report card
- Discussions with parents
- Target setting

- Checking on any possible provocation
- Detention
- Mediation
- Counselling
- Internal exclusion

Exclusion will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules), except where these are persistent and defiant.

Single incident

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence.

In such cases the Head Master will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head Master will check whether the incident may have been provoked, for example by bullying or racial harassment.

If necessary, the Head Master will consult the Chairman of Governors but not other Governors who may have a role in reviewing the Head's decision.

Permanent exclusion

A permanent exclusion is a very serious decision and the Head Master will consult with the Chairman of Governors before enforcing it.

As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment

The decision to exclude

If the Head Master decides to exclude a pupil, he will:

- ensure that there is sufficient recorded evidence to support the decision

- contact the parents, explain the decision and explain the decision to the pupil and ask that the child be collected / removed from school
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return

In cases of more than a day's exclusion, ensure that appropriate

- work is set and that arrangements are in place for it to be marked
- plan how to address the pupil's needs on his/her return
- plan a meeting with parents and pupil on his/her return

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

There will be no refund of fees following temporary or permanent exclusion. In the case of permanent exclusion, the Acceptance Deposit will not be returned /credited. Fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

Behaviour outside school

Pupils' behaviour outside school on school business e.g. on school trips, at sports fixtures, is subject to the school's Behaviour and Sanctions Policy.

Bad behaviour in such circumstances will be dealt with as if it had taken place in school. For behaviour outside the school, not on school business, the Head Master may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Disability Discrimination Act 2005 and Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Head Master should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- differentiation in the school's behaviour policy
- developing strategies to prevent the pupil's behaviour

- requesting external help with the pupil
- staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Marking attendance registers following exclusion

When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

Managed move

In cases where the Head Master and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably the Head Master may require the parents to remove the pupil at the end of a term. This is not exclusion and in such cases the Head Master will assist the parents in placing the pupil in another school.

The Acceptance Deposit will be refunded in the event of a managed move and fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

Removal from the school for other reasons

The Head Master may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Chairman of Governors. The Chairman of Governors (who was informed of the initial decision to exclude) will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days. If the Chairman of Governors was fully involved in the initial decision, then other Governors will be asked to schedule a hearing.

Records relating to the decision to exclude and the parents' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances however will the school or its staff be required to divulge to parents or others any confidential information on or the identities of pupils or others who have given information which has led to the exclusion or which the Head Master has acquired during an investigation.

The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

If possible the Chairman of Governors will resolve the parents' complaint without the need for further investigation. Where further investigation is required, the Chairman of Governors will decide how it should be carried out. After due consideration of all the facts they consider to be relevant, the Chairman of Governors will reach a decision on whether to uphold or rescind the exclusion or they may make other recommendations. This decision will be made within ten days of the hearing.

The Chairman of Governors will write to the parents informing them of the decision and the reasons for it. The decision of the Chairman of Governors will be final. The Chairman of Governors findings and, if any, recommendations will be sent in writing to the parents and the Head Master.