



Prior Park Schools

An Education for Life

Behaviour Policy for Prior Park School

v.16.1

Whole Trust? No (only PPS)	Statutory? Yes	Website? Yes
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Context

Prior Park School is a community built on Christian values, with emphasis on mutual respect, co-operation, and use of talents. The school promotes a policy of positive teaching, seeking to foster and reward constructive pupil contribution. Underpinning this is a philosophy of assertive discipline, with clear and agreed standards and expectations. Our aim is to create a positive atmosphere that fosters achievement and the happiness of all members of the community. We aim to reward endeavour and success, stressing the benefits of positive behaviour, and will counter misbehaviour to safeguard the community and the individual.

This policy is intended to give clarity about our expectations and to promote the welfare of all pupils and to protect them from discrimination and harassment (whether this is based on race, gender, disability, nationality, culture, religion, sexual orientation or other factors). We aim to promote tolerance and acceptance of the diversity essential to a successful community. We aim to promote attitudes that will allow people to function well in the school and in the wider community. This is supported by work in Houses, in Tutor groups, through taught PSHCE and through school and tutor group assemblies, all seeking to foster positive and thoughtful behaviour.

Objectives of the rewards and sanctions policy;

- a happy working and social atmosphere which nurtures good relations between staff and pupils (and which generates parental confidence)
- a stable community, resolute in its requirements for positive standards of work and behaviour
- clear guidelines known to all, so that objective and consistent decisions can be made, both in regard to positive behaviour and to breaches of school rules and regulations.
- a balance between community needs and individual needs
- a staged response, with punishments and rewards appropriately allocated and recorded appropriately. A system capable of informed review and development
- a clear process for handling major disciplinary issues
- a clear process for appeals, available to parents and pupils as appropriate

Our approach is expressed in the Foundation-wide statement **The Prior Way**;

1. Treat other people as you would like to be treated
2. Forgive
3. Share
4. Be honest
5. Listen
6. Show good manners
7. Be kind and helpful
8. Be your best self.

The broad School Rules are stated in the School Diary and Community Handbook:

1. Pupils should know the Rules and regulations, accepting the ethos of the school and supporting it. Pupils should strive to make the most of every opportunity
2. Pupils must respect the Law of the Land and observe it
3. Pupils should be honest and trustworthy, respecting property, both personal and communal, and being truthful
4. Courtesy, respect and consideration should always be demonstrated. Punctuality, politeness and correct speech must be emphasised. Other people must be respected
5. Uniform should be worn properly and pupils should be neat, clean and tidy. A business-like appearance is required
6. Conduct should be responsible. Personal relationships must be conducted in a considerate fashion. Electronic media must be used thoughtfully
7. Pupils should behave in a positive fashion, avoiding behaviour which is anti-social or injurious to health
8. Pupils should respect the fabric of the building and the possessions of others.
9. Attend all classes, activities, fixtures and planned events. Co-operate with staff and make a positive contribution. Be polite
10. Do all work on schedule, doing your best, and use study time effectively. Respect the rights of others to progress and never try to stop others.

Standards for everyday behaviour in the classroom are defined for pupils as follows;

Rules for the Classroom

<u>P</u> ositive Approach	meet targets, give your best, take charge of own learning
<u>P</u> articipate	listen, work to best of your ability
<u>P</u> ersonal Responsibility	be prepared, tidy and respect your surroundings
<u>P</u> olite	respect others, be considerate
<u>P</u> unctual	strive to get to events before they start
<u>P</u> lay Your Part	listen to others

Simple visible guidance for daily behaviour is stated in the Pupil Diary;

Walk indoors and outside, respect books and carry them in a bag, do not use mobile phones whilst moving around the site, do not eat in class or while walking around the site, wear uniform properly, be kind, no verbal nastiness, no physical roughness, avoid excluding others, avoid offensive references (racial, religious, sexual, sexist, homophobic comments are unacceptable), sexting and cyberbullying are unacceptable, respect yourself and others, secure your property, do not bring any dangerous items or forbidden items into school - staff will confiscate. Chewing gum is banned. Spitting is unacceptable. Show good manners. Classes begin and end formally.

Details of **dress and appearance** are stated in the Pupil Diary/Community Handbook.

All pupils must adhere to an **Acceptable User Agreement** and notes on responsible use of electronic media are in the Pupil Diary for ease of reference.

Rewards for Achievement

The School aims to foster positive behaviours beneficial to both individual and community. Our system of pastoral education and rewards must strive to get more out of the pupils than they thought was possible, promoting self-esteem and reinforcing achievement. We should deal with pupils in a positive, considerate manner setting clear standards and being consistent in our approach.

Positive messages and challenging supportive pastoral input are designed to help pupils believe in themselves, be aware of important issues and are able to develop strategies to cope with challenging issues.

- a. Positive behaviour should warrant **PRAISE**. This can be a quiet word, recognising effort in class or around the school. It can be a more public comment, delivered thoughtfully. A simple message to Form Tutor, HoH or parents can be used to reinforce a message. Work may be displayed, recommended for the school magazine, sensitively read aloud, and praise given in assemblies. The Diary is available and teachers should enter positive comments if appropriate. Postcards and e-mails home can reinforce success
- b. Prompt and informative marking of all written tasks allows **EFFORT and ATTAINMENT** to be **RECOGNISED FORMALLY**. Departments link marking to report grades and help pupils see their progress. Positive comments help reinforce good work, as does intolerance of inadequate work.
- c. All pupils have a **PUPIL DIARY** (contact book). Positive comments can be recorded in the Diary, using the weekly comments section. Tutors examine diaries regularly and discuss progress with pupils. Sixth Form pupils discuss progress with their HoH and Tutor.
- d. **REGULAR REPORTING** encompasses parent-teacher consultation, half-term grades and end of term reporting. Reports should seek to identify positive trends and helpful remedies to problems.
- e. **MERITS** can be awarded for outstanding work as judged by a teacher, relative either to the standard of a set or of an individual. These are effective with younger pupils - Merits should be recorded on the work and the pupil can keep a tally in the Diary. Merit slips/stickers are produced by departments. Merits may be awarded by tutors, or by individual members of staff, if a pupil's attitude and involvement make this appropriate.
- f. **SUBJECT COMMENDATIONS** are available to a subject teacher. An outstanding piece of work or consistently impressive effort/attainment would warrant such an award. These commendations are particularly appropriate for use with Sixth Form students when producing good pieces of work. Departments generate appropriate certificates and the teacher meets the pupil to recognise their achievement. The teacher should inform the pupils' Tutor/HoH/parents of the Award.
- g. **HOUSE COMMENDATIONS** are available to an HoH. They may be awarded to pupils in their House making a notable contribution and the HoH will congratulate the pupil. Awards can be made in House Assembly. Various House Competitions are rewarded with prizes.
- h. **HEADMASTER'S RECOGNITION** is given for notable academic achievement and application, including Speech Day prizes. Termly Headmaster's Assemblies recognise academic achievement, academic progress and effective contribution. A range of **COLOURS** are awarded in performing arts and major sports. Senior Pupils may qualify for **GENERAL**

SERVICE COLOURS through service, attainment, and positive behaviour over a long period of time. In Houses, book tokens are given to recognise effort, attainment and contribution.

Punishments and Sanctions

It is only natural that, from time to time, pupils will need correction. Pre-emptive pastoral care, clear expectations, good organisation and assertive behaviour management should reduce problems, but when they occur a clear, consistent and effective response is needed. Offences must be handled appropriately, using a measured, step-by-step approach and involving relevant colleagues. All members of Common Room are required to respond to breaches of the School Rules and the Code of Conduct, taking action to support the ethos and expectations of the school. Teachers will use professional judgement, acting as part of a team, to affect the best possible outcome.

We try to ensure fairness by investigating any issues thoroughly, listening and considering proportionate action. We strive to keep records and to communicate with parents as appropriate. The purpose of sanctions is to show that certain behaviours are not acceptable and to reinforce the difference between right and wrong.

Step 1 - Pupils who display disruptive behaviour will be reminded of our expectations and a warning given.

Step 2 - An Academic Detention will take place for pupils who have failed to respond to reprimand and a warning. Parents and tutor will be informed through the Homework Diary and Record Book. Pupils who are causing concern by their behaviour may be placed 'on report'. There are Uniform, Punctuality and Academic Reports. In extreme cases pupils may be removed from the classroom. Pupils will then see the Deputy Headmaster and/or Headmaster.

Step 3 - The Deputy Headmaster reserves the right to apply Friday afternoon detentions when he deems it appropriate. Teaching staff may apply to him if they wish to include candidates. Such detentions supersede all other commitments.

Step 4 - The Headmaster is the pinnacle of the disciplinary structure. He plays a role in cautioning students, assisting communication with parents when disciplinary situations are very serious. For example, the Headmaster would write a formal letter of warning if behaviour gave cause for concern and earlier actions have failed to effect improvement. Very serious breaches of discipline may lead to suspension or expulsion.

i) INITIAL STRATEGIES

Pupils should be made aware of the offence and cautioned about the effect of their behaviour. Verbal correction and reprimand is sensible, moving beyond a look of reproach to a quiet word, a conversation after class (or removed from the problem area). Removal of the pupil from a difficult situation, for example by moving them in class or by intervening in the situation should be considered. The Diary is available and teachers should use it to enter comments.

N.B. Please note that any situation that gives particular concern (perhaps suspected bullying or an unusual interaction) should be reported using an incident form or a formal note to the House Tutor.

ii) TEACHER PUNISHMENT

Initial Teacher action.

- A formal start (and end) to the lesson is required. A register should be taken in the teacher's Mark Book (electronic or hard copy) and any absence notification sent to the relevant House.

Work

- Inadequate work must be repeated within 24 hours. Instances of inadequate work should be entered in the diary. Failure to submit work must lead to a reprimand. The work must be submitted within 24 hours.
- Further failure must be corrected by defining a venue and time for the work to be done (e.g. in their specified free time, break, lunch or afternoon break in the library or subject room). Whilst continuing to deal with the problem the teacher must inform the tutor.
- Pupils who have been subject to departmental sanctions ie an Academic Detention but who persist may be placed in a School Detention.
- Persistent failure to meet work standards must be referred to Form Tutor and to HoH Teachers must keep a careful record of punishments applied so that a cumulative picture can be made and called upon if needed. The Teacher's mark-book and the Schoolbase system can be used to aid record keeping.

Uniform

- Inadequacies of dress should be dealt with by reprimand and correction. Persistent offenders should be directed to the section of the Diary on School Uniform and they can copy out the section to enforce standards.

Lateness

- Lateness should be reprimanded with as little disturbance to the lesson as possible. Further offences will require pupils to report to the teacher in their free time (break, lunch, afternoon break). All instances of lateness should be recorded in the Diary at a suitable non-disruptive time during the lesson.

Behaviour

- Failure to meet routine classroom standards must be corrected by a reprimand. Pupils who behave in a silly, unhelpful manner must be reminded of the expectations in the Code of Conduct. Classroom tidying tasks (in pupils' free time) will help correct low level disruption. Teacher detentions and "call-backs" should be given for poor work, poor behaviour and going "off task" in a lesson. Persistent failure to meet routine classroom standards must be referred to the Form Tutor.

All instances of failure to meet classroom standards should be entered in the Diary.

- You must act to stop any rudeness, roughness, idleness, wandering "off task", and classroom misbehaviour. Reprimand, moving of a pupil, setting of a Code of Conduct task or classroom chore, or calling a pupil back later in the day can be used (in proportion to the offence). In extreme cases, pupils may be removed from the classroom - this is a response to a significant challenge. A pupil must be removed to the classroom of a nearby colleague. Pupils removed from a class must see the HM that day and the Tutor/parents must be informed.

- Serious disruption is unacceptable. Any physical violence, swearing at a teacher, dangerous behaviour, vandalism, and gross insolence must be reported to the HM (who will liaise with you and the tutor in responding).

The Diary

- The Diary is a valuable contact book. Use it to inform Tutors/HoHs and parents and to note any offence by a pupil or moving of a pupil. If a pupil cannot produce a Diary use the school e-mail system to record your action (and to inform the Tutor/HoH).

Management of Behaviour Beyond the Classroom

All teachers must correct misbehaviour beyond the classroom. For example, breaches of the Code of Conduct such as bad uniform, rowdiness, rudeness, running in corridors, misuse of mobile telephones, vandalism, and pushing/shoving in corridors demand intervention. In most cases, intervention and reprimand will suffice. Letters of apology, Code of Conduct awareness may be a helpful punishment as might community service (e.g. litter collection, school hall tidying, classroom tidying). Being required to report later can also be helpful. Major offences or concerns (see later) must be alerted to tutor, HoH and HM. Active presence by all teachers is vital in the generation of good order and a safe community.

School standards also indicate behaviour beyond school remains the concern of the school and pupils and staff must act to respect the Law and to avoid bringing the school into disrepute. The section detail of School Rules and Expectations gives further information.

iii) TEAMWORK AND SUPPORT BY COLLEAGUES

a) Form Tutor and HoH

The pastoral team gives vital support. Tutors and HoHs can take the initiative when they see a situation arising which is potentially likely to affect behaviour or performance, preempting possible problems. When things do go wrong, teachers act to remedy problems, using the Diary and school communication system to inform Tutors of the action they are taking.

The House team meets regularly and will discuss pupils causing concern. The House collates information received from a variety of sources. In consultation with HoHs, House Tutors will offer disciplinary support to the teacher. House teams have a range of sanctions, which they will apply appropriately and proportionately: Locker Tidy, Uniform Report, Punctuality Report, Academic Report. Tutors and HoHs review progress regularly and will act to support colleagues by counselling pupils on work practices and good behaviour. House teams can help pupils prioritise, manage time, and grasp points made by Staff. They can liaise with parents as appropriate.

Discussion and advice are often the most effective tool of a House team, with close liaison between teacher and House team offering a powerful force.

On Report

The same report forms should be used by all Houses/tutors and seen as a supportive mechanism to help pupils improve. They are available for Houses from Reception. Parents should sign these forms. They are designed to focus on one area and give the pupil one or two targets at a time. They are:

Uniform Report, Punctuality Report and Academic Report

c) Deputy Heads

The Deputy Heads provide disciplinary support to other authority-holders. Issues of poor behaviour or pastoral concern can be referred to the Deputy or Assistant Head, academic failings to the Academic Deputy Head. Wider failures to cooperate will be the concern of the DH, liaising with HoHs. Issues of dress and appearance are managed at House level, but will be reinforced by the DH and Assistant Head.

Academic

The DH organises **School Detentions**. These take place every Friday between 4.00pm and 5.00pm. This detention is designed to deal with pupils who have resisted departmental sanctions and remain behind with work. Detention should be written in the Diary and communicated to the HM by the school communication system. Names will be entered in the Detention Book by the DHM and the work set. The detention book is held in Reception. Pupils must have one hour of work. This takes free time away from pupils and will hopefully serve as a constructive deterrent. Detention supersedes all activities.

Other Issues

The DH in liaison with the HM and a HsM may decide to issue a Deputy Headmaster's Caution. This represents a significant concern about routine behaviour and co-operation, that will be communicated to and discussed with parents. At this stage the school will consider the efficacy of inter-agency cooperation

The HoH/tutor and teacher may also ask the DH to withdraw a pupil from lessons for a period of time to apply a "cooling off period" and to secure improved behaviour.

The HoH/tutor can also seek a Case Conference in cases of serious academic concerns. The HoH will liaise with teachers and the DHA will be asked to convene a meeting.

d) Headmaster

The HM is the pinnacle of the disciplinary structure.

The HM plays a role in cautioning students, assisting communication with parents when disciplinary situations are very serious. For example, the HM would write a formal letter of warning if behaviour gave cause for concern and earlier actions (perhaps by HoH/DH) had failed to effect improvement.

The HM alone has the prerogative of **SUSPENSION** and **EXPULSION**. These serious sanctions are reserved for serious offences or persistent flouting of school standards which challenge the standards of the school and interests of the community. The appendix "**Disciplinary Incidents: Investigation, Sanctions and Review**" gives further explanation.

The HM is at the top of our staged response, but serious offences necessarily involve the HM early in the process. (see Appendix A).

Details of The Main Rules and Expectations of the School are:

Alcohol

Alcoholic drinks are inappropriate in school and no pupil may bring alcohol on to site or consume it. Alcoholic drinks may be provided by PPSG at certain school occasions, but all consumption must be in line with the Law. Staff on duty will not consume alcoholic drinks.

Absence

Pupils are expected to attend all required assemblies, classes and activities.

Acceptable Use Policy

All members of the community must conform to the standards of the AUP. Unacceptable use is a serious issue. Sexting and cyberbullying are unacceptable and may result in Police action as well as school sanctions.

Appearance and Dress

Pupils are expected to wear correct school uniform and sports kit.

Assemblies

Pupils must attend all assemblies. Formal school dress is required for school, house and form group assemblies, with full school PE kit only permissible if attending a tournament that day.

Books and Equipment

Must be treated with respect stored correctly and not subject to offensive scribbles. All pupils must carry their books in a bag to protect them. Any files that are defaced must be replaced.

Bullying

Is contrary to the spirit of the school, which is based on respect and a culture of kindness. The Pupil Diary contains an anti-bullying charter that all pupils are expected to endorse.

Campus

Pupils are expected to stay on the school site throughout the day.

Chewing Gum

Is not allowed

Dining Hall

Pupils are expected to behave in an orderly manner and to show good table manners when eating. Pupils must clear their tables properly and show community responsibility in the Dining Hall. Mobile phones are not to be used in the Dining Hall. All pupils must be properly dressed in school uniform or school PE kit. In hot weather only shorts will be allowed, but this is not routine wear.

Drugs

Illegal drugs are unacceptable. The consumption and/or possession of illegal drugs is not allowed. A breach of this rule breaches the ethos of the school and will result in exclusion. Any attempt to sell illegal drugs is unacceptable. School and Police action will follow. Harmful substances must not be brought into school or used by PPSG pupils. Pupils must not seek to misuse substances (such as nitrous oxide, aerosols or adhesives). Any such behaviour has a high risk and is unacceptable.

Exclusion

Pupils must not seek to exclude others, rather seek to behave in a tolerant way to all. Any orchestrated exclusion of another pupil will be dealt with under the counter-bullying policy.

False/Fake Identification

It is illegal to use false identification and pupil must not be in possession of any such documents or cards. Any false ID discovered will be given to the Police.

Gambling

Is not allowed. Pupils are forbidden to take or place bets or engage in on-line gambling.

Language

Pupils must give thought to the register of language they use, avoiding offensive words and statements. Sexual, sexist, racist, homophobic and offensive religious/cultural terms are to be avoided.

Litter

All members of the community are expected not to drop litter and instead take action to keep the school site tidy.

Malicious Accusations

Against school staff or pupils will be treated most seriously and may lead to exclusion from the school.

Mobile Phones - must be used with care and consideration. They are not to be used when moving around the site and they must not be used in the Dining Hall. Teachers have the power to confiscate mobile phones if they are used in class, seen in the dining hall and used walking around the site.

Pornography

No member of the PPS community should seek to access pornography or provide it to other members of the community.

Portable Electronic Devices

May be used in lessons as directed by a member of staff. Please note that portable music players are not to be used around the school and may only be used in supervised private study (e.g Homework Club) with the permission of the supervising teacher.

Possessions

All members of the community must take sensible precautions to protect their property. Large sums of money must not be brought into school

Public behaviour

All members of the community are expected to behave well in public, respecting the Law and the rights of others, especially when representing the school by wearing uniform or games kit.

Punctuality

Pupils are expected to arrive at all classes, activities, games and prep ahead of the appointed start time.

Smoking

No smoking by PPS staff and pupils. Electronic cigarettes are not allowed. Smoking of drugs is not allowed. Inhalation and use of dangerous substances is unacceptable.

Theft

Is a serious issue and pupils who steal must expect to face school discipline. Pupils should not interfere or take the items and property of others. Honesty is a key principle of the community and we expect pupils to be truthful and not to take the possessions/money of others. Anyone who does this places in jeopardy their place at PPS.

Weapons

No offensive weapons of any type are allowed in school. Teachers have the legal right to confiscate any such items and to require pupils to be searched if they have reason to believe dangerous items are being carried or brought into school. Dangerous items will be confiscated and if illegal given to the Police or if legal returned to parents.

Behaviour out of school remains the concern of PPSG

Pupils are expected to conform with the Law and to adhere to school standards whenever they are off campus as part of a school group. PPS may take action in certain other situations when there is no school supervision if we become aware of:

- criminal behaviour,
- behaviour which brings the school into disrepute,
- behaviour which shows overt support for the drug culture,
- bullying (including cyberbullying),
- sexting and misuse of social media, smoking and drinking underage,
- bad behaviour whilst travelling to and from school,
- bad behaviour in a public place,
- involvement in acts of violence,
- involvement in acts of racist, homophobic or other discriminatory behaviour.

APPENDIX A

DISCIPLINARY INCIDENTS

INVESTIGATION, SANCTIONS AND REVIEW

Context

Prior Park School has a duty of care to its pupils, and parents (or guardians) have a duty to ensure the attendance and good behaviour of their son/daughter. The expectations of the school are set out in the Behaviour Policy, the Community Handbook, the Counter-Bullying Policy (including the Cyber-Bullying Policy), the Equal Opportunities Policy and the Drugs Policy. Pupils are expected to respond positively to the principles and rules of the school.

The Behaviour Policy indicates a staged response to misbehaviour and makes it clear that serious breaches of discipline must be referred to Housemasters/Housemistresses. Serious offences, even on the first occasion, may lead to suspension or expulsion, but the HM (or in his absence the Acting Head) has the prerogative of imposing this. Serious offences include:

- Bullying - including cyber-bullying
- The use of violence
- Sexual misconduct/impropriety, including sexting
- Misuse or illegal use of alcohol
- Possession or use of illegal drugs (in or out of school)
- Vandalism
- Serious 'hacking/misuse of computer systems (including downloading pornography)
- Serious theft or persistent theft
- Repeated smoking or smoking in any school building
- Cheating/plagiarism
- Possession of offensive weapons/dangerous items

This list is illustrative rather than inclusive. Breaches of the law, dangerous or reckless behaviour, and persistent flouting of school standards, including academic standards, would also warrant major sanctions.

Investigation

Awareness by staff of offences is likely to arise in a variety of ways. A teacher upon hearing of an offence or encountering an issue must act in accordance with school policy. Consider guidance given in the Behaviour Policy, the Counter-Bullying Policy, the Drugs Policy, and the Child Protection Policy. Teachers will need to inform the HoH/tutor and/or the DH. Any investigation (beyond preliminary discussion) must be conducted in accordance with a plan agreed by the DH and probably conducted by him/her. The investigation of a serious offence should not be conducted by a member of staff who was witness to the alleged breach. Once a decision is made to launch an inquiry/investigation a plan must be defined:

- Decide the critical issues, and what inquiries could be reasonably made to resolve them
- Inform parents of the situation
- Keep accurate written records of each stage of the investigation, including date, time, who was present, what was said, and where it took place

- When taking notes of an interview, read these notes back to the person being interviewed at the end to confirm their accuracy
- Add any written statements (by a pupil or person interviewed) to your documentation, completing an Incident Form as a cover sheet
- Be careful and even-handed in consideration of all available evidence
- Consider having another adult present during any discussion or interview
- Consider the age and vulnerability of the pupil/pupils being interviewed. Also consider the record of the pupil, his/her circumstances, peer pressure, frequency and severity of the behaviour and likelihood of recurrence
- Written records should be collated and filed in the House files, with full copies to the HM
- Any punishment/sanctions must be proportional to the offence committed (and consistent with the burden of probability) - sanctions are defined in the Behaviour Policy. In exceptional circumstances an additional contract of personal behaviour or statement of intent may be negotiated and signed by pupil and parents.

Suspension and Expulsion

In the event of serious misbehaviour, matters are referred to the Deputy Headmaster/Head Master. Serious breaches of discipline can result in suspension or expulsion.

- A. **Suspension/temporary exclusion** is applied for serious breaches of school rules and expectations. Only the Head Master (or in his absence the Acting Head) may suspend a pupil. This may occur in two forms:
- i) Fixed-term sanction - a pupil is excluded from the school for a defined period as a warning of the need to re-assess his/her behaviour. This is recorded on a pupil's disciplinary record.
 - ii) Removal of a pupil pending an investigation of a rumour or complaint concerning him/her. This is a neutral (not disciplinary) measure to allow an unimpeded investigation, and may also be taken for the good of the pupil by separating him/her from immediate school pressures.

The HM will make any such decision in consultation with HoH/tutor and senior staff. HoHs will explain the matter to parents. There is no right to formal review of decisions to suspend, but parents may ask the Headmaster to reconsider.

B. Expulsion or Permanent Withdrawal

Expulsion/permanent exclusion

- i) Expulsion/permanent exclusion - in the case of serious offences the Head Master may require a pupil to leave the school. Before making this decision, the Head Master will have consulted the Chairman of Governors. Parents must be made aware that they can seek a Governors' Review.

Permanent Withdrawal

- ii) Withdrawal of a pupil - for a breach of discipline which did not justify expulsion, but makes it impossible for the pupil to remain, the Head Master may request parents to withdraw a pupil. A consultation with parents will take place, to discuss leaving status and to provide help in finding a fresh start. If parents accede to this request, there will be no fees in lieu of notice. The fees/extras up to and including the end of the present term remain payable (without remission for unexpired weeks).
- iii) Required removal - following consultation, the Head Master is satisfied a pupil must leave, but parents refuse to withdraw the pupil. The head Master is entitled to suspend (or to continue suspension) and to inform parents that consideration will now be given to formally requiring the pupil's removal. The Head Master will set the timescale (eg. 3 days) for his decision.

The HM will inform parents that if he comes to the conclusion that the child must be removed, the parents will be entitled to a review by Governors. However, they must realise that, if the decision is upheld, leaving status may be affected (and there may be financial consequences). When requiring removal, the HM should state:

- The facts found
- Reasons for the decision
- The pupil's leaving status
- The financial position

If parents request a Governors' review they should be sent an application form and a copy of the review procedure without delay. Following receipt of a completed application from parents, the review should take place within 7 days, and preferably sooner.

Appendix B to the PPC Behaviour Policy.

Support by Senior Pupils for the Behaviour Policy

Senior pupils (Sixth Form) in the School should play an active role in upholding the standards of behaviour and presentation needed. They are vital in creating an atmosphere that helps all pupils and keeps them safe from harm and unhappiness.

HoHs will expect their senior pupils to be a visible presence around the school and to offer positive example and alertness to potential issues.

Senior pupils will be appointed to positions of responsibility at House and School level. Senior pupils will contribute to the Headmaster's Committee, to House Committees and to school committees.

The authority of the Senior Pupil derives from their senior position and the roles awarded by Headmaster and HoHs. Senior pupils will never issue punishments or set drills for pupils - rather they will refer the problem to a member of staff for them to intervene and deal with the situation.

Key points:

- Senior pupils will lead by positive example
- Senior pupils will be a visible and active presence around school
- Senior pupils will be able to advise younger pupils and will seek to be proactive in helping younger pupils avoid problems
- Senior pupils will undertake defined roles as Heads of School, Heads of House and play a range of roles within Houses. They will also serve on a range of committees.
- Senior pupils will share school duties to foster good order (for example, lunch supervision and running front of house at events)
- Senior pupils will never impose punishments of any type on other pupils - if there is a problem they will refer the issue to the appropriate member of staff for consideration
- Senior pupils will never be left in sole charge of any activity, they will always have staff present who they are supporting
- Senior pupils will see themselves as being part of a community striving to serve and look after the welfare of the pupils, but recognising the necessary limits of their expertise and knowing that teaching staff must deal with issues.