



Post-16 Behaviour Policy

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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

1. Statement of aims

At Thomas Tallis and School the conduct of Post-16 students must meet the behavioural expectations placed on all students.

In addition, we consider it reasonable to expect the following additional behaviours of sixth form students who are older and more mature than 11-16 students.

- To attend all scheduled lessons on time and not truant lessons.
- To work as directed by teaching staff in lessons, in private study, and at home.
- To submit work by reasonable deadlines.
- To produce work of a reasonable or better standard given the prior attainment of the student.
- To adhere to the sixth form's dress code.
- To submit their own work for public examination and not plagiarise work.

The school's disciplinary procedures for sixth students are laid out in this document and in the associated flowcharts. This document aims to specify clear and fair procedures to be followed whenever a sixth form student's behaviour falls below expectation. The procedures are reasonable and proportionate and are not intended to be used to remove from the school roll those students who are simply not particularly academic and are at risk of failing their exams solely because of this.

Students who show the right behaviour have the right to risk the rigours of competitive examination. Hence, all students who meet our entry criteria, who attend punctually, and who work steadily as directed so that they meet our reasonable deadlines for work to be completed have an entitlement to be entered for examinations, even if they might fail them. Our disciplinary procedures are entirely focused on our reasonable expectations of behaviour for a sixth form student, not on attainment.

Students who do not meet our reasonable behavioural expectations defy our institutional norms of behaviour to the detriment of other students. In refusing to work and/or being late to lessons and/or to attend lessons and/or violating the sixth form's dress code and/or plagiarising work they disobey the academic instructions of staff and violate our high academic standards. Our disciplinary procedures are in place to ensure that sixth form students who persistently defy our instructions are supported to change their poor behaviours, and to ensure that their presence does not have a negative impact on the learning of other sixth form students.

The recent decision to raise the 'Participation Age' for education, training or employment to nineteen does not mean that the school leaving age has been raised to nineteen. The school leaving age remains at sixteen. It means that

young people must remain in education or training until the age of nineteen. It is the young person's responsibility to find and retain their place in education or training. Young people do not have the right to remain in a school environment if their conduct means that institution's reasonable standards for behaviour are persistently defied.

It should also be noted that the school's normal and reasonable expectation is that all students must pursue at least three courses in each academic year and meet relevant expectations in these courses given prior achievement. Students who refuse to study at least three courses will be considered as truanting the course which they do not attend, and this will be considered as persistent defiance of academic instructions as defined in the behaviour for learning policy outlined below.

The Department for Education has issued statutory guidance on the exercise of the head teacher's power to suspend students from school in the document "Exclusion from maintained schools, Academies and pupil referral units in England". This DfE Guidance provides, at §12: 'Pupils who repeatedly disobey their teachers' academic instructions could, however, be subject to exclusion'. At Tallis we call Fixed Term Exclusion 'Suspension' and Permanent Exclusion 'Exclusion'.

Defiance of the school's behavioural standards as specified in the attached flowcharts will lead to suspension. Persistent or gross defiance of the school's behavioural standards as outlined in the attached flowcharts will lead to exclusion. In the past this has happened rarely, as students choose to leave to begin afresh elsewhere.

The law says that the school has no responsibility to notify the Local Authority of sixth form suspensions or to find 'Day 6' provision for a suspended sixth form student. However, if a sixth form student leaves education of their own accord or is excluded, it is the school's responsibility to notify the Local Authority so that they can support the student in finding training or employment in line with recent 'Raising of the Participation Age' legislation.

2. Expectations of Staff

Poor communication between subject staff, pastoral management and parents of students at risk of underachievement, suspension or exclusion is at the root of most of these difficulties. Teaching and pastoral staff are expected to contact parents as appropriate, certainly at each stage of the various support Programmes, to record these contacts with brief notes as appropriate, and to re-establish contact using e.g. standard letters if parents are unavailable on the phone or via email. The threat of suspension or exclusion is a serious one; it underlies this policy and must be supported with a good evidence trail that allows

the sixth form to show that at each stage the student and their parent have been kept informed of the consequences of misconduct continuing.

3. Scope of this Policy

This policy covers:

- The Study Support Programme for students whose defiant behaviours include:
 - Failure to work in class
 - Failure to work independently
 - Failure to submit work by reasonable assessment deadlines including the standards set out in the BTEC Assessment Programme
 - Failure to otherwise follow the reasonable academic instructions of staff
 - Plagiarism or cheating in exams

Pastoral Support Programmes for students whose defiant behaviours include:

- Poor conduct towards staff or others
- Failure to meet minimum standards of attendance
- Failure to meet minimum standards of punctuality
- Suspension from the Sixth Form
- Exclusion from the Sixth Form

This policy does not provide guidance covering every eventuality. The Head of Sixth Form (or his/her personal representative) will arbitrate as necessary.

4. The Sixth Form Study Support Programme

- 4.1. The Study Support Programme is intended to support students whose behaviour means they are not working as best they are able: it addresses a lack of work, poor attendance, or other poor behaviour. If underachievement arises for these reasons, this amounts to a refusal to behave as the school expects.
- 4.2. If underachievement in a subject is due to low ability or mismatched aptitude rather than lack of effort the subject teacher will pass their concerns to the Head of Year who will have a discussion concerning the suitability of courses and a students' course load with the student and parents. Following this discussion the Head of Year may elect to change a student's course loading, or ask staff to offer additional academic support.
- 4.3. Underachievement due to lack of work means inadequate work, failure to submit work by reasonable deadlines, or plagiarism. We define inadequate work as work that shows lack of effort and therefore does not reflect reasonable expectations of the student's academic ability.

We base these expectations on the national data for expected progress given prior attainment produced by ALPs. We consider academic underachievement in this sense as a breach of behavioural expectations that are reasonable for a sixth form student.

- 4.4. Our offer of study support and our insistence that students accept it are reasonable and justified requests of a sixth form student. If the student refuses to accept the support given this amounts to disobeying the academic instructions of staff and violating our behavioural standards. Defiance of the school's behavioural standards as specified in the attached flowcharts will lead to suspension. Persistent or gross defiance of the school's behavioural standards as outlined in the attached flowcharts will lead to exclusion. However, most students and parents will choose to leave rather than having a exclusion on the record.
- 4.5. Persistently underachieving students (those who pass through the stages of the Study Support Programme more than once) will be reinstated at the highest stage of the Support Programme they previously reached, once they have reached Stage 3.
- 4.6. **Stage SS1 – level 1 study support: Underachievement in one subject:**
The subject teacher will speak to the student about their unsatisfactory behaviour and arrange for inadequate or missing work to be completed at a mutually agreed time.
- 4.7. **Stage SS2 – level 2 study support: Continuing underachievement in one subject:**
The subject teacher will initially offer extra compulsory support at a time that is convenient for the teacher. The student will be given academic support to meet the standard of work and effort that can reasonably be expected of them. If no improvement is shown after two weeks, the student will progress to stage 3.
- 4.8. **Stage SS3 – level 3 study support: Persistent underachievement, or failure to attend compulsory support:**
A student will be escalated to this level if they persistently disobey the academic instructions of a classroom teacher by persistently refusing to submit adequate work, or persist in missing deadlines. They will also be escalated to this level if they fail to attend compulsory support sessions. These behaviours are considered as defiance and do not meet the standards of conduct considered reasonable for a sixth form student.
- 4.9. The student concerned will meet with the subject Head of Department or Subject Curriculum Leader and parents will be informed. Additional compulsory academic support will be offered as necessary. Targets will be formally agreed with parents and students. The student will be monitored for two weeks on subject report to the Head of Department.
- 4.10. At the end of the monitoring period the student will either have reached the behavioural standards required in which case study support will cease, or study support will be escalated to the next stage.

4.11. Stage SS4 – level 4 study support: Persistent defiance of academic instructions:

At this stage the student has failed to respond to the support given and has made a choice to persistently defy the behavioural standards set by the school. A student may reach this stage because they have failed to meet behavioural standards in one subject, or because behavioural concerns have been raised in more than one subject simultaneously.

- 4.12. The student will be placed 'On Report' to the Head of Year and a meeting will be held with the student and parents in which targets will be set. The 'On Report' procedure will last for at least two weeks.
- 4.13. At the end of the monitoring period the student will either have reached the behavioural standards required in which case study support will cease, or study support will be escalated to the next stage.
- 4.14. The school may consider a fixed period suspension for persistent defiance of academic instructions.

4.15. Stage SS5 – level 5 study support: Persistent defiance of the reasonable academic instructions of senior staff

- 4.16. The school will consider a suspension for persistent defiance of academic instructions.
- 4.17. The Head of Sixth will establish subject concerns concerning persistent violation of our behavioural standards and meet with parents to discuss them. At the meeting a verbal warning will be given that the student is at risk of exclusion. Targets will be agreed and put in writing in a Sixth Form Contract, a follow-up meeting set and the student placed on daily report. The student must show improvement over a period of two weeks.
- 4.18. A student who has reached Stage 4 in this academic support Programme will normally be assigned substantial additional Supervised Study sessions in the silent study area besides their normal lessons. Attendance to these will be monitored in the usual way. Other support measures may be used as appropriate – see the Pastoral Support Programme, below.
- 4.19. The Head of Post-16 will also discuss a student's course loading and adjust it at his or her discretion. However, in all but the most exceptional cases (such as those where the student concerned has a medical condition being treated by a consultant) all students must pursue at least three courses.
- 4.20. At the follow-up meeting the student will either have shown the necessary improvement or the school will move to exclude the student for serious and persistent defiance of reasonable academic instructions, in line with the DFE Guidance which provides, at §12: 'Pupils who repeatedly disobey their teachers' academic instructions could...be subject to exclusion'. Alternatively, a student may choose to leave by mutual agreement expressed in a letter they have signed.
- 4.21. When a student reaches this stage the school has supported the student through levels 1-4 of the support programme yet the student

has not changed their behaviour. Instead, they have demonstrated persistent defiance of reasonable academic instructions for a sixth form student given by senior staff.

5. The Sixth Form Pastoral Support Programme for those whose conduct is poor

- 5.1. Sixth Formers are voluntary members of a sixth form. Almost all will conduct themselves maturely. A few will not. Fewer still will continue to behave inappropriately and will have to be asked to leave, either by mutual agreement or via exclusion.
- 5.2. This Sixth Form pastoral support programme is intended to support students who are at risk of suspension or exclusion prior to this happening.
- 5.3. They may be at risk of exclusion because they have returned to school following a fixed period suspension for misconduct (in such cases students will be placed at Stage PS3 directly), or persistent poor behaviour. However, in some cases where misconduct is serious there may be a single warning for a first offence prior to exclusion for a second. In a few cases a single offence will be serious enough to lead to immediate exclusion.
- 5.4. Where a student has been excluded any future reference will have to declare this. In cases of exclusion the final decision to remove a student will be made by the Head with a right of appeal resting with the Governors.
- 5.5. **Stage PS1: Discussion with staff and contact with home:**
If staff have concerns about a student's conduct it will be customary for them to contact home, record this contact, and let the student's tutor know. Targets for improvement will be discussed with parents and the student and appropriate measures of support agreed. If there is no improvement in the student's conduct, the student will be placed at Stage PS2.
- 5.6. If a student's tutor has reason to think that the student's conduct is causing concern particularly across a number of subjects or outside lessons they will contact home, record this contact, and let the Head of Year know. The Head of Year may also choose to ask the tutor to place the student 'On Report' to the tutor for a minimum of two weeks. If the student fails on report to the tutor, the student will be placed at Stage PS3 of this Pastoral Support Programme.
- 5.7. **Stage PS2: 'On Report' to KS5 subject lead for a minimum of two weeks.**
If a student persists in poor conduct they will be placed 'On Report' to the curriculum leader who will support the student in meeting agreed behavioural targets. When a student is placed on report, actions to address the underlying problem and support measures will be agreed and targets set. These will be communicated to parents. The report

card also has space for a parental signature at the end of each day. At the end of any day where there have been difficulties the curriculum leader will discuss these with the student and apply a sanction.

5.8. **Stage PS3: After failure 'On Report' to a subject or tutor:**

If a student placed 'On Report' to a subject fails to meet targets set whilst on report to the Curriculum Lead, the Head of Year will establish subject concerns and meet with parents to discuss them. Targets will be agreed and noted on the Report, a follow-up meeting set and the student placed on daily report. The student must show improvement over a period of two weeks. In the parental meeting other support measures may be discussed and used as appropriate, such as referring the student to the school counselling service.

5.9. The Head of Year will also discuss a student's course loading and adjust it at his or her discretion. However, in all but the most exceptional cases (such as those where the student concerns has a medical condition being treated by a consultant) all students must pursue at least three courses.

5.10. **Stage PS4: After failure on Report to Head of Year:**

If the student fails on report to the Head of Year, a fixed period suspension would normally be considered. At the customary re-integration meeting the student, his/her parents, and the Head of Sixth Form will agree targets for improvement and support measures and put these in writing in a Sixth Form Contract. A follow-up meeting will be set and the student placed on daily report to the Head of Sixth Form. The student must show improvement over a period of two weeks at least. A verbal warning will be given that the student's place in the Sixth Form is at risk.

5.11. **Stage PS5: After failure on report to the Head of Sixth Form**

If the student fails on report to the Head of Sixth Form, a fixed period suspension would normally be considered. At the follow-up meeting the student will either have shown the necessary improvement or a meeting will be arranged with the student, his/her parents, the Head of Sixth Form and a Deputy Head. The targets in the Sixth Form Contract will be discussed again, the student placed on report to the Head of Sixth Form and two weeks given to show improvement. The student will be warned in writing that unless improvement is shown over a period of two weeks their place in the sixth form will be withdrawn either by mutual agreement or by exclusion.

5.12. When a student reaches this stage the school has supported the student through levels 1-4 of the support programme yet the student has not changed their behaviour. Instead, they have demonstrated persistently defiant behaviour for a sixth form student.

5.13. The final decision about exclusion rests with the Headteacher.

6. The Sixth Form Pastoral Support Programme for students with poor attendance

- 6.1. Good attendance underpins good learning and builds employable character. It is the normal expectation that attendance will be above 95% and attendance lower than this figure will trigger the Attendance Support Programme, which provides attendance figures appropriate for each stage of support. The Tutor will normally monitor attendance to school for students in their tutor group and the Head of Year have oversight.
- 6.2. Recent national guidance indicates that an attendance figure under 90% must be regarded as persistent absence.
- 6.3. Medical absence will only be authorised on receipt of a doctor's letter, appointment card or prescription. In addition, schools are required to refuse most requests for holidays or family absence during term-time and these will also be recorded as unauthorised absence. In practice this means that those with good prior attendance will not drop below the 95%+ threshold and be subject to disciplinary action.
- 6.4. If there is no medical evidence to explain an absence, a decision to attend school or not attend school is a behavioural matter: students who do not attend without a good medical explanation of why this is so are persistently defiant of reasonable academic instructions from staff. Hence we consider persistent absence to amount to persistent defiance of the standards of behaviour which are reasonable for a sixth form student.
- 6.5. In line with national policy, students who do not return to learning after being absent for four weeks will be taken off-roll unless there is a medical explanation for this extended period of absence.
- 6.6. In addition, in line with national funding guidance, the school will in general not pay for the exam entries of students with attendance below 90% unless there is a medical explanation for this low attendance figure.
- 6.7. Our Attendance Support Flowchart shares with our other Support Programmes a staged approach intended to support a student in coming to school as directed.
- 6.8. When a student reaches the final stage the school has supported the student to change their behaviour yet the student has not changed their behaviour. Instead, they have demonstrated persistently defiant behaviour for a sixth form student.
- 6.9. The final decision about exclusion rests with the Headteacher.

7. The Sixth Form Pastoral Support Programme for students with poor punctuality

- 7.1. Lateness to lessons disrupts the learning of others as well as that of the student. We do not accept disruptive behaviour in our sixth form.
- 7.2. Persistent lateness will trigger the Pastoral Support Programme for poor attendance as per our Punctuality Flowchart. Intermittent lateness will be dealt with by subject teachers, normally by keeping a student behind in order that they may catch up.
- 7.3. When a student reaches the final stage of this programme the school has supported the student yet the student has not changed their behaviour. Instead, they have demonstrated persistently defiant behaviour in refusing to obey reasonable academic instructions, namely to come to school on time and not cause upset and disruption to the learning of others.

8. Fixed Period Suspension and how it fits into the Pastoral Support Programme and Study Support Programme

- 8.1. Fixed period suspension is an appropriate punishment for persistent misconduct under 'totting up' procedures, and serious 'one-off' offences.
- 8.2. Offences exemplified below form an indicative, not exhaustive list.
- 8.3. Any instances of physical violence towards other students on school premises is an immediate threat to the health and safety of others and will be treated with the utmost seriousness.
- 8.4. Any instances of possession, use or supply of controlled drugs on school premises will be regarded as an immediate threat to the health and safety of others and will be treated with the utmost seriousness.
- 8.5. Examples of misconduct that might lead to fixed period suspension prior to exclusion: rudeness, inappropriate use of the Internet, inappropriate use of study areas, continual failure to meet dress codes, inappropriate use of electronic devices such as mobile phones etc, inappropriate use of fire exits, theft, bullying. Persistent failures to meet expectations such as those above amount to the systemic defiance of norms of conduct and may lead to exclusion.
- 8.6. Examples of misconduct that might be 'totted up' and lead to exclusion: persistent defiance of coursework deadlines, persistent defiance of classwork deadlines, persistent refusal to attend lessons, persistent refusal to be on time for lessons, persistent refusal to be on time for registration, plagiarism of classwork etc.
- 8.7. Examples of serious 'one-off' misconduct that will be subject to a single fixed period suspension prior to exclusion: smoking cigarettes on site, bringing alcohol onto site, bringing drug paraphernalia such as long rolling papers onto site, being under the influence of controlled

drugs or alcohol in class or on site, bringing the school into disrepute by being in possession of controlled drugs outside the school premises but in the vicinity of the school where the school can be identified, bringing the school into disrepute by being in possession of controlled drugs outside the school premises but whilst representing the school; fighting; vandalism; bringing strangers onto site; gross rudeness; using school networks inappropriately; plagiarism in final versions of work submitted for examination purposes even if this work has not been signed off for submission to an Exam Board, other misconduct during examinations.

- 8.8. Examples of misconduct that will immediately lead to exclusion: bringing controlled drugs onto site; possession of used/ 'dirty' drug paraphernalia on site; selling controlled drugs on site; being under the influence of controlled drugs in class or on site in a way that prejudices the good order of the school; bringing the school into serious disrepute by conduct offsite, such as by using social media to advocate, promote or encourage unacceptable conduct such as drug-taking, membership of proscribed organisations etc; significant damage to school property or vandalism amounting to criminal damage; significant violence or threatening behaviour directed against staff, students; bringing an offensive weapon onto the school site.
- 8.9. Guidance tariff for fixed period suspensions:
- a) Failure to cooperate at Stage 3 or later of the Pastoral Support Programme: 1 day internal
 - b) Inappropriate use of the IT network: 1 to 3 days internal
 - c) Fighting outside of a lesson: 3 to 5 days internal/ external
 - d) Fighting in a lesson: 3 to 5 days external
 - e) Being grossly rude to a member of staff: 3 to 5 days internal
 - f) Foul and abusive language towards a student or member of staff: 3 to 5 days external
 - g) Racial, sexual, homophobic etc. discrimination towards a student or member of staff: 3 to 5 days external
 - h) Plagiarism: 1-3 days internal/external for a first offence
 - i) Bringing the school into disrepute: up to 5 days internal/ external

9. How Sixth Form Fixed Period Suspensions are initially managed.

- 9.1. We hold Sixth Form students to a higher behavioural standard than for lower school students and therefore operate a 'Three Strikes' procedure for sixth form suspensions. If a student is suspended twice during the period of their sixth form studies, we will normally exclude such a student on their third offence.
- 9.2. The decision to suspend or exclude will be taken in response to breaches of the Sixth Form behaviour policy, including persistent

disruptive behaviour or persistent defiance of academic instructions or if in allowing the student to remain in the Sixth Form the education or welfare of the student or others would be seriously harmed or would prejudice the good order of the school.

- 9.3. Before making the decision to suspend or exclude, the Sixth Form will investigate events within reason. The student will be asked for his/her version of the events including relevant provocation, and witnesses will be sought. The student's previous disciplinary record will be considered and referred to in the correspondence to parent(s). However, in certain circumstances it may be necessary to send the student home pending further investigation and inform their parent(s) of this.
- 9.4. At the point of suspension, a letter will be sent home both by hand and by first-class post, stating the reason for the suspension. Wherever possible, telephone contact will be made with parent(s) of the student informing them of the suspension. All suspensions will be recorded and the Head and Governing Body informed promptly as appropriate.
- 9.5. For all fixed period suspensions work will be set.

10. What happens after a student is suspended for a fixed period: our 'Three Strikes' rule

- 10.1. This section's guidance applies except in the case of the more serious offences described at 8.6 and 8.7 above, where we may opt to exclude after either one offence (section 8.7) or two such offences (section 8.6).
- 10.2. **First Fixed Period Suspension:**
After a fixed period suspension there will normally be a reintegration meeting at the end of the period of suspension and the student will be placed at stage PS4 of the Pastoral Support Programme. In general both the student and their parent will attend this meeting. A Sixth Form Contract will be signed by all parties.
- 10.3. **Second Fixed Period Suspension:**
After a second fixed period suspension a student will be placed at Stage PS5 of the Pastoral Support Programme. There will be a reintegration meeting at the end of the period of suspension. In general both the student and their parent will attend this meeting. The Sixth Form Contract will be discussed and the targets clarified as necessary.
- 10.4. **Further Fixed Period Suspensions:**
If a Sixth Form student has been suspended twice already, the school will consider excluding them. Such a student may be referred to a Deputy Head, who will consider whether to agree a further Sixth Form Support Plan or to recommend to the Head and Governors that the student be excluded.

- 10.5. The decision to exclude will be conveyed in writing and include details of the procedures for a parent(s) to follow in exercising his/her right of appeal against permanent suspension.
- 10.6. **Parental Involvement in Fixed Period Suspensions:**
The letter informing parent(s) of an suspension will explain the procedure to make representations. The parent(s) may wish to make written representation to the Chair of the Student Discipline Committee site about a suspension. A parent(s) wishing to make representation should do so in writing within 5 school days.
- 10.7. The Chair of the Student Discipline Committee has discretion as to whether to call a meeting or not. Whatever is done will be recorded and placed on the student file. If a meeting is held, it will be after the period of suspension has been served. The parent(s) may if they wish have someone of their choice to accompany and assist them at the meeting. The meeting is not an appeal and will not cause an interim postponement of the suspension. However, if the suspension would bring the total number of days of suspension to more than 15 days in a term then the Student Discipline Committee must meet.
- 10.8. If a meeting is called the Student Discipline Committee will follow a set procedure for the meeting. The purpose of the meeting is to enable the parent(s) to be satisfied that his/her views have been heard and consideration given as to whether more information should be added to the student's record. In the event of a meeting being called, Governors cannot overturn the suspension, but can add a note to the student file. The decision of the Student Discipline Committee will be final in this respect.

11. Exclusion

- 11.1. The Head shall have the discretionary power to exclude permanently any student, after consultation with the Chair of Governors, the Deputy Head involved and the Head of Sixth Form.
- 11.2. In exceptional circumstances, such as those described above (see 8.7 'Examples of misconduct that will immediately lead to permanent exclusion') the Head may decide to exclude the student without the student having had any previous temporary suspensions.
- 11.3. In cases where a student has previously been involved in serious misconduct (see 8.6 'Examples of serious 'one-off' misconduct that will be subject to a single fixed period suspension prior to permanent exclusion', above) the Head may decide to exclude the student after a second instance of serious misconduct occurs.
- 11.4. The parent(s) will be informed in writing by the Head of their right of appeal against a decision to exclude. The parent(s) will be advised that he/she may, if they wish, have someone of his/her choice to accompany and assist him/her at the appeal meeting. Appeals should

be made in writing to the Chair of the Student Discipline Committee via the Clerk to Governors, within 10 school days of notification of the exclusion.

- 11.5. The Student Discipline Committee should meet between the 6th and 15th school day after notification by parent(s) of their wish to appeal.
- 11.6. A minimum of 3 governors will constitute the Student Disciplinary Committee convened for the purpose of considering appeals against exclusion. The Chair of Governors who will previously have been consulted regarding exclusions will not be a member of this committee.
- 11.7. There is no restriction on Governors who have served on a Fixed Period Exclusion Panel serving on any subsequent Exclusion Panel for the same student.
- 11.8. The Student Discipline Committee will follow a set procedure for the meeting.
- 11.9. Governors will make a decision about whether to uphold the exclusion, which will be provided via the Clerk to Governors in writing to the parent(s) and posted within 5 days after the meeting.
- 11.10. Any meeting of the Student Discipline Committee may, at their discretion, consider in sequence more than one exclusion case at that meeting.

12. Missing public exams because of suspension.

- 12.1. If a suspension would result in a student missing a public examination, the Head of Sixth Form will review the decision. Normally a student will be permitted to be on site to sit the public examination, but in the unlikely event of the Head of Sixth Form deciding it is not appropriate for a student to take an examination, this decision will be referred to the Student Discipline Committee. The panel should attempt to meet before the examination. If it is not practical for the Panel to meet before the examination is due to be taken, the Chair of the Student Discipline Committee, or the Chair of Governors has the discretion to allow the student on site to take the examination.