Pastoral Care Policy (including Exclusions Policy)

Pastoral Care Policy and Practice

Pastoral Care is concerned with the care and promotion of all pupils’ personal and social wellbeing, ensuring that all pupils are making progress and fostering positive attitudes. Through its pastoral care provision, the Haberdashers’ Monmouth Schools demonstrate their continuing care for all students as individuals, actively encouraging them to be happy, productive members of the Schools and of the wider community. Outstanding Pastoral care supports the academic aims of the Schools.

Aims

The aim of the Pastoral Care Policy is to reduce and remove barriers to learning, to create a caring, supportive and safe environment which values individuals for their unique talents and abilities and in which all students can learn and reach their full potential. We aim to celebrate success and to correct poor behaviour in a way which is supportive and nurturing.

The Pastoral Care team aims to support all students in overcoming barriers to learning using a range of intervention and support strategies. The team recognises that pastoral needs and issues span a wide range and are different for every pupil, affecting each individual differently both in extent and impact. Areas in which the Pastoral team provides support to students include, but are not limited to, attendance; behaviour; progress; SEN; EAL; social integration and peer relationships; sexuality and gender; medical conditions; sex and relationships; young carer roles; family relationships and changes; anxiety; self-harm; eating disorders; suicidal thoughts and bereavement.

The highly individualised nature of pastoral issues means that the Schools do not operate a fixed programme of support and interventions for specific issues. Our approach is tailored to each individual pupil and their specific situation. Working in partnership with the pupil, parents/carers and Pastoral team staff, a bespoke support package is put together for each student as required.

Inclusion & Diversity

The Haberdashers’ Monmouth Schools are inclusive community where all students and staff are treated with dignity and respect, regardless of individual differences including culture, race, religion, beliefs, sexuality, gender orientation, appearance and ability.

Roles and Responsibilities

Pastoral care and safeguarding is the concern of all HMS staff and the pastoral structures in the Schools aim to support them in this overall responsibility.

Monmouth School for Boys

Senior Management Team
Headmaster
Second Master (DSP)
Head of Sixth Form

Monmouth School for Boys

Senior Management Team
Headmistress
Senior Deputy Head (DSP)
Head of Sixth Form

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Pastoral Care Policy

Rewards & Sanctions

Pupils at the Haberdashers’ Monmouth Schools are encouraged to adopt and demonstrate the highest behavioural and moral standards and to respect the ethos and aims of the Schools. Our aim is to develop trust, honesty, integrity and common courtesy. Strong relationships, good manners and a secure learning environment play a crucial part in the development of free-thinking individuals, who are motivated to become life-long learners. Through our extra-curricular programme, our boarding provision, our teaching and learning practices and pastoral care systems, we seek to develop qualities of team-work and leadership.

All members of the community are expected to treat each other with consideration, kindness and politeness, and to respond positively to the opportunities, demands and challenges of school life.

We ask that all pupils:

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- take pride in their school and show compassion for one another;
- seek to fulfil their own potential, as confident and courageous individuals.

Everyone has a right to feel secure and to be treated with respect, regardless of background or identity. Harassment and bullying will not be tolerated.

The Haberdashers’ Monmouth Schools are committed to promoting equal opportunity for all, regardless of age, race, religion, gender, sexual orientation, identity, physical disability, or learning need.

We expect all pupils to be ready to access and participate fully in academic and co-curricular activities. They should arrive punctually, follow instructions and behave with courtesy at all times. They should care for buildings, equipment, furniture and the environment. We expect all pupils to behave at all times in a manner that reflects the best interests of the whole community, whenever representing the Schools.

Please note, the systems of Rewards and Sanctions vary from the Senior Schools in the two Prep Schools and the Pre-Prep & Nursery although the principles of using effective rewards and sanctions to encourage good effort and behaviour remain the same.

**Rewards**

All pupils should be given opportunities to succeed and their success should be celebrated. Verbal praise is core to this ethos and is to be used as often as merited. The display of good work via noticeboards is another way of noting achievements and thus increasing pupils’ self-esteem. A simple thank-you for good behaviour is always valued.

For excellent effort in any subject or for other reasons e.g. contribution to boarding, houses, co-curricular activities etc., a Merit may be awarded. These are worth a house point at MG and contribute towards the House Effort Points Cup and Headmaster’s Commendations at MB. Staff members are asked to enter the details into the SIMS database.

Merits are awarded by classroom teachers, Heads of Years, Heads of Houses, Housemasters and Heads. The points all count towards House rankings at MG and the House Effort Points Cup and Headmaster’s Commendations at MB.

Rewards assemblies are opportunities for notable achievements to be celebrated in front of the whole school.

Each school has a Speech Day, where significant rewards are celebrated.

**School Rules**

School rules are designed to encourage pupils to show positive behaviour, pride in their school, compassion for others, self-respect and good discipline. Our aim is to reward and encourage good behaviour whilst setting boundaries to manage challenging behaviour and to create a safe and secure learning environment.

Examples of serious breaches of behaviour of the rules include:
- possession or abuse of drugs, tobacco or e-cigarettes
- abuse of alcohol
- theft
- bullying
- physical assault, threatening behaviour or fighting
- sexual harassment or misconduct
- making malicious accusations against staff
- misuse of digital technology or information

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- damage to property
- persistent disruptive behaviour
- putting anyone’s safety at risk
- discrimination with respect to age, race, religion, gender, sexual orientation, physical disability or learning difficulty
- bringing the school into disrepute

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing any pupil with medical, learning or other difficulties at a disadvantage in any way.

Counter-bullying & Cyber-Bullying

The School maintains separate policies which are to be read with and form part of this policy.

Substance misuse

The Haberdashers’ Monmouth Schools expect to be an environment free from illegal drugs and the ‘culture’ of drugs. Any breach of this policy is treated as a very serious breach of school discipline. The policy covering substances, alcohol, cigarettes and e-cigarettes should be read in conjunction with this policy.

Sanctions for Possession and use of Illegal Drugs

Any pupil found in possession of or using solvents or illegal drugs should expect to be permanently excluded from the School.

Information and Education

As part of the school’s commitment to the welfare of pupils and in accordance with the duty of care owed to pupils, the Schools have a duty to inform and educate pupils on the consequences of substance misuse, bullying and all forms of behaviour which impact on the wellbeing of others and contravene the law. Accordingly, the PSHE programmes of each individual school covers such issues and we are supported by the local Police Liaison Officer and other external agencies. Experts are invited into school on a regular basis and are informed of the Haberdashers’ Monmouth Schools’ values and policies on these matters before they address the pupils.

Physical Restraint

Where necessary, reasonable force can be used to control, restrain or support a pupil. The law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil or which is primarily intended to cause pain, injury or humiliation. Physical restraint is covered in a separate policy which should be read in conjunction with this policy.

Sanctions and Behaviour

High standards are expected of all pupils. Most pupils respond positively to a simple conversation which re-emphasises our expectations, which includes a pupil accepting responsibility and apologising for any inappropriate behaviour. In disciplining pupils, it is important to avoid humiliation and sarcasm. It is equally important to express disapproval of behaviour, not of an individual. The first and obvious reprimand is a Verbal Warning.

If this proves ineffective, further consequences will be necessary. It is essential that the consequences are consistent and proportional to the level of misdemeanour. Each case should be investigated singularly and an appropriate response made, taking into account the pupil’s response and honesty.

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Sanctions

Any sanctions will be applied fairly and proportionately, following reasonable investigation. Sanctions may undergo reasonable change from time to time but shall never include any form of humiliation or sarcasm.

- Demerits can be issued for poor conduct, including work which lacks any discernible effort, academic indiscipline (missed homework, incorrect equipment etc), poor uniform standards, lateness, impoliteness and so on. They are entered by the member of staff who issues them and result in the removal of a house point (at MG).

- Detentions can be issued for repeated or significant poor conduct and are approved by the Deputy Head/Second Master.

- A Saturday Detention (or ‘Head’s Detention’) is issues by the Deputy/Second Master or Head for highly significant or repeatedly significant poor conduct.

- Temporary or permanent exclusion from the school, which the Head (or Deputy, in the absence of the Head) may impose for serious breaches of the School Rules, including any criminal behaviour, is a last resort.

Most instances of poor conduct can be addressed by a simple, supportive conversation which re-emphasises our expectations and which seeks to ensure that the pupil accepts responsibility and apologises for any inappropriate behaviour. In all instances we address the poor behaviour and do not criticise the individual.

If this proves ineffective, further consequences will be necessary. It is essential that the consequences are consistent and proportional to the level of misdemeanour.

The following are illustrative and not exhaustive.

Academic Sanctions

In the case of missed academic work, as opposed to behavioural misconduct, the following may take place and may also be supplemented by the sanctions detailed below.

One missed piece of work – Verbal Warning and work to be completed as soon as possible after the deadline

Missed piece of work still not completed – lunchtime detention with the member of the academic staff concerned or relevant Head of Department. Academic demerit.

Continuation of above – lunchtime detention with the relevant Head of Department. Academic demerit.

Persistent lateness or non-presentation of work over time in one subject or lateness of work / non-presentation of work in a number of subjects – Detention. On such occasions, this detention must have precedence over other, extra-curricular, commitments. This detention will be approved by the relevant Senior Manager.

Boarding Sanctions

The Houseparent, Housemaster, Head of Boarding, Deputy Head/Second Master or Head may choose to invoke a sanction for a behavioural issue that occurs in the boarding houses or whilst under the duty-of-care of the boarding houses. Each house has a list of sanctions that are age-specific that can be used in such situations. Please see the Boarding Sanctions within each House for details.

Sanctions may be given in house, by house staff which are appropriate and consistent with the behavioural concern. The sanctions will, as far as possible fall in line with supporting the pupil to understand the impact that
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their behaviour has had on the community. Pupils who display persistent inappropriate behaviour may move through the levels in the Guide. Therefore, it may be possible that pupils reach the highest level of sanctions by continually displaying more minor behavioural misdemeanours whereby the pupil is not learning from and adjusting his/her behaviour, as necessary. Equally, a pupil may find themselves elevated to the highest level on the Guide immediately by being involved in a very serious incident.

Pastoral guidance will be provided to pupils throughout the entire disciplinary process.

The School Council
The pupil body will be asked to review school rules at certain times, by the Head or Deputy/Second Master.

General Sanctions

Poor Conduct
If a pupil demonstrates poor conduct including work which lacks any discernible effort, academic indiscipline (missed homework, incorrect equipment etc), poor uniform standards, lateness, impoliteness and so on, staff can issue a demerit. The pupil should be informed that they have been given a demerit which the member of staff records on SIMS. This will deduct 1 House Point (at MG).

Repeated poor conduct
If pupils demonstrate repeated poor conduct and this escalates to insolence, defiance, endangering their own safety, using electronic communications irresponsibly etc. they may be issued further demerits and the matter escalated to the relevant middle manager (Head of Dept., Housemaster, Houseparent, Head of Year etc.). The pupil will be spoken to and demerits entered onto SIMS. Parents will be informed.

Significantly poor conduct
More serious behaviour or misconduct which directly and deliberately breaches a school rule will result in a detention, authorised by the relevant member of senior management. 5 House Points will be deducted (at MG). Parents will be informed.

Repeatedly significant or highly significantly poor conduct
This may be triggered by repeated rude behaviour, a significant breach of a school rule, minor theft, offensive behaviour or careless disregard for safety. 10 House Points will be deducted (at MG) and a Saturday/Head’s Detention will be issued. Parents will be contacted and an appointment arranged.

Temporary Exclusion
Parents or Guardians may be required to collect a pupil and take her away from school for a defined period under certain circumstance. At the Head’s discretion, an internal exclusion might be agreed.

Permanent Exclusion
Parents and Guardian may be required to collect a pupil and take her away from school permanently under certain circumstances. This would also be approved by the Chair of Governors.

Records of Behaviour

The school database (SIMS) is used to record good and bad behavioural events. Reports are sent to pastoral leaders.
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**Behaviour that is attributable to a disability**

The School will make reasonable adjustments for managing behaviour that is attributable in whole or in part to a pupil's disability. Where sanctions are being considered the School will ensure that such issues are reflected upon and the pupil is given appropriate support and guidance.

**Complaints Procedure**

If there is a need to complain about the operation of our Pastoral Policy, this can be done following Complaints Procedure.
Appendix 1: A Guide to reasonable Sanctions

This is intended to be illustrative and not prescriptive. Wherever possible, sanctions should be applied in a manner proportionate and appropriate to the level of misbehaviour and context of an individual event.

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminology</td>
<td>Poor conduct</td>
<td>Repeated poor conduct</td>
<td>Significantly poor conduct</td>
<td>Repeatedly significant or highly significantly poor conduct</td>
<td>Temporary Exclusion (Serious breach of school rules)</td>
<td>Permanent Exclusion</td>
</tr>
<tr>
<td>Sanction</td>
<td>Demerit</td>
<td>Demerits/ Lunchtime detention</td>
<td>Detention</td>
<td>Saturday Detention</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gating (boarders only, for matters specific to boarding)</td>
<td>-1</td>
<td>1 day</td>
<td>1 week</td>
<td>Duration agreed by Head of Boarding</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>House Points (MG)</td>
<td>-1</td>
<td>-1</td>
<td>-5</td>
<td>-10</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Parental Contact</td>
<td>Portal Note/ email</td>
<td>Email or Telephone Conversation</td>
<td>Formal Letter (via email)</td>
<td>Formal Letter (via email) following parental conversation</td>
<td>Telephone Call Parents/ Guardians collect pupil</td>
<td>Telephone Call Parents/ Guardians collect pupil</td>
</tr>
<tr>
<td>Authorisation</td>
<td>Staff</td>
<td>Middle managers</td>
<td>Senior Managers</td>
<td>Deputy Head/ Second Master/ Head</td>
<td>Head</td>
<td>Head &amp; Chair of Governors</td>
</tr>
<tr>
<td>Pastoral Guidance/Detention</td>
<td>Informal ‘chat’</td>
<td>Informal pastoral guidance</td>
<td>Pastoral Guidance &amp; Detention</td>
<td>Detention &amp; guidance from Deputy/ Second Master</td>
<td>Guidance from the Head to pupil and parents</td>
<td>Assistance in finding a suitable school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persistent poor behaviour will be elevated through the system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking (first offence)</td>
</tr>
<tr>
<td>Minor drinking offence</td>
</tr>
<tr>
<td>Disobeying instructions</td>
</tr>
<tr>
<td>Silly or Boisterous behaviour</td>
</tr>
<tr>
<td>Unexplained lateness</td>
</tr>
<tr>
<td>General excess untidiness or personal</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Clear lack of effort</th>
<th>Borrowing without permission</th>
<th>Minor and first act of theft</th>
<th>Significant or repeated act of theft</th>
<th>Supplying or “dealing” legal highs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untidiness towards others</td>
<td>Irresponsible use electronic communication</td>
<td>Offensive use of electronic communication</td>
<td>Discriminatory use of electronic communications</td>
<td>Highly offensive, deliberately discriminatory or repeatedly offensive use of electronic communications</td>
</tr>
<tr>
<td>Failure to meet deadline Preventing others from submitting work</td>
<td>Bringing the school or local community into disrepute</td>
<td>Possessing legal highs for own use</td>
<td>Bringing the school or local community into serious disrepute</td>
<td></td>
</tr>
<tr>
<td>Repeat of level 1 offence</td>
<td>Repeat of level 2 offence</td>
<td>Repeat of level 3 offence</td>
<td>Repeat of level 4 offence</td>
<td>Repeat of level 5 offence</td>
</tr>
</tbody>
</table>
Appendix B

Exclusions Policy

Definitions
The term Head refers to either the Head of Monmouth School for Boys, Monmouth School Boys’ Prep, Monmouth School for Girls or Monmouth School Girls’ Prep.

A suspension is a temporary exclusion. Usually, this requires a pupil to be withdrawn from the school site and from all activities for a defined period.

Underlying Principles
Haberdashers’ Monmouth Schools are caring communities committed to equal opportunity for all. It is felt that exclusions of pupils from the school, whether permanent or temporary (suspensions), are damaging to these communities. Consequently, a pupil will only be excluded or suspended when other strategies and sanctions have not been effective over time, or when there has been a single, clear and serious breach of discipline, or if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or other pupils in the school, in the short or long term.

Objectives
This policy has been compiled to provide all staff, pupils and parents with a transparent framework of the procedures used when dealing with a situation in which a pupil will, or may, be excluded.

Guidelines
For the purpose of definition,

A pupil may be excluded if:

1. the pupil has committed a serious disciplinary offence;
2. the pupil is accused of a criminal offence;
3. for medical reasons, the pupil’s presence in the school represents a serious risk to the health and safety of pupils and staff;
4. the pupil has ignored repeated warnings and minor punishments for repeated more minor offences.

Repeat suspensions will be liable to a final warning of permanent exclusion, or an immediate permanent exclusion depending on the nature of the offence.

There are occasions when, at the Head’s discretion, it is considered preferable to administer a suspension internally, either during term time or the school holidays. An internal suspension is recorded as a suspension and is considered to be equally serious. An internal suspension will never be used if the pupils’ presence in school represents a serious risk to the health and safety of pupils and staff.

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The Procedure

1. **Circumstances**: the permanent exclusion of a pupil is an extreme sanction and is only administered by the Head, or in the absence of the Head whoever is deputising for him/her. Suspensions of up to five days may be administered by the Deputy Head/Senior Master or Deputy Head of the Prep Schools.

2. **Investigation and decision**: a pupil may be suspended pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by him or her remaining in the school. Except in the case of a neutral suspension, a thorough investigation will precede exclusion. All evidence will be very carefully assessed and collated. Records will be kept of all exclusion and suspension proceedings. In addition, a pupil will always be allowed and encouraged to give his/her account of events.

3. In the case of an incident in which the pupil may be suspended for five days or more the decision will be made after a hearing at which the evidence will be presented, and the pupil, and their parents will have an opportunity to respond.

4. **Communication**: in the event of exclusion, the relevant pupil’s parents will always be informed immediately, first by telephone, and then by letter, if a face to face meeting is not possible. All exclusion details should be kept as confidential as possible. The Chair of Governors will always be informed and involved with any procedures which does, or may, result in a suspension of more than five days, or permanent exclusion. The Head may arrange an interview with the parents of a suspended pupil where the suspension is for 3 or more days, when the pupil is to return to school. Any pupil who is permanently excluded will not be removed from the school register until the appeal process has been completed. Any excluded pupil will be required to meet with the Head at the end of the defined period.

5. **Parameters**: the Head may exclude a pupil if the pupil was outside school and not on school business, if there is a clear link between their behaviour and maintaining good behaviour and discipline amongst the school body as a whole.

6. **Removal**: the Head is entitled to ask parents to remove their child from the school if s/he reasonably believes, after consultation with the parents, that the behaviour or performance of the pupil is unsatisfactory, or the health and safety of pupils and staff will be put at risk; and that it is in the best interests of the pupil and/or the School. A parent’s decision to remove a child may avoid a permanent exclusion. There is no right of appeal following a removal.

7. **Support**: the school will seek, as far as is possible and practical, to support a pupil who has been suspended from school with the setting of work. In the case of a permanent exclusion or removal, the school will seek to support the pupil, and family, as far as is possible and practical with transfer arrangements to a new school, and with reconciliation, if necessary.

8. **Fees**: please refer to the Haberdashers’ Monmouth School’s Parental Contract. No refund of fees will be made but in the case of removal no fees in lieu of notice will be required.

Procedure for Appeals against Permanent Exclusion

1. **Right of Appeal**

   A parent of a pupil who is dissatisfied with a decision of the Head
1.1. to exclude permanently the pupil from any of the Haberdashers’ Monmouth Schools may exercise a right of Appeal in accordance with this Appeals Procedure, subject always to the provisions of paragraph 8.

1.2. For the purposes of this procedure temporary exclusions (suspensions) are not included.

1.3. For the purposes of this procedure parent means either one or both parents.

2. Notice of Appeal

2.1. A written Notice of Appeal must be delivered to the Head within 10 school days from the date upon which the decision took effect or, if later, the date of receipt of the letter confirming the decision.

2.2. Under exceptional circumstances, the Chairman of the Governors may allow an Appeal requested later than as set out in 2.1. The decision of the Chairman whether to allow such an Appeal is final.

2.3. This Notice of Appeal must:
   2.3.1. Set out all the reasons why the parent considers the decision to be wrong
   2.3.2. Have attached all documents on which the parent intends to rely

2.4. The Head shall have complete discretion whether to implement or defer implementation of the decision to exclude permanently pending the outcome of any Appeal.

3. Head’s Response

3.1. The Head shall deliver a copy of the Notice to Appeal to the Clerk to the Governors at the earliest opportunity.

3.2. The Head shall send his response to the Clerk and to the parent within ten school days of his receipt of the Notice of Appeal.

4. Hearing or Written Determination

4.1. If the parent wishes to have an oral hearing of the Appeal, the parent shall give written notice to that effect to the Clerk within five school days of his/her receipt of a copy of the response by the Head.

4.2. If no such notice is given, the Appeal Panel may determine the Appeal on the basis of the documents only.

5. The Appeal Panel

5.1. The Clerk shall, within five school days of his receipt of a copy of the response by the Head to the notice of Appeal by the parent, ask the Appeal Chairman to appoint a panel of three governors in total to determine the Appeal.

5.2. The Appeal Chairman may delegate the role of Chairman of the Appeal Panel to another governor.

5.3. No governor shall be eligible to serve on the Appeal Panel who has had previous involvement in the decision to exclude.

6. Hearing Procedure

6.1. The Clerk shall give the Head and the parent not less than five days’ notice of the date, time and place of the Appeal Hearing, whether it is to be determined by oral hearing or upon the basis of the documents alone.

6.2. In the case of an oral Appeal Hearing, the procedure that the hearing follows shall be at the discretion of the Appeal Panel and (unless the Appeal Panel otherwise determines):
   6.2.1. the Appeal Hearing shall be in private and everything said at the Appeal Hearing shall be confidential;
   6.2.2. neither the parent nor the Head will be entitled to put before the Appeal Panel any document which did not accompany the Notice of Appeal or the response;
   6.2.3. neither the parent nor the Head will be entitled to call any witness to give oral evidence before the Appeal Panel without the express agreement of the Appeal Panel;

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6.2.4 the parent and the Head each may, with the prior approval of the Appeal Panel, be accompanied and assisted by another person who undertakes to respect the confidentiality of the Appeal but who shall not have the right to address the Appeal Panel;

6.2.5 the parent will first explain his/her case, the Head will respond and the parent will have the opportunity to deal in reply with any new material raised by the Headmaster before the Appeal Panel retires to consider and make its decision.

6.2.6 the Appeal Panel may return after retiring to question either party as required before retiring again to make its decision.

6.3 The Clerk may advise the School prior to the Appeal Hearing but after commencement of the Appeal Hearing shall take no part in the Appeal save that he may advise the Appeal Panel on matters of procedure and shall minute the Appeal and the subsequent decision of the Appeal Panel.

7. Delivery of Appeal Decision

7.1 The Clerk shall write to the parent within seven days of the Appeal Hearing, with a copy to the Head, setting out the Appeal Panel's reasoned decision.

7.2 The Appeal Panel may make its decision by a majority.

7.3 The Appeal Panel's decision shall be final and shall not be subject to further appeal.

8. Unpaid fees

8.1 An Appeal relating to the exclusion or suspension of a pupil from the School will not be entertained if any fees or other sums payable to the School under the contract are in arrears.

9. Time limits

9.1 Except in the case of paragraphs 2.1 and 4.1, and subject to a decision by the Chairman of Governors as set out in paragraph 2.2, a failure to comply with any time limit set out in this Appeals Procedure shall not invalidate or otherwise affect any act or decision.

9.2 Notices or documents sent by first-class post shall for the purposes of this Appeal Procedure be assumed to be received by the addressee on the day after posting, ignoring for this purpose Saturdays, Sundays and statutory holidays.

10. Recording of Exclusions

10.1 In accordance with Estyn requirements a record of Exclusion, suspensions and serious disciplinary matters will be kept by each Head in a secure location.

10.2 These records will be signed on a termly basis by the Chair of Governors.