



Swindon Academy

The best in everyone™

Part of United Learning

Primary Phase

Behaviour and Ethos Policy

2021-2022



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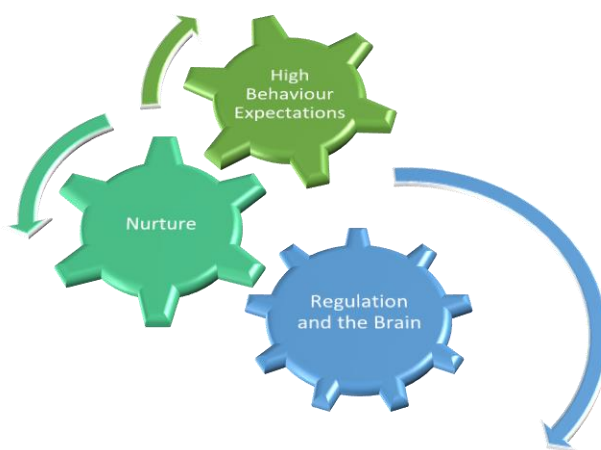
1. Aims

This policy sets out how Swindon Academy's Primary Phase will promote excellent behaviour, through high expectations, teaching pupils how manage their emotional state and a nurturing approach to meet additional needs. In applying this policy, Swindon Academy will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also consider the needs of pupils with special educational needs. Swindon Academy will also have regard to its safeguarding policy where appropriate.

At Swindon Academy, we believe that a consistent and clear approach to behaviour management, alongside nurture and opportunities for self-regulation foster a positive climate for learning. This policy outlines our approaches and is intended to provide the clarity on the expectations, routines and systems that enable every member of staff to teach in a positive and supportive environment.

Our policy aims to:

- Promote positive behaviour through high behaviour expectations.
- Promote self-esteem, self-regulation and positive relationships.
- Provide a safe environment where learning is disruption free and where children can develop socially, emotionally, physically and academically.
- Encourage a calm and purposeful learning environment in the school.
- Foster caring attitudes and celebrate achievement.
- Ensure a consistent approach to tackling poor behaviour.
- Make reasonable adjustment for those pupils with special educational needs and/or disabilities. This will include those pupils with a medical diagnosis or Education Health Care Plan (EHCP) in place as well as pupils with identified additional needs who may require additional SEND, SEMH and pastoral support.



2. Our Approach

High Behaviour Expectations

We make no apologies for our high behaviour expectations at Swindon Academy. An orderly and disciplined environment allows academic rigour to thrive and pupils to perform at their best. High behaviour expectations create a climate of respect and fosters a positive culture where pupils feel safe and can be productive.

All staff are expected to work hard to build pupil character and trust. Pupils are guided to do better by teachers and support staff, while motivating and inspiring them using a positive tone. Strategic, positive praise is used to reinforce expected behaviours, while warm-strict interventions send a message of high expectations within a caring and respectful climate.

All staff are expected to:

- a) **Use Teach Like a Champion Techniques to manage and control behaviour for learning in their classrooms and around the building.**
 - 100% compliance
 - STAR - sit, line and walk
 - Radar and Be Seen Looking
 - Least Invasive Interventions
 - Strong Voice
 - Silent Corridors

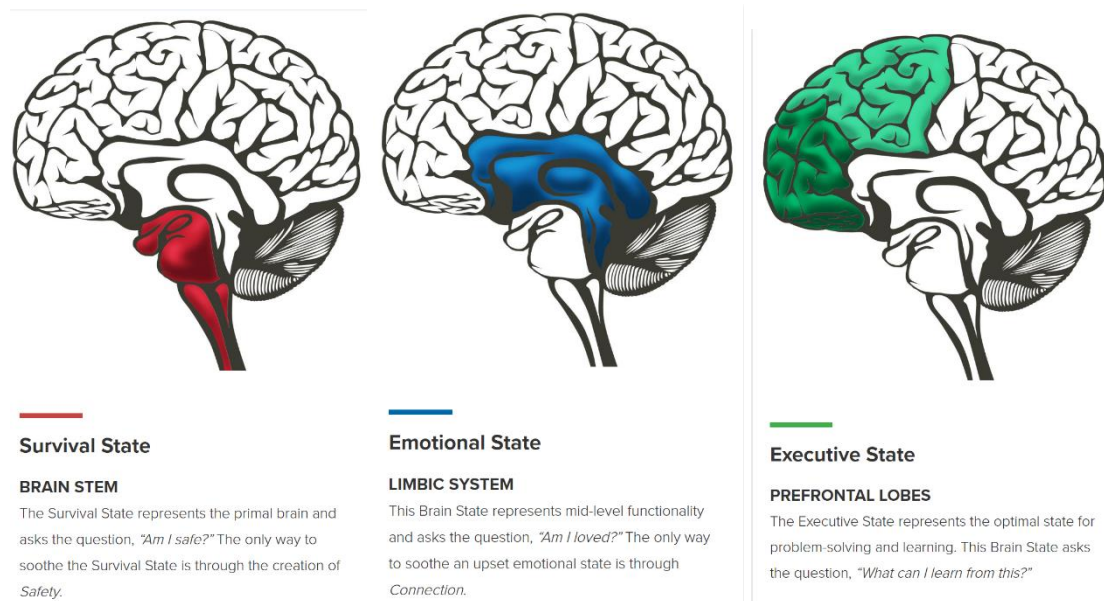
- b) **Use Teach Like a Champion Techniques to develop a safe and consistent learning environment.**
 - Positive Framing
 - Precise Praise
 - Warm/Strict
 - Emotional Consistency
 - Joy Factor

- c) **Establish a good climate for learning and behaviour.**
 - Have clear routines and practice these with the children.
 - Develop children's willingness to learn.
 - Plan for classroom jobs, so that everyone has a role to play in the school family.
 - Cultivate a working environment which is comfortable, attractive, interesting and safe.
 - Create a climate where children have equal status.
 - Use Wish you Wells and family/friends board to support the importance of school family.
 - Establish a climate where there are clear expectations about behaviour and work habits structured.
 - Be explicit in expectations of what constitutes achievement and encourage children to work towards relevant standards.

Regulation and the Brain

We use Conscious Discipline, restorative justice and structured conversations to teach children how to make conscious choices in their behaviour. In order to teach these skills in our children, as adults we must first master these skills ourselves.

Conscious Discipline empowers us to be conscious of brain-body states in ourselves and children. It provides us with the practical skills to manage thoughts, feeling and actions. In taking this approach, we help children who are physically aggressive (survival state) or verbally aggressive (emotional state) to become more integrated so they can learn and use problem-solving skills (executive state).



When we understand the brain state model, we can clearly see the importance of building our homes, and schools on the core principles of safety, connection and problem-solving.

All staff are expected to:

a. Teach children how to up- and down-regulate and monitor their own regulation

- Provide a safe space within the classroom and ensure that children understand how and when this space can be accessed and what its purpose is.
- Teach children a range of up- and down regulation strategies and help them to recognise when they might need to use them.
- Build in regular opportunities for up and down regulation throughout the day.
- Teach children about the brain state model and practical skills to manage thoughts, feelings and actions

b. Teach children to reflect upon their behaviour, discuss how to fix it and what they could do differently next time.

- Support children to acknowledge and learn from their mistakes and accept the consequences.
- Use the Mistakes Process to guide conversations around behaviour, actions and choices.
- During Reflection, encourage children to discuss and reflect upon the choices they have made.

c. Develop a sense of belonging within the school, year -group and classroom

- Use the language of school, year-group and classroom family.
- Use the language of kindness, caring and encouragement.
- Build connections within the school family.

Nurture

The concept of nurture highlights the importance of social environments and its significant influence on social emotional skills, wellbeing and behaviour. Children and young people who have missed out on early nurturing experiences can have distorted early attachments which can significantly disadvantage them. They tend to do less well at school than their peers, have poor attendance, struggle with friendships and are more likely to offend or experience physical or mental health problems.

The nurturing approach offers a range of opportunities for children to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

The Six Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

The six principles of nurture were developed by educational professionals Eva Holmes and Eve Boyd (1999).

At Swindon Academy we support all pupils through nurture-based approaches. Classrooms are nurturing and orderly spaces where pupils are supported to develop a sense of belonging. In turn they feel connected and safe and more able to manage their emotions and behaviour. For pupils who have had adverse childhood experiences and missed out on early nurturing experiences specific interventions are planned and delivered by Inclusion Officers, in small groups and when needed one-to-one.

All staff are expected to:

a. Teach children how to resolve conflict with their peers and adults

- Support children to acknowledge and learn from mistakes and accept consequences.
- Teach children the language of reflection and conflict resolution through the use of The Mistakes Process and the Time Machine.

- Provide appropriate sentence stems for children to use when addressing behaviour with their peers.
- Build children's independence in resolving conflict through role-play and practice.

b. Teach children the social skills required to interact successfully with their peers

- Play games with children at break and lunch times which promote turn-taking, winning/losing and encouragement
- Model appropriate sentence stems to request to join play, to make suggestions in play and to decline invites of play.

c. Raise pupils' self-esteem

- Communicate a sense of the importance of every learning activity.
- Plan for successful learning experiences.
- Emphasise children's responsibility through providing choices.
- Vary groups in class according to friendship and abilities.
- Celebrate children's achievements within their own personal development

The Inclusion Team will provide additional support for identified children who require small group intervention to learn and/or develop the following:








- Social Skills
- Resilience
- Conflict Solutions
- Self-Esteem and Confidence
- Lego Therapy
- Nurture
- Lunch Club
- ELSA

3. Our Expectations of Staff

All staff are expected to:

- Be an exemplary role model for children and colleagues.
- Respect all children and treat them fairly by the implementation of consistent rules and sanctions.
- Raise children’s self-esteem and develop their full potential.
- Create a safe and stimulating environment that supports children’s learning.
- Teach children how to up- and down-regulate.
- Teach children how to resolve conflict with their peers and adults.
- Teach children to reflect upon their behaviour, discuss how to fix it and what they could do differently next time.
- Provide a challenging and inclusive curriculum.

As part of our Conscious Discipline approach, all staff are expected to use Seven Superpowers:

<p>“The biggest threat to a child’s sense of safety is an out-of-control adult. The key to safety is a conscious, mindful adult.”</p>	 <p>Power of Perception <i>Becoming the Best You Can Be Webinar Series</i></p> <hr/> <p>Power of Perception</p> <p>BIG IDEA: No one can make you angry without your permission.</p> <p>GOAL: To teach adults and children to take responsibility for our own upset.</p>	 <p>Power of Unity <i>Becoming the Best You Can Be Webinar Series</i></p> <hr/> <p>Power of Unity</p> <p>BIG IDEA: We are all in this together.</p> <p>GOAL: To perceive compassionately, and offer compassion to others add to ourselves.</p>	 <p>Power of Attention <i>Becoming the Best You Can Be Webinar Series</i></p> <hr/> <p>Power of Attention</p> <p>BIG IDEA: Whatever we focus on, we get more of.</p> <p>GOAL: To create images of expected behavior in a child's brain.</p>
 <p>Power of Free Will <i>Becoming the Best You Can Be Webinar Series</i></p> <hr/> <p>Power of Free Will</p> <p>BIG IDEA: The only person you can change is you.</p> <p>GOAL: Learning to connect and guide instead of force and coerce.</p>	 <p>Power of Acceptance <i>Becoming the Best You Can Be Webinar Series</i></p> <hr/> <p>Power of Acceptance</p> <p>BIG IDEA: The moment is as it is.</p> <p>GOAL: To learn to respond to what life offers instead of attempting to make the world go our way.</p>	 <p>Power of Love <i>Becoming the Best You Can Be Webinar Series</i></p> <hr/> <p>Power of Love</p> <p>BIG IDEA: Choose to see the best in others.</p> <p>GOAL: Seeing the best in others keeps us in the higher portion of our brain so we can consciously respond instead of unconsciously react to life events.</p>	 <p>Power of Intention <i>Becoming the Best You Can Be Webinar Series</i></p> <hr/> <p>Power of Intention</p> <p>BIG IDEA: Mistakes are opportunities to learn.</p> <p>GOAL: To teach a new skill rather than punishing others for lacking skills we think they should possess by now.</p>

Emerging from the foundations of these Seven Superpowers are Seven Skills. As adults become more conscious of reactions to conflict, they can choose different responses. The Seven Skills teach adults to respond to conflict which helps our pupils to move from the resistant, lower centres of their brain to the more cooperative, higher centres.

CONSCIOUS SKILL <small>(emerges from powers)</small>	LIFE / COMMUNICATION SKILLS
Composure	Anger management, delay of gratification
Encouragement	Pro-social skills: kindness, caring, helpfulness
Assertiveness	Bully Prevention, healthy boundaries
Choices	Impulse control, goal achievement
Empathy	Emotional regulation, perspective-taking
Positive Intent	Cooperation, problem-solving
Consequences	Learning from your mistakes

By implementing the powers and skills together, our adults stay in control and in charge of our pupils in a manner which models the same skills that we aim to teach.

4. The Classroom Code of Conduct

Expectations for in-class behaviour are set out in the Code of Conduct and are displayed in every classroom. The Code of Conduct consists of ten rules that state how students are expected to behave in every lesson; it has been developed to enable teachers to teach without disruption.

At Swindon Academy we....

1. Come to class **on time** and **enter** the classroom in a **calm** way.
2. Sit in our **seating plan** seat. **Move quickly** to our place during **transitions**.
3. **Listen quietly and respectfully** when an adult is talking.
4. **Speak respectfully** to pupils and **staff**.
5. **Do as we are asked** the first time.
6. If we have something to say, **wait for the teacher to invite us to speak**.
7. Keep our **hands** and **feet** to ourselves.
8. **Work quietly** during 'independent working time' and only engage in '**talk for learning**'.
9. Complete our work **neatly** and to the **best of our ability**.
10. **Take care** of the **classroom, resources** and **displays**.

5. Our Behaviour System - Overview

a. Aim:

The main aim of our behaviour system is to ensure the day-to-day management of behaviour and to eliminate low level disruption.

b. The policy allows for the following:

- A consistent approach that can be used by all staff.
- A whole class and individual reward system.
- Use of the least intrusive approaches to manage behaviour.
- Teaching of specific behaviours and routines.

c. Principles:

The principles behind this system are:

- Pupils have the opportunity to make positive choices about their behaviour and to influence outcomes.
- Teachers integrate the system within their daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who regularly follow the rules are noticed and rewarded.
- The behaviour strategy has a KS1 and KS2 version.

d. Rewards for good behaviour:

- If a pupil displays KPRIDE behaviours in class, they are awarded epraise points.
- A pupil in each class is selected for the KPRIDE certificate weekly on a rotation of Kindness, Politeness, Responsibility, Independence, Determination and Enthusiasm.
- Pupils can be nominated for the weekly kindness bear by adults in school.

e. Consequences for poor behaviour

- If a pupil engages in low level disruption and breaks the Classroom Code of Conduct, the teacher issues a consequence in line with the B4L Policy.
- The consequences are: Verbal Warning (W1), Time Out/Reflections (T2) and Removal (R3).
- Each time there is misbehaviour, this is recorded on SIRS (T2 and above).

In any whole-school based behaviour system it is important for all stakeholders to recognise the importance of making reasonable adjustments for pupils who may be unable to comply with the rules and expectations set out above for very legitimate reasons. The Academy would seek to make reasonable adjustments for pupils who have clear, diagnosed and underlying special educational need/disability as well as pupils who have identified additional needs which require SEND/pastoral support, which makes reaching the expected standard of behaviour consistently challenging.

For those identified pupils several strategies may be employed to try and ensure ongoing success at the Academy.

6. Behaviour for Learning: Consequences

This table sets out the consequences for poor behaviour or low-level disruption in the classroom and around the school.

<p>Warning</p> <p>W1</p>	<p>1st misbehaviour:</p> <p>A verbal warning is given (W1)</p> <p>In KS1 – A pre-warning is used, to give our younger pupils an opportunity to pause and reflect before making a further choice.</p>	<ul style="list-style-type: none"> • Rule reminder: “At Swindon Academy we..... If you continue with this behaviour, you will be given a Time Out/Reflection Time”. • Rule reminder: “At Swindon Academy, we....if you continue making these choices, you will be given a warning.”
<p>Reflection</p> <p>T2</p>	<p>2nd misbehaviour</p> <p>The pupil is moved to Time-Out table in class for 10 minutes (T2) or is offered safe space or movement break if more appropriate.</p>	<ul style="list-style-type: none"> • Rule reminder: “at Swindon Academy we..... If you continue with this behaviour, you will be removed from the class.” • “Is there is any additional support you need from me? Do you need support to make the right choices? I am here to help and to keep you safe.” • Record the T2 on SIRS.
<p>Removal</p> <p>R3</p>	<p>3rd misbehaviour</p> <p>The pupil is removed from the class and taken to On Call Room/Orchard Room by a TA for 15 minutes (R3) with work.</p>	<ul style="list-style-type: none"> • Record R3 on SIRS within 45 minutes of the R3. • A text is sent home to parents informing them of the removal. • The child completes Mistakes Process Sheet (verbally or written as appropriate) • IO to return pupil to class <p>Consequence:</p> <ul style="list-style-type: none"> • 20- minute detention after school for each removal. • Detentions are capped at 1 hour/3 removals <p>If a child receives 3 removals from class in a day, they spend the rest of the day in On Call/Orchard Room. A work-pack will be completed. An emergency meeting will also be held with parents/carers with the Inclusion Officer (IO) and Headteacher or AHT, if required.</p>
<p>Serious Incident</p> <p>SI4</p>	<ol style="list-style-type: none"> 1. Serious and deliberate rudeness to a pupil or adult 2. Persistently ignoring an adult's instructions (when warning system has been used) 3. Running around school and/or absconding to the playground 4. Racist or homophobic incident 5. Bullying – repeated verbal or physical abuse 6. Throwing large objects to cause harm or disruption 	<ul style="list-style-type: none"> • Recorded SI4 on SIRS within 60 minutes of incident taking place • A text is sent home to parents informing them of Serious Incident. • The response is decided upon by the member of staff dealing with the incident. <p>Possible Consequences:</p> <p>For SIs 6-12, all Teachers and TAs must log the response as Report IO/SLT</p> <ul style="list-style-type: none"> • Discussion with pupil

	<p>7. Serious physical assault on a pupil</p> <p>8. Major breaking/destroying school property</p> <p>9. Swearing offensively at an adult</p> <p>10. Physical assault on an adult</p> <p>11. Major theft</p> <p>12. Bringing in or using offensive weapons</p>	<ul style="list-style-type: none"> • Loss of next break time • Teacher to contact parents to discuss • Loss of other privilege (Club, Student Leadership – Must be agreed by AHT/Head) • Restorative Justice/Time Machine • Log on CPOMS as Harmful Peer Incident (HPI) • IOs to investigate • Report to IO/SLT • AHT/HT/IO Meeting with Parents/Carers • Internal half day • Internal full day • Fixed term exclusion • Placed on Pre-Intensive Support Programme (if not already) <p>Any incident at playtime, must be logged and followed through with by the teaching assistant/MDSA/Teacher on duty, who witnessed the incident. This must be undertaken outside of lessons.</p> <p>Any Harmful Peer Incident taking place at break or lunch time must be fully investigated by the member of staff who witnessed incident. The incident must be logged on SIRS and an IO contacted to let them know a HPI needs to be logged on CPOMS.</p>
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Reasonable Adjustments

Any pupils with Positive Support Plans (PSP) in place, must be followed by all staff. It is the staff members' responsibility to ensure they are familiar with the plan and understand how to carry them out. Consistency with the plan's expectations is crucial to the progress of the child.

7. Intensive Support Programme (PRIMARY)

Every year, there are a small number of pupils who struggle to comply with the Behaviour for Learning Strategy. Leaders go out of their way to ensure that pupils are not escalated through a system of sanctions and exclusions that can accelerate the route to permanent exclusion. At every stage of the process, leaders work together with the pupil and their family to identify triggers, personalise provision, offer support and find solutions

The Academy would seek to make reasonable adjustments for pupils who have a clear, diagnosed and underlying special educational need / disability as well as pupils who have identified additional needs which require SEND / pastoral support, which makes reaching the expected standard of behaviour consistently challenging.

Initially, when it becomes clear that a pupil is being removed regularly from class or is being sanctioned for their behaviour around the Academy, the pupil will be monitored and supported closely by their Inclusion Officer. At this point, a pupil will be placed on our Pastoral Programme. Our Pastoral programme identifies appropriate support and interventions to be put in place, including Star Charts, Reward Time, Movement Breaks, Up and Down Regulations as well as referrals to our Early Help Partners. The aim of this early intervention is to address the cause of the problem and help the pupil to regulate and improve their behaviour.

If this Pastoral Programme is not successful and the pupil continues to receive exclusions or three or more removals in a day, they may be placed on the Intensive Support Programme (ISP). This will trigger a period of assessment and intensive support which is personalised to the student and designed to help them to address the cause of their problems and to understand the behaviours expected of the as a member of the school community. During the time a pupil is on the ISP, close contact will be maintained with the family, and pupils will be monitored closely by the Inclusion Officers and by members of SLT.

At each stage of the Intensive Support Programme, personalised approaches and solutions will be sought. All support and meetings will be recorded through our ISP Booklet.

Pastoral Programme

Reasonable Adjustments	Referrals
Star Pack (BA) and Reward Chart	For child:
Good to be Green (AC)	SEMH Team
Now and Next Board	PCSO
Star Moments Book	Early Help Intervention
Visual Timetable	Paediatrician
Fidget Toy	Trailblazers
Chew Support	STEP
Ear Defenders	RESPECT
Key Adults	For parents/carers:
Check-ins	Butterflies
Movement Breaks	Loving Boundaries (BA)
Use of safe space	Conscious Discipline Parent/Carer Programme (AC)
Up/Down Regulation	Aiming High (children with SEND only)
Scheduled Calls Home	For Family
Home for Lunch	Early Help Referral
Positive Support Plan	Family Group Conferencing
Lego Therapy	
ELSA	
Nurture Group	

Intensive Support Programme: Stage 1

- The Headteacher and the Inclusion Officer meet regularly to review the B4L records of the most challenging students.
- If a student is displaying defiant and/or aggressive behaviour and is not responding to the early interventions provided, they will be considered for the 'Intensive Support Programme'.
- Once a student has been put on ISP1, the student and parent will be invited to a meeting to discuss the justification for movement on to the Intensive Support Programme and a letter will be sent home to the family. If this decision has been made following an exclusion, the discussion will be held as part of the Reintegration Meeting.

When a pupil is placed on Stage 1 of the Intensive Support Programme, there are a range of possible actions to support them. These will be discussed at the Placement meeting and used as appropriate.

The following will be discussed and actioned:

1	Referral to FAP for 2-day/3-day Nylands Placement (if appropriate)
2	<p>The following points will be checked:</p> <ul style="list-style-type: none"> • Attendance – agree any actions needed • Punctuality – agree any actions needed • Timetable – RAG each lesson, identify issues and consider amendments to lesson and/or potential class change. • Break and lunch time arrangements – offer alternatives where appropriate • Medication requirements – check times and dosage • Uniform • Equipment • Literacy and Numeracy Levels – additional testing to be arranged if necessary and support implemented depending on results from tests
3	<p>Supportive Interventions:</p> <ul style="list-style-type: none"> • Meeting 1:1 with class teacher where pupil has identified issues to discuss how best the teacher can support the pupil to be successful <p>The following options will be discussed to determine what is most appropriate, if not already used:</p> <ul style="list-style-type: none"> • Breakfast Club • ELSA • TAMHS • Trailblazers • Family Service • PCSO
4	<p>Early Help:</p> <ul style="list-style-type: none"> • E.H.R – ensure an E.H.R has been completed or updated within the last 6/12 months • TAC – check all actions appropriate to the school are in place • Consent – ensure data consent sharing form has been signed within last 12 months giving permission to the school to share information and to have discussions with Early Help Partners within Swindon

5	Review: <ul style="list-style-type: none">• Review all actions from the meeting• Set deadlines for completion on all new actions• Make any adjustment to Key Adult, if required (this will either be an Inclusion Officer or a Teaching Assistant)
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Following the meeting, all the information will be summarised into the ISP Booklet and actions will be communicated to the class teacher, teaching assistant and any other relevant adults. ISP Review meetings will be held every two weeks with the child, the family member/s and the Inclusion Officer.

At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions.

Pupils will be given an initial 3-week period to enable all of the actions to be implemented and for behaviour to improve. During this time if there is a need to place a pupil on to a FTE then this will be issued outside of the graduated response. Following this period and if there is no improvement in behaviour and there is a need to issue a FTE then this will be issued under the ISP protocol and the pupil will move up to the next stage of the ISP.

If the pupil goes through a six-week period without a Serious Incident or 3 removals in a day, they may be moved back to the Pre-Intensive Support Programme and their parents would be informed.

Intensive Support Programme: Stage 2

- If an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 2 of the ISP. They will receive a two-day Fixed Term Exclusion.
- The reintegration meeting will be conducted by the Headteacher and an Inclusion Officer.
- A Stage 2 reintegration meeting template will be completed in the ISP Booklet.

The following actions will be carried out at Stage 2 and discussed during the reintegration meeting:

<ul style="list-style-type: none">• Re-visit actions from Stage 1• Referral to FAP for a Managed Move• Consider referral to Educational Psychologist, where appropriate• Identify and agree any further in-class support where appropriate• Discuss further amendments to timetable, if appropriate• Identify and agree peer support if appropriate• Inclusion Officer to meet with all adults involved with the student to discuss needs (Project 8 format and process). A more detailed behaviour plan will be written.• AHT Inclusion/SENCO to seek advice from the TAF Panel (from September 2021) for recommendations on targeted external support• Student to meet with Assistant Head of Phase.

At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions. A 2-weekly review meeting will be with the family, the student and the Inclusion Officer.

Pupils will be given an initial 3-week period to enable all of the actions to be implemented and for behaviour to improve. During this time if there is a need to place a pupil on to a FTE then this will be issued outside of the graduated response. Following this period and if there is no improvement in behaviour and there is a need to issue a FTE then this will be issued under the ISP protocol and the pupil will move up to the next stage of the ISP.

If the pupil goes through a six-week period without a Serious Incident or 3 removals in a day, they may be removed back down to Intensive Support Programme Level 1 and their parents would be informed.

Intensive Support Programme: Stage 3

- If an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 3 of the ISP. They will receive a three-day Fixed Term Exclusion.
- The reintegration meeting will be conducted by the Headteacher and the Inclusion Officer.

The following actions will be carried out at Stage 3 and discussed during the reintegration meeting:

1	<ul style="list-style-type: none">• Re-visit actions from Stage 2• SLT Mentor allocated• Analyse and assess the pupil's hobbies and interests to see if an extra-curricular club can be arranged or a boxing coach.• Consider adjustments to timetable if needed (review every two weeks and form to be signed)• Present student case at 'Team Around the School' Meeting• Consider applying for EHCP, if relevant.• Student to meet with Headteacher
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At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions. A 2-weekly review meeting will be with the family, the student and the Inclusion Officer.

Pupils will be given an initial 3-week period to enable all of the actions to be implemented and for behaviour to improve. During this time if there is a need to place a pupil on to a FTE then this will be issued outside of the graduated response. Following this period and if there is no improvement in behaviour and there is a need to issue a FTE then this will be issued under the ISP protocol and the pupil will move up to the next stage of the ISP.

If the pupil goes through a six-week period without a Serious Incident or 3 removals in a day, they may be removed back down to Intensive Support Programme Level 2 and their parents would be informed.

Intensive Support Programme: Stage 4

- If an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 4 of the ISP. They will receive a four-day Fixed Term Exclusion.
- The reintegration meeting will be conducted by the Headteacher, an Assistant Headteacher and a Governor.
- The meeting will be formally minuted.

The following actions will be carried out at Stage 4:

1	<ul style="list-style-type: none"> • Consider adjustments to timetable if needed (review every two weeks) • Analyse and assess the pupil's hobbies and interests to see if an extra-curricular club can be arranged or a boxing coach. • Review of engagement with SLT Mentor • Review engagement and success on all interventions offered – consider what else can be offered depending on academy partnerships and Local Authority initiatives • Pupil to meet with Executive Principal
2	Headteacher to meet with the Executive Principal to discuss all stages and actions
3	Contact Exclusion and Reintegration Team to inform them that the student has reached ISP4
4	Send ISP4 statement to Regional Director

Pupils will be given an initial 3-week period to enable all of the actions to be implemented and for behaviour to improve. During this time if there is a need to place a pupil on to a FTE then this will be issued outside of the graduated response. Following this period and if there is no improvement in behaviour and there is a need to issue a FTE then this will be issued under the ISP protocol and the pupil will move up to the next stage of the ISP. A 2-weekly review meeting will be with the family, the student and the Inclusion Officer.

At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions. If the pupil goes through a six-week period without a Serious Incident or 3 removals in a day, they may be removed back down to Intensive Support Programme Level 3 and their parents would be informed.

Intensive Support Programme: Stage 5

- If an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 5 of the ISP. They will receive a five-day Fixed Term Exclusion.
- A Stage 5 ISP Hearing will be held with the Headteacher and a Secondary Senior Vice Principal or the Executive Principal. A governor will attend. At the meeting, a Final Warning will be given – both verbally and in writing. The student will be told that a further serious incident may lead to a Permanent Exclusion.
- The meeting will be formally minuted.
- The Headteacher will contact the Exclusion and Reintegration Team to pre-warn them that an academy student is at risk of Permanent Exclusion (PEX).
- A pre-meeting will be held between the Headteacher and Executive Principal to review paperwork. This will also be sent to the Governor attending the meeting.

The following actions will be carried out at Stage 5:

1	The meeting will follow the same format as an ISP 4 meeting.
2	Headteacher to meet with the Executive Principal to discuss all stages and actions.
3	Contact Exclusion and Reintegration Team to inform them that the student has reached ISP5 and received a final warning
4	Send ISP5 evidence pack to the Regional Director

Pupils will be given an initial 3-week period to enable all of the actions to be implemented and for behaviour to improve. During this time if there is a need to place a pupil on to a FTE then this will be issued outside of the graduated response. Following this period and if there is no improvement in behaviour and there is a need to issue a FTE then this will be issued under the ISP protocol and the pupil will move up to the next stage of the ISP. A 2-weekly review meeting will be with the family, the student and the Inclusion Officer.

At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions. If the pupil goes through a six-week period without a Serious Incident or 3 removals in a day, they may be removed back down to Intensive Support Programme Level 4 and their parents would be informed.

Intensive Support Programme: Stage 6 (Permanent Exclusion)

- If an incident of serious disruption or defiance reoccurs, the Headteacher and Executive Principal will meet to discuss a possible permanent exclusion.
- A discussion will take place with the Regional Director.
- The Local Authority will be consulted to discuss if any alternative to permanent exclusion can be found.