

# Al-Khair Preparatory School

## Anti Bullying Policy



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<b>Last reviewed on:</b>	Sept 2022	Almas Iqbal
<b>Next review due by:</b>	Sept 2025	GB

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## **1. Statement of intent**

1.1 We at Al-Khair Preparatory School, are of the firm belief that, although children are generally kind and considerate to each other, there is a need to be constantly vigilant to eliminate any instances of behaviour that is upsetting or otherwise stressful to the recipient.

1.2 This policy is closely linked to the School's Behaviour policy and its purpose is to clearly define the School's stance in relation to bullying. Also to provide a framework that enables all staff to take a fair and consistent approach when dealing with instances of bullying.

1.3 We would like to create an environment in which students feel safe and comfortable. An environment in which we can encourage and teach our students and staff to show kindness, consideration and love towards one another. There is absolutely no place for bullying in Islam and we aim to teach our children to treat all whom they come into contact with, whether they be Muslim or non-Muslim in the same way as they themselves would like to be treated.

1.4 This policy outlines what Al Khair Prep School will do to prevent and tackle all forms of bullying. Al Khair Prep school is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

## **2. Legal Framework**

2.1 There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2015
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

2.2 This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2019 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

### 3. Roles and Responsibilities

3.1 **The Head Teacher** has overall responsibility for pupil behaviour and to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a behaviour lead has been identified to take overall responsibility.

3.2 **Class Teachers** play a key role in resolving problems of alleged bullying and counselling both potential victims and alleged perpetrators and they are responsible for managing the situation and coordinating the actions of other members of staff when tackling complaints of bullying. Any complaints of bullying received by any member of staff **must**, therefore, be referred as quickly as possible to the relevant Class Teacher.

3.3 **All Academic Staff** i.e Teachers and Teaching Assistants, play a major role in both establishing and managing standards of behaviour in the classroom and elsewhere on the School premises, with help and support from the Head Teacher, behaviour lead, Senior Management Team and members of the Support Staff. All members of Staff have a responsibility to support each other and to keep channels of communication open so that information regarding possible bullying is passed on to relevant Class Teachers as quickly as possible. This will enable a co-ordinated and consistent approach towards dealing with any problems.

3.4 **Support Staff:** All Support staff have a responsibility to report any incidents or reports of bullying to the Behaviour Lead at the earliest possible opportunity.

3.5 **All Staff** have a responsibility to treat complaints of bullying as sensitively as possible. Confidentiality should be maintained as far as is possible, particularly when the complainant may be vulnerable to reprisals.

3.6 **Prefects:** Prefects will be encouraged to talk to and support younger pupils as part of their leadership role in the School. They are also expected to set a good example in the way they behave towards each other. They must also take an active role in upholding the standards of behaviour expected by the School and to report any instances of bullying to Class Teachers and/or behaviour lead.

3.7 **Pupils:** All pupils are taught to take responsibility for their own behaviour and actions and to treat one another with respect and kindness. Pupils are also taught that they have a responsibility to report any incidents of bullying to a member of staff. Any member of staff that receives a complaint or report of bullying must pass this information onto the relevant Class Teacher as soon as possible.

3.8 **Parents:** Parents' responsibilities are to support the School in the implementation of the Behaviour policy.

#### **4. Definition of Bullying**

4.1 Bullying can be defined as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)

4.2 Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

4.3 This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

4.4 Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

#### **5. Types of bullying covered by this policy**

5.1 Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)

#### **6. Forms of Bullying**

6.1 Al-Khair Prep School does not accept bullying under any circumstances. Bullying is defined as behaviour which, either intentionally or unintentionally, upsets or intimidates another child or children. Forms of bullying may include:

- Name calling
- Damaging or stealing property belonging to somebody else
- Coercion into actions contrary to the wishes of the victim(s)
- Violent behaviour or assault
- Punching, pushing, pinching, hitting or kicking
- Teasing
- Intimidation
- Damage to school work and/or equipment belonging to somebody else
- Threats
- Offensive comments
- Spreading rumours
- Excluding people from groups or activities

6.2 It is important that pupils learn that one person's good natured teasing may, to another person, be unkind and even cruel bullying. Pupils are taught, through, Assemblies and Religious Education to recognise the difference between teasing and bullying. They are also taught to understand that what is meant as good natured teasing may not always be received in the same way and that bullying may be unintentional.

**It is not necessarily the way that behaviour is intended, but the way it is received that is important in identifying and tackling instances of bullying.**

6.3 It is understood that children can both bully and be bullied at the same time. Although some children are vulnerable to bullying because of physical or social characteristics, anyone can be bullied for any reason or difference. Individuals may resort to bullying for a range of reasons and the School will seek to support the bully as well as the bullied.

## **7. Bullying by members of Staff**

7.1 Staff must remain aware of the way their own behaviour is received and take care not to bully pupils or other members of staff. Even when a member of staff may have no intention of bullying a student or other member of staff their conduct may be perceived in that way, and for this reason we must remain vigilant with respect to how and what we say, and do to other. Forms of bullying by staff may include:

- Teasing pupils about physical features or characteristics that they have little or no control over.
- Inappropriate displays of bad temper
- Ridiculing the work of a pupil in front of others
- Showing inconsistency in the way punishments or rewards are applied
- Physically intimidating pupils

- Insulting or swearing at other members of staff
- Belittling the actions or work of other members of staff
- Criticising colleagues in ways that are not constructive, or are unnecessarily personal.

7.2 Staff must always remember that an important part of education is to lead by example. Bullying by members of staff will be treated as a disciplinary matter. Any member of staff who feels they are being bullied should initially raise the matter with their Line Manager. If the problem persists, they should seek help through the School's complaints procedure.

## **8. School ethos**

Al Khair Prep school community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

8.1 By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

8.2 Al Khair Prep School will monitor and reviews our anti-bullying policy and practice on a regular basis and:

- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND.
- Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly. Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the Anti bullying policy.
- Requires all members of the school to uphold the Anti bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.



## 9. Responding to bullying

9.1 Any child at the School who feels bullied, or is unhappy in any way about the way that he or she is being treated by another pupil(s) or staff, should feel able to speak to any member of the academic or support staff and be confident that their concerns will be taken seriously and treated sensitively. Children at the School who witness bullying must also be taught and feel confident to report their concerns to a member of staff, without fear of ridicule or reprisals. The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. Class Teachers play a key role in resolving problems of alleged bullying and counselling both potential victims and alleged perpetrators. Any complaints of bullying received by any members of staff must therefore be referred to the relevant Class Teacher as quickly as possible.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The head teacher/Designated Safeguarding Lead (DSL) will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated.
- If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

9.2 The procedure at Appendix 1 provides a framework for pupils that they will be encouraged to follow if they are worried and need to seek help. However, it is understood that every child and every situation is different, pupils may seek help in many different ways and staff must remain alert at all times to calls for help, both direct and indirect.

9.3 The procedure at Appendix 2 is to be followed by staff when dealing with incidents of suspected or actual bullying.

9.4 The procedure at Appendix 3 provides a framework for dealing with complaints from parents.

## **10. Cyberbullying**

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed. Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply.

- Providing advice on blocking or removing people from contact lists.
- Helping those involved to think carefully about what private information they may have in the public domain.

## **11. Supporting pupils**

11.1 Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, engaging with parents and carers.

11.2 Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy.

## **12. Training and Support for Staff**

12.1 All staff will be made aware of the School's Behaviour and Anti-Bullying policies and procedures as part of their general induction to the School and regular updates and reinforcement will be given through INSET sessions, staff meetings and other training sessions as necessary.

12.2 Instances of bullying or suspected bullying will be discussed at weekly Staff Briefings and staff will be informed, consulted and given guidance in respect of particular problems and/or general School policy.

12.3 Any member of staff who needs help and support in dealing with a bullying problem should approach a member of the Senior Management Team or an experienced colleague and help will be forthcoming.

12.4 Strategies that prove effective in helping both/either bullies or the bullied should be shared with colleagues as a regular part of Staff Briefings and by other more informal means as appropriate.

### **13. Documentation**

13.1 Any complaints of bullying, either formal or informal, should be logged by the recipient of the complaint via AIMS and CPOMS. Other documentation should be completed in accordance with the procedure outlined in Appendix 2.

### **14. Guidance for Parents**

14.1 Parents who have concerns will be listened to carefully and their concerns will be carefully and sensitively investigated (see Appendix 2). Upon request, Parents will also be given copies of the School's Behaviour policy and procedures and Anti-Bullying policies and procedures, both of which will be published on the School's website.

### **15. Links with other school policies and practices**

15.1 This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child protection policy
- Confidentiality policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing and social media policies

### **16. Monitoring and review: putting policy into practice**

16.1 The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

16.2 Any issues identified will be incorporated into the school's action planning. The head teacher will be informed of bullying concerns, as appropriate.

16.3 This policy will be reviewed by the Headteacher. At every review, the policy will be approved by the GB.

### **17. Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## 17.1 Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## Appendix 1

### **Complaints Procedure for Pupils**

While you are at School, we hope that you will be as happy and content as possible, but life does not always go as smoothly as we would like. Often our grumbles are about little things but occasionally a situation is more serious and we get worried.

**What should you do when you want to complain or just talk to somebody about something that has happened or that you are worried about?**

This sheet is for your use. It explains what you can do if you are worried, if you want to complain about something, or about the way you have been treated either by another pupil or by a member of staff. If you lose it, you can always get another the class teacher and School Administrator. If you don't understand anything on the sheet, ask a member of staff or a friend to explain it to you.

What to do if you just want to talk to someone? Remember you have friends who may be able to help you or a brother or sister in the School. You may feel able to turn to an older boy or girl in the school for advice. Your class teacher is always ready to help and so are other members of staff.

**What to do if you want to complain about someone or something:**

You may find it easier to write down your feelings rather than talking about them. If so:

Write to your Class Teacher.

Your letter will be passed on to the Behaviour Lead.

The Behaviour Lead will let you know that your complaint is being attended to within two days of your letter being received.

You will be invited to talk things over with your Teacher/ Behaviour Lead or both. You may bring a friend with you if you wish.

## Appendix 2

### **Procedures for Staff when dealing with incidents of suspected bullying**

Staff must always take a potential victim seriously and seek to offer support. All incidents of suspected bullying must be reported immediately to the Class Teacher of both the potential victim(s) and alleged perpetrator(s). The Class Teacher(s) will then work in accordance with the procedures below to resolve the problem. If more than one Class Teacher or Behaviour Lead are involved, they should work together to provide a co-ordinated approach.

Opportunities should be created whereby the pupil can be encouraged to express their concerns safely and in confidence. Sufficient time should be set aside for the supporter to listen and take note.

#### **1. Initial Strategies to use with children involved**

- All pupils involved should be spoken to, individually if necessary, and what they say should be recorded in writing.
- The child who feels bullied should be counselled about what they can do and what they would like to happen in order to resolve the situation.
- The perpetrator(s) should also be counselled about what they can do and would like to happen in order to resolve the situation.

- Wherever possible, both parties should be brought together to discuss the way forward, but this must be done sensitively and carefully, as it will be very frightening for some children.
- Class Teachers should inform parents as soon as possible.

## **2. Reporting incidents of suspected bullying**

- The Head Teacher should be informed. This can be done verbally, but should always be followed up by a written report.
- Colleagues should be informed at the weekly Staff Briefing (or immediately if the matter is urgent/serious) and advised if the situation arose out of circumstances where everyone needs to be vigilant e.g. break and lunchtimes.
- All incidents and discussions with staff and children should be recorded, in writing and uploaded to CPOMS.
- The Head Teacher, Class Teacher or Behaviour Lead as appropriate in each situation will involve parents and explain action taken, as soon as possible.

## **3. Formal Strategies / Procedures for continuing problems**

In the event of ongoing or repeated problems, further action should be taken as follows:

- The situation should be monitored closely by the Class Teacher or Behaviour Lead who will co- ordinate assistance of other staff as appropriate.
- Action should be taken to ensure that the child involved suffers from no adverse consequences and to verify and stop any bullying.
- If further incidents occur, the perpetrator(s) should be spoken to by the Head Teacher as appropriate. Every endeavour should be made to explain why bullying is wrong and to find ways to help the pupil change his/her behaviour.
- The parents of the bullied child and the perpetrator will be contacted to discuss further action, which may include the sanctions/punishments outlined below.
- All incidents and discussions with staff, children and/or parents should be recorded, in writing.

## **4. Sanctions / Punishments in respect of continued bullying**

The Head Teacher and other Class Teachers involved will work together at all stages to agree and apply appropriate action, which may include:

- Discussing matters and counselling the pupils involved
- Recording the steps taken to prevent any further incidents
- Involving and working with parents to agree strategies to tackle the problem
- Various withdrawals of privileges
- Short term suspension from School



- Permanent exclusion from School (in extreme cases and as a last resort)

The proprietor would be notified about any proposed suspension or permanent exclusion of a pupil.

#### **5. Informal procedures for Staff (to be followed in all instances)**

- The behaviour of suspected victims and perpetrators should be monitored in an active and supportive way.
- Class Teachers should be informed and involved immediately.
- Seek advice from senior members of staff, if necessary.
- Support should be given to both the victim and the bully. This may include taking action to help raise self-esteem and feelings of self-worth, understanding how actions affect others and learning how to co-operate.
- The School's Behaviour policy should be reinforced through classwork and assemblies.
- If appropriate, pupils who feel they are being bullied should be counselled by their Class Teacher to help them look at their own behaviour which may, in some instances, attract or provoke bullying. In these cases, pupils may need help to develop strategies to help them to stop being a natural target and to cope with bullies effectively.

#### **6. Complaints from parents**

In the event that a complaint is received from a parent that their child is being bullied, the member of staff should respond in accordance with the School's Complaints procedure (see Appendix 3). This means that he/she should:

Listen to what the parent has to say and get as much information as possible i.e.

Which students are alleged to be involved?

Has there been one incident or does there seem to be an ongoing problem?

What exactly has happened?

Acknowledge the complaint and give assurance that the matter will be investigated as quickly, sensitively and as thoroughly as possible, in accordance with the School's Complaints Procedure.

The member of staff should not be pressurised into giving an instant judgment or explanation.

## Appendix 3

### **Complaints Procedure**

#### Stage 1 – Informal Resolution

It is hoped that most complaints and concerns will be resolved quickly and informally.

If parents have a complaint they should normally contact their son/daughter's Class Teacher. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the teacher cannot resolve the matter alone, it may be necessary for him/her to consult the Behaviour Lead.

The Behaviour Lead will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within a week or in the event that

the Class Teacher and the parents fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with Stage 2 of this Procedure.

## **Stage 2 – Formal Resolution**

If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Headteacher. The Headteacher will decide, after considering the complaint, the appropriate course of action to take.

In most cases, the Headteacher will meet the parents concerned, normally within 3 days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

It may be necessary for the Headteacher to carry out further investigations.

The Headteacher will keep written records of all meetings and interviews held in relation to the complaint.

Once the Headteacher is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Head will also give reasons for his/her decision.

If parents are still not satisfied with the decision, they should proceed to Stage 3 of this Procedure.

## **Stage 3 – Panel Hearing**

If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to the Executive Heads of the school, who will call hearings of the Complaints Panel. The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the Executive Heads. The Executive Heads will then, on behalf of the Panel acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within 14 days.

If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 5 days prior to the hearing.

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

If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.

Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 7 days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Head, and, where relevant, the person complained of.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003; where disclosure is required in the course of the school's inspection; or where any other legal obligation prevails.

Please contact the school administrator for the complaints form.

