

Policy Title	Behaviour Policy
<p>1. Purpose</p>	<p>This policy sets out the measures that Trinity Academy will put in place to promote high standards of behaviour and how pupils' conduct will be regulated.</p> <p>It should be read in conjunction with the Academy's:</p> <ul style="list-style-type: none"> • Anti-bullying Policy • Pupil Code of Conduct • Uniform Policy • Home School Agreement • Equal Opportunities Policy • Use of Reasonable Force Policy • Exclusion Policy <p>Appendix 1 - Relevant legislation and national guidance Appendix 2 - Sanctions</p>
<p>2. Summary</p>	<p>Trinity Academy is committed to providing a safe, secure and caring environment in which all pupils can thrive and achieve their full potential. This requires the highest possible standards of behaviour from all pupils in the school community.</p> <p>The culture is one of zero tolerance and no excuses within a supportive, encouraging environment with a focus on pastoral care for its members.</p> <p>Underpinning this policy are the Trinity Academy values: Knowledge, Aspiration and Respect.</p>
<p>3. Aims</p>	<ul style="list-style-type: none"> • To establish a Behaviour Policy that is clear, fair, understood by pupils, parents/carers and staff and consistently applied. • To promote good behaviour. • To ensure that all pupils are able to learn and thrive without having their education disrupted by others. • To enable all pupils to feel safe and happy in a supportive and nurturing learning environment.
<p>4. Objectives</p>	<ul style="list-style-type: none"> • To establish and implement a clear system of rewards and sanctions that are consistently applied and seen to be transparent and fair. • To ensure that pupils show respect and courtesy towards adults and other pupils and that they respect their own learning and the learning of others.

	<ul style="list-style-type: none"> • To ensure that pupils are aware of the standards of behaviour that are expected of them, both inside and outside of the Academy. • To keep Academy rules to a minimum and to promote the concept of wisdom and self-discipline, in line with the Academy's values. • To develop and implement an agreed set of social conventions that represent the unwritten rules by which all members of Trinity Academy will engage in reasonable behaviour for the good of the community as a whole, in line with the Academy's values of wisdom, fairness, courage and self-discipline. • To embed and integrate the principle of restorative justice in the implementation of this Behaviour Policy and in day-to-day classroom management. • To undertake an assessment to ensure that the implementation of this policy does not negatively impact on any disadvantaged groups • To ensure that the views of parents/carers and pupils, as well as staff, are taken into account when developing, implementing and reviewing this policy in order to promote ownership by the whole Academy community.
<p>5. Roles and Responsibilities</p>	<p>The Principal, with the Senior Leaders, has responsibility for ensuring that this policy is implemented effectively and consistently.</p> <p>Every adult working in Trinity Academy has the responsibility to challenge poor behaviour.</p>
<p>6. Implementation</p>	<p><u>Behaviour of pupils</u></p> <p>Before they start attending Trinity Academy, all pupils will be made aware of the school's expectations of their behaviour. They will be supplied with a copy of the Pupil Code of Conduct and they and their parents/carers will be required to sign the Home School Agreement.</p> <p>Pupils are expected to behave in a manner that respects themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond, all of which should demonstrate courtesy and consideration. This includes towards fellow pupils and staff.</p> <p>Positive behaviour includes setting high standards by wearing correct uniform and moving in a manner that is orderly and respects the health and safety of others.</p> <p>Pupils are expected to arrive for lessons on time and equipped for learning. In class, they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption.</p>

Positive Reinforcement and Reward

Trinity Academy recognises the power of making explicit the desired high standards of behaviour and positively reinforcing high standards of learning and cooperative behaviour. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order and help pupils to realise that good behaviour is valued.

The Academy will use a range of rewards and positive reinforcement strategies (Appendix 2) to motivate pupils, create a positive leaning environment, raise self-esteem, provide systems that can be used by all staff and contribute to raised levels of achievement.

Sanctions

Wherever possible, pupils should be encouraged to behave well through encouragement, positive reinforcement, and reward. Where such positive encouragements do not result in improved behaviours, sanctions may be used. Dependent on pupil age, the nature of the offence and the severity of the behaviour, the Academy will use a range of strategies to correct pupil behaviour (Appendix 3).

Whole classes should not be sanctioned for the activities of individuals unless there are very exceptional circumstances. Every effort should be made to identify individuals or ringleaders.

Sanctions will always be reasonable and proportionate. Whenever possible, they should be constructive and involve the pupil learning how to improve their behaviour. The efficacy of a sanction should always be considered before it is set. Sanctions must never be confusing, intimidating, humiliating or degrading.

Any adult in the Academy community who gives a sanction must ensure that the pupil knows why they are being sanctioned, and how.

Detentions

In line with changes resulting from the Education Act 2011, Trinity Academy is not required to give 24 hours' notice of longer length detentions. In exercising the Academy's right to take same day action as required, every reasonable attempt will be made to inform parents/carers by a variety of means including email, text or phone call.

Monitoring, support and intervention

Trinity Academy accepts that for a wide variety of reasons some pupils require additional support in order to learn and display positive learning behaviours. For these pupils, the Academy will draw on a range of supportive interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a pastoral support programme and use of external expertise and short-term external placements.

Suspensions/exclusions

While Trinity Academy will take all reasonable steps to meet individual need and help individuals to improve, we will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no

Improvement. In line with the school's Exclusion Policy, suspension/exclusions, whether fixed-term or permanent, may be used in response to unacceptable and inappropriate behaviour.

Freedom from bullying

Trinity Academy places a strong emphasis on creating and maintaining a happy and safe learning environment for all pupils and therefore has a zero-tolerance attitude to bullying. It is expected that staff respond to all reports of bullying in a sensitive and swift manner, in line with the Academy's Anti-bullying Policy.

Behaviour outside of Trinity Academy

Pupils who breach the Academy's Behaviour policy while on school business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place inside the Academy.

For incidents that take place outside Trinity Academy and not on Academy business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This includes behaviour in the immediate vicinity of the Academy or on a journey to and from the school. Other relevant factors include whether the pupil is wearing school uniform or is in some other way identifiable as a pupil of Trinity Academy and whether the behaviours could adversely affect the reputation of the school.

For acts of aggression or which threaten the health and safety of others, the Academy reserves the right to involve the police. Equally, if the Academy considers that the behaviour might be linked to a young person suffering or being likely to suffer significant harm, safeguarding procedures may be applied as required.

Screening and searching pupils

Trinity Academy acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching pupils.

As a result, staff may search pupils' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

As above, the Academy may give due regard to police involvement or initiating safeguarding processes.

The use of reasonable force

Trinity Academy acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils.

	<p>It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one that requires appropriate training.</p> <p><u>Malicious accusations against school staff</u> Trinity Academy recognises that there may be occasions when a pupil needs to raise issues about the actions of a member of staff and it has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, we will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.</p> <p>Trinity Academy will also take seriously inappropriate use of technologies including mobile devices and social networking sites that are targeted at members of staff.</p> <p><u>Active Involvement of Parents/Carers</u> Trinity Academy believes strongly in the power of working in close co-operation with parents/carers and of the importance of parents/carers being actively involved in the education of their child. The Academy will therefore seek to involve parents/carers at an early stage whenever behaviour issues are identified. Parents/carers are welcome to approach the Academy for informal or formal discussions about their child's education.</p>
7. Monitoring and Evaluation	The Principal will monitor the implementation and effectiveness of this policy through analysis of data, the Academy's self-evaluation processes and through the production of reports for the Local Governing Body.
8. Frequency of Review	This policy will be reviewed on an annual basis.
9. Approval	Approved by the Local Governing Body
10. Code of Conduct	The Code of Conduct makes clear the general principles of good behaviour, which will ensure a positive learning environment for all. Within the Academy all efforts will be made to recognise and cater for the individual needs of our pupils.
11. Uniform	Pupils must be smart all times, including when travelling to and from school – shirt tucked in; top button fastened; trousers worn above the waist Only smart black shoes should be worn around the Academy, except for PE Pupils must wear Academy trousers/skirt; white shirt; Academy tie Pupils must wear their Academy blazer at all times in the building unless they have been given permission to take it off by a member of staff. The Academy blazer can be removed at break and lunchtime Outdoor coats must be black/dark blue and not worn inside the building; hoodies are not allowed No head gear to be worn (except for religious purposes, which must be navy blue or black) No jewellery is allowed, except a pair of plain, small stud earrings Mobile phones are not allowed to be turned on while on the school

	<p>premises</p> <p>Inappropriate items will be removed or confiscated, and possession will result in the appropriate disciplinary sanction</p> <p>Inappropriate items include: Non-academy bags Hoodies or non-academy jumpers Mobile phones or similar electronic items if seen Food and drink including confectionary (except water) Aerosols or sprays Laser pens Fireworks or anything similar Drugs, tobacco, or alcohol Any item deemed to be a weapon</p> <p>Confiscated items (except illegal ones) will be returned on the final day of the term.</p>
<p>12. Conduct in the classroom</p>	<p>Line up outside the classroom in single file in silence Arrive on time (within three minutes of the start of the lesson) and greet your teacher politely Be fully equipped for learning and begin the Do Now Activity within 30 seconds of entering the classroom Follow all classroom procedures Always listen to the teacher and follow instructions first time without question Do not leave the classroom without your teacher's permission Speak using positive language only Write homework in planners</p>
<p>13. Conduct around the Academy</p>	<p>Move quietly and in a considerate and controlled way around the Academy Always walk on the left in corridors and on the stairs Never run, chase, barge or shout Pupils should always be in supervised spaces Be ready to help by opening doors, standing back to let people pass and generally showing patience, good manners and courtesy. Swearing or slang language is prohibited Respect the building, facilities, furniture and displays</p>
<p>14. Conduct in the Playground</p>	<p>Be sensible, careful and aware of other people including the staff on duty No food (including fruit) or drink is permitted to be consumed in the playground Not indulging in dangerous games or activities which could cause injury or endanger the health and safety of others Gambling of any kind is strictly forbidden as is scrambling for money Do not gather in large groups which may intimidate other pupils</p>
<p>15. Dining Hall</p>	<p>Lining up quietly; not pushing in queue; following one-way system Eating all food in the Dining Hall and returning trays and plates so that the table is left clean and tidy for the next person. All leftover food, bottles etc. to be put in appropriate bin provided Talking quietly and not shouting across tables</p>

<p>Appendices</p>	<p><u>Appendix 1</u></p> <p>DfE Guidance: Behaviour and Discipline in Schools (January 2016)</p> <p>This is a key document that contains the following links: Home school agreements Use of Reasonable Force – advice for Principals, staff and governing bodies Screening, Searching and Confiscation – advice for Principals, staff and governing bodies Exclusions Guidance Safeguarding SEN Code of Practice</p> <p>The Government’s former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management.</p> <p>Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.</p> <p>Legislative links</p> <ul style="list-style-type: none"> • Education Act 1996 • School Standards and Framework Act 1998 • Education Act 2002 • Education and Inspections Act 2006 • School Information (England) Regulations 2008 • Equality Act 2010 • The Education (Independent School Standards) (England) Regulations 2010 • Education Act 2011 • Schools (Specification and Disposal of Articles) Regulations 2012 • The Education (Independent School Standards) (England) Regulations 2012 • The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
	<p><u>Appendix 2: Disciplinary Sanctions</u></p> <ul style="list-style-type: none"> • Telling off and correction • Short length detention • Longer length detention • Making good the missed work • Loss of break/lunchtime • Removal from the lesson to work under supervision elsewhere • Restorative justice • Being placed on report • Setting improvement targets • Behavioural contract • Internal suspension • Use of off-site intervention provision • In line with the Academy’s Exclusion Policy, use of external suspension/exclusion (fixed term and permanent) <p>This list is not intended to be exhaustive but serves as illustration of sanctions used.</p>

Appendix 3: Ladder of consequences

Level		Defiance (behaviour to staff)	Learning (attainment and progress)	Standards (presentation and equipment)	Anti-social (behaviour to pupils, illegality)	Consequences
Reminder/Warning Used to remind pupils of expectations and get them quickly on track. Both may be given if appropriate. Reminders/warnings are used <i>in the first instance</i> of the accompanying behaviours →	<i>Classroom</i>	<ul style="list-style-type: none"> Pretending not to hear/slow to respond to instructions. Out of seat without permission. Not following routines. Poor attitude or tone, eye-rolling, early indications they might start arguing with staff, eg "I don't like sitting there." 	<ul style="list-style-type: none"> Not starting tasks when instructed. Head on desk, not tracking speaker. Minimal effort, poor quality or quantity of work during lesson. Daydreaming, lack of focus. Failure to hand in homework. Off task conversation. 	<ul style="list-style-type: none"> Untidy uniform - shirts untucked, missing tie, blazer off, etc... Poor presentation – not underlining work, unclear handwriting, or layout, etc... Equipment (planner) not out on desk or missing. 	<ul style="list-style-type: none"> Provocative comments or gestures. Touching others' possessions. Boisterous entry and exit behaviour. Calling out Disrupting the learning of others Chair swinging, bags in aisles, legs not under desk, throwing items Unsettled or emotional behaviour 	No formal consequences. Informal conversations to follow up where possible to: <ul style="list-style-type: none"> restate expectations positively – "I would like to see..." remind pupils behaviour is a choice Reminder of sanctions where undesirable behaviour continues.
	<i>Academy</i>	<ul style="list-style-type: none"> Pretending not to hear/slow to respond to instructions by a member of staff. 	<ul style="list-style-type: none"> In corridors without permission. 	<ul style="list-style-type: none"> Untidy uniform - shirts untucked, missing tie, blazer off, etc... Wearing outdoor clothing indoors. 	<ul style="list-style-type: none"> Silly or boisterous behaviour including physical contact and games indoors. 	
Level 1 Used when pupils are intentionally breaking school rules and a warning has been insufficient.	<i>Classroom</i>	<ul style="list-style-type: none"> Repeated instances of above behaviours after a reminder has been given. Kissing teeth and other overtly dismissive or contemptuous non-verbal behaviour. 	<ul style="list-style-type: none"> Repeated instances of above behaviours after a reminder has been given. Not meeting missed homework deadline, repeat offences. Late to lesson. 	<ul style="list-style-type: none"> Repeated instances of above behaviours after a reminder has been given. Ignoring requests to amend uniform, eg missing tie or incorrect shoes. Routinely poor presentation of work. 	<ul style="list-style-type: none"> Repeated instances of above behaviours after a reminder has been given. Deliberate attempts to upset others. Refusal to follow de-escalation strategies. 	Same day 20-minute detention after school or confiscation of banned item. Assigned by classroom and duty teachers. Must be written in planners and recorded on Bromcom by 3 pm. Parental contact made by text message through Bromcom.

				<ul style="list-style-type: none"> Failing to bring subject-specific equipment such as PE kit. Lost equipment including exercise books. 		Where possible, restorative conversation with member of staff during detention.
	<i>Academy</i>	<ul style="list-style-type: none"> Not carrying out instructions after a warning or reminder. 	<ul style="list-style-type: none"> Late to tutor time. In corridors without permission. Failed lesson on a report card. 	<ul style="list-style-type: none"> Ignoring requests to amend uniform or wearing non-uniform items, eg hoodie/scarf. Item to be confiscated. 	<ul style="list-style-type: none"> Continuing silly or boisterous behaviour including games indoors, including physical contact. 	
Level 2 Used for persistent level 1 behaviour and significant incidents.	<i>Classroom</i>	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L1 has already been given. Active and open defiance of teacher instructions including refusing to sit in assigned seat and public arguing back. Missing a level 1 detention. 	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L1 has already been given. Failing to complete expected work in the lesson (work to be completed in detention). Further incident of missing homework. Repeated lateness to lessons. 2 failed lessons on a report card. 	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L1 has already been given. Deliberate graffiti or wilful damage to exercise books. Repeated incidences of missing equipment. Wearing outdoor clothing in classrooms. Scarves should be confiscated. 	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L1 has already been given. Verbal abuse of peers, including minor swearing and telling pupils to 'shut up'. One-off incidences of racist, homophobic, or sexist abuse or language offensive to minority groups where the pupil is unaware of the significance of the language they've used. Verbal altercation with another pupil which includes threatening body language or gestures, ie likely to lead to physical confrontation. Touching another pupil inappropriately. Transient graffiti, deliberate minor damage to the property of others. 	<p>Same day 40-minute detention after school.</p> <p>Assigned by classroom and duty teachers.</p> <p>Must be written in planners and recorded on Bromcom by 3 pm.</p> <p>Parental contact made by text message through Bromcom.</p> <p>Where possible, restorative conversation with member of staff during detention.</p> <p>Confiscated items to be returned at the end of the half term.</p>
	<i>Academy</i>	<ul style="list-style-type: none"> Overtly and repeatedly ignoring instructions, walking away from staff. 	<ul style="list-style-type: none"> Late to the academy after gates have closed. 			
Level 3 Used for persistent level 2 behaviour	<i>Classroom</i>	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L2 has already been given. 	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L2 has already been given. Persistent refusal to attempt work in lessons. 	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L2 has already been given. 	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L2 has already been given. Poor behaviour in the community likely to bring the school into disrepute (minor incident). 	<p>Same day 60-minute detention after school.</p> <p>Assigned by Middle or Senior leaders.</p>

and serious incidents.		<ul style="list-style-type: none"> If assistance is required from another member of staff to manage poor behaviour. 	<ul style="list-style-type: none"> 3rd incident of missing homework. 3 failed lessons on a report card. 		<ul style="list-style-type: none"> Incidents of bullying. Visiting local shops in uniform. Permanent graffiti, deliberate damage to school property or the property of others. 	<p>Must be written in planners and recorded on Bromcom.</p> <p>Parental contact made by Middle or Senior leader.</p> <p>Restorative conversation with SLT and apology letter written in detention.</p>
	<i>Academy</i>	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L2 has already been given. Refusal to hand over forbidden items – e.g. hoodies, scarves, phones, make-up. 	<ul style="list-style-type: none"> 3 lates in a week. 	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L2 has already been given. Repeat uniform issues (3 in a week) Unhealthy food items on site. 		
<p>Level 4</p> <p>Used for persistent level 3 behaviour and very serious incidents.</p>	<i>Classroom/ Academy</i>	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L3 has already been given. Having to be removed from the lesson by a member of staff on call. Refusal to go to internal reflection room. Having to be physically restrained. 	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L3 has already been given. 	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L3 has already been given. Deliberate infringements of school uniform policy including coloured hair, make up and nail varnish, jewellery, non-uniform clothing. 	<ul style="list-style-type: none"> Repeated instances of poor behaviour after a L3 has already been given. Continued incidences of bullying or harassment. Serious incidents of abuse including swearing and intimidation. Physical assault of another pupil including sexual harassment. Use of racist, homophobic, or sexist abuse, or language offensive to minority groups. Theft. 	<p>Internal or Fixed-Term exclusion/suspension.</p> <p>Authorised by Principal.</p> <p>Return to school preceded by reintegration meeting with parents, PSP in place and restorative conversations where appropriate.</p>
<p>Level 5</p> <p>Unacceptable incidents.</p>	<i>Classroom/ Academy</i>		<ul style="list-style-type: none"> Persistent breaches of the school behaviour policy; or a serious breach of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education 		<ul style="list-style-type: none"> Persistent bullying, abusive and intimidatory and harassing behaviour. Physical assault of staff and serious physical assault of pupil. Possession of a weapon or drugs including alcohol. Vandalism/misuse of fire equipment. 	<p>Permanent Exclusion.</p>

			or welfare of the pupil or others in the school		<ul style="list-style-type: none">• Serious sexual assault.• Serious damage to property including arson.	
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Appendix 4

Recording Unsatisfactory Behaviour

- Every example of unsatisfactory behaviour must be logged on BromCom. This is closely monitored, to observe and recognise any patterns of behaviour so that:
- The Pastoral Team will be aware when intervention is warranted, thus avoiding more serious consequences
- Abnormal behaviour patterns are observed, which may be an indication of underlying factors. Appropriate action may then be taken in the event of exclusion, as all supporting material is available
- It is important that staff familiarise themselves with the various ways of recording unsatisfactory behaviour and to make a considered decision as to which is the appropriate way or ways to be used, so that the appropriate response is made
- An accumulation of behaviour points during one day will result in an escalation of the sanction according to the number of points sanctioned, e.g. a Level 1 and Level 2 sanction equals 3 points and a Level 3 detention
- The rationale for the thresholds as opposed to absolute cut-offs for behaviour points is to allow us to differentiate for individual pupil need.

Bromcom behaviour points will also be used to monitor incidents of poor behaviour.

Dealing with a serious behaviour incident in lessons and use of on-call

- I. The disruption of the learning of others will not be tolerated. In the cases where there is a serious offence, or
- II. persistent poor behaviour following reminder, warning, detention, a pupil will be removed from the lesson by on call -They will then be placed in isolation whilst a sanction is agreed upon. If the incident involves 2 or more pupils fighting each other, they should be isolated separately.

On call should be called for the following:

- Violence or threat of violence
- Dangerous behaviour
- Failure to hand over a contraband item
- Disruption of test conditions
- Persistent disruption to learning

- III. If a pupil is removed from the lesson they will be placed in the Reflection Room and the incident followed up by the year teams in collaboration with the department or SLT depending on the severity. An appropriate sanction will then be given.

Anti-Bullying

The Academy places high importance on creating and maintaining a happy, safe learning environment for all pupils. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Pupils are reminded regularly that the Academy has a culture of communication and disclosure.

There exists a separate Anti- Bullying Policy.

Appendix 5: Behaviour Thresholds

Level 1	-1 point
Level 2	-2 points
Level 3	-3 points
On-Call	-5 points

Behaviour points accumulation will be discussed at the fortnightly pupil support meetings and a decision will be made on the sanction using the table below for guidance:

Number of negative behaviour points	Probable action	By whom?
-10 or more points in a day	Internal suspension/exclusion	HOY
10 to 30 points	Tutor call home Tutor report HOY notified	Tutor
30 to 70 points	Parent meeting with HOY HOY report Warning letter (for SLT report & PSP) Possible internal suspension/exclusion	HOY
70 to 100 points	Parent meeting with HOY and PSP drawn up Warning letter Possible internal suspension/exclusion	HOY
100 to 150 points	Parent meeting with AP Possible internal/external suspension/exclusion Managed Move considered SLT report	AP
150 to 250 points	Parent meeting with Principal Possible permanent exclusion	Principal

Length of suspension will be dependent on individual cases and severity of behaviour