Primary Phase

Behaviour for Learning Policy (L04b)

2020-2021

Behaviour for Learning Policy: Primary Phase

Contents:

1. Aims of the Policy

This policy sets out how Swindon Academy Primary Phase will promote good behaviour, self-discipline and respect, ensure that pupils complete assigned work and regulate the conduct of pupils. In applying this policy, Swindon Academy considers 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 pay regard to its Safeguarding Policy, where appropriate.

At Swindon Academy, we believe that a consistent and clear approach to behaviour management is needed to foster a positive climate for learning. This policy 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.
- Promote self-esteem, self-discipline 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 adjustments 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 / pastoral support.

2. 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.
- Provide a challenging and inclusive curriculum.
- Create a safe and stimulating environment that supports children's learning.

3. Developing Behaviour for Learning through our School Family
All staff are expected to:

a. **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.
   - Display and celebrate children's outcomes (published work).

b. **Offer a well-planned curriculum:**
   - Aim for Quality Teaching, which encourages breadth, depth and balance in the pupil experience of the wider curriculum.
   - Plan for and support SEN / EAL/ G&T students.
   - Plan for other adults in the classroom.
   - Set challenging but achievable goals.

- Explain tasks well.

c. Establish a good climate for learning and behaviour
- Have clear routines and practice these with the children.
- 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.
- 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.
- Create a climate where children have equal status.
- Use wish wells and family/friends boards 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.
- Support children to try new things and learn from mistakes, for example using the Mistakes Process and using the Time Machine.

4. 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 your ability.**
10. **Take care** of the **classroom**, **resources** and **displays**.

5. Around the Academy Code of Conduct

1. We are **kind** and **polite** to each other.
2. We **act responsibly** and **safely.**
3. We look after our **classrooms, buildings** and **equipment**.
4. We **play sensibly** in the **playground**, taking **turns** with others.
5. We walk around the building **calmly**, with our **hands behind our backs**.
6. We look after our **classrooms, buildings** and **equipment**.

6. The 'Classroom Behaviour' System

a. Aim:

The main aim of the behaviour system is to ensure day-to-day management of behaviour and 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 Pre-warning (for Key Stage 1 only), 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.

Behaviour for Learning (B4L): Key Stage 1

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

Pre-Warning	**1st misbehaviour:**	• A pre-warning is given quietly by the teacher. • Gentle rule reminder: "At Swindon Academy we…… because….. If you continue with this behaviour, you will receive a verbal warning"
Warning W1	**2nd misbehaviour:** A verbal warning is given. (W1)	• Rule reminder: "At Swindon Academy we….. If you continue with this behaviour, you will be given a Time Out/Reflection Time".
Time Out T2	**3nd misbehaviour** 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.	• 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.**
Removal R3	**4th misbehaviour** The pupil is removed from the class and taken **to On Call Room/Orchard Room** by a TA for 20 minutes (R3) with work. Teacher to use Assist Alarm on SiRS to call IO to classroom. IO to remove pupils to outside the class to de-escalate/resolve issue. Where appropriate, IO to cover class for short period while the class teacher uses restorative approach to secure successful return to class.	• **Recorded R3 on SIRS and detention allocated** within 45 minutes of the R3. • A text is sent home to parents informing them of the removal. • The child completes Mistakes Process sheet. • The Inclusion Officer returns the pupil to class. **Consequence:** • **Missed learning or any catch-up must be completed at the next breaktime -** supervised by the Phase Inclusion Officer.
Removal R3	2nd R3 A second R3 is received during the same day.	• **Recorded R3 on SIRS and detention allocated** 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). • The Inclusion Officer returns the pupil to class. **Consequence:** • **Missed learning or any catch-up must be completed at the next breaktime -** supervised by the Phase Inclusion Officer. • Pupil is taken to the AHT to address the behaviour and support in the resolution.

Three or more R3's in one day will result in an emergency meeting with parents – see flow chart

Behaviour for Learning (B4L): Key Stage 2

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

W1	**1st misbehaviour:** A verbal warning is given. (W1)	• Rule reminder: "At Swindon Academy we….. If you continue with this behaviour, you will be given a Time Out/Reflection time"
Time Out T2	**2nd misbehaviour** The pupil is moved into Time-Out table **in class** for 10 minutes. (T2)	• 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**.
Removal **R3**	**3rd misbehaviour** The pupil is removed from the class and taken **to On Call Room/Orchard Room** by a TA for 20 minutes (R3) with work. Teacher to use Assist Alarm on SiRS to call IO to classroom. IO to remove pupils to outside the class to de-escalate/resolve issue. Where appropriate, IO to cover class for short period while the class teacher uses restorative approach to secure successful return to class.	• **Recorded R3 on SIRS and detention allocated** 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). • The Inclusion Officer returns the pupil to class. **Consequence:** • **Missed learning or any catch-up must be completed at the next breaktime** - supervised by the Phase Inclusion Officer.
Removal	**2nd R3** A second R3 is received during the same day.	• **Recorded R3 on SIRS and detention allocated** within 45 minutes of the R3. • A text is sent home to parents informing them of the removal. • The child completes Mistakes Process sheet. • The TA collects the pupil after 20 minutes if possible, otherwise returned by Inclusion Officer. **Consequence:** • **Missed learning or any catch-up must be completed at the next breaktime** - supervised by the Phase Inclusion Officer • Pupil is taken to the AHT to address the behaviour and support in the resolution.
Removal	**3rd R3** A third R3 is received during the same day.	• Recorded R3 on SIRS and allocate detention within 45 of the R3. • A text is sent home to parents informing them of the removal. • The child completes Mistakes Process sheet. • The TA collects the pupil after 20 minutes if possible, otherwise returned by OW. **Consequence:** • **Missed learning or any catch-up must be completed at the next breaktime** - supervised by the Phase Inclusion Officer. • Pupil is taken to the HT to address the behaviour and support in the resolution.

Three or more R3's in one day will result in an emergency meeting with parents – see flow chart

Failure to Complete Missed Learning and Catch-Up

If a pupil refuses to complete any lost learning during break times, the Inclusion Officer will inform the Assistant Headteacher for the Phase and it will be addressed and resolved through senior leadership team involvement.

Reasonable Adjustments

EHCP pupils and pupils with SEND Support should have PSPs in place, which must be known and followed by all staff.

7. Serious Incidents

The following list categorises different levels of poor behaviour which will occur mainly outside of the classroom and therefore need to be dealt with as serious incidents rather than using R3s.

Level of Incident	Possible Consequences
Level 1 Serious Incident (break and lunchtime) 1. Serious and deliberate rudeness 2. Deliberately upsetting another pupil verbally 3. Physically hurting a pupil 4. Repeatedly ignoring an adult's instructions	• Discussion with pupil • Loss of next break time • Adult to contact parents to discuss • Loss of other privilege • RJ/Time Machine **Dealt with by the teaching assistant/ MDSA/Teacher on duty, who witnessed the incident and then logged on SIRs by them**
Level 2 Serious Incident: 1. Persistent offensive or abusive language 2. Throwing objects 3. Deliberately breaking or destroying school property 4. Unprovoked attack on another pupil/or adult 5. Racist or homophobic incident 6. Persistent refusal to follow an adult's instruction (where warning system has been used)	• Loss of break/lunch (can be more than one day • Reported to IO/SLT • 20 minutes after school detention • Loss of other privilege • Meeting with parents/carers **Dealt with by the teacher/inclusion officer or member of SLT and then logged on SIRs by the IO**
Level 3 Serious Incident: 1. Persistent failure to attend detention 2. Bringing in or using offensive weapons 3. Major theft 4. Major vandalism 5. Serious physical assault 6. Throwing objects to deliberately hurt 7. Dangerous behaviour to self 8. Running around school and/or absconding to the playground 9. Bullying 10. Extreme repeated and deliberately offensive verbal abuse or harassment	• Meeting with parents/carer • Internal half day • Internal full day • Fixed term exclusion **Dealt with by the inclusion officer or member of SLT and agreed with the site headteacher (and then logged on SIRs by the IO**

8. Intensive Support Programme (PRIMARY)

The Behaviour for Learning Policy has been designed to promote excellent standards of behaviour for learning throughout the Primary Phase of the academy so that every student has the opportunity to reach their full potential. Students can only achieve this if their standards of behaviour are consistently high and learning is not disturbed by the behaviour of others.

At Swindon Academy, we believe that a consistent and clear approach to behaviour management is needed to foster a positive climate for learning. Our policy provides clarity on the expectations, routines and systems that enable every member of staff to teach in a positive and supportive environment.

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. Other interventions may be used in conjunction with 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. This is monitored as pre-intensive support program (Pre-ISP) and a Pre-Intensive/Intensive Support Program booklet will be started.

If this Pre-ISP is not successful and the pupil continues to receive exclusions, 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 pupil and designed to help them to address the cause of their problems and to understand the behaviours expected of them as a member of the school community. During the time that a pupil is part of 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.

Intensive Support Programme: Stage 1

- The site Head Teacher and the Inclusion Officers meet regularly to review the SIRs 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 placement has been agreed, the pupils and parent will be informed that the pupil is now being placed on the Intensive Support Programme.

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 used as appropriate. The following actions may be carried out at Stage 1:

1	Parent and Student meeting held with Site Head and Inclusion Officer
2	**Pupil Support Meeting** Form completed within the PISP booklet
3	**Parent/Student agreement** signed (to include phone number, second contact, agreement to attend when called, permission to share information with agencies)
4	**Class teacher** to contact home at least twice a week to report on events in person, by phone or email with positives as well as concerns
5	**Amendment to timetable** considered (e.g. later start/earlier finish – should be very rare)
6	**Personalised timetable** to include reward time/sensory breaks
7	Agree support to be offered by Inclusion Team
8	All relevant staff to be emailed with a **Positive Support Plan**
9	Identify **arrangements for detentions** i.e. collection
10	Arrange for **testing** – reading/numeracy/dyslexia
11	Check **attendance** – agree any actions needed and action
12	Check **punctuality** – agree any actions needed and action
13	Discuss **break and lunch time** arrangements
14	Offer utilising **Breakfast Club**
15	Check **medication** issues
16	Check **uniform** issues
17	Check **lunch/break/food** issues
18	**Review pupil file** and summarise
19	Contact **previous school** to gather further information (where appropriate)
20	**EHR** should have been completed – if not arrange completion or review
21	Consider referral to **Ed Psych / TAMHs**
22	Site Head Teacher to **feed back** to Executive Principal
23	Update **student ISP** booklet (all paperwork and supporting evidence must be kept in here)
24	Request permission to discuss at the 'Team around the School' meeting (if not done already)

At every stage of the Intensive Support Programme, leaders will seek to support the pupil and de-escalate sanctions. If the pupil goes through a six-week period without a Serious Incident, and/or less than two R3's, they will be removed from the Intensive Support Programme and their parents will be informed.

Intensive Support Programme: Stage 2

- A pupil on Stage 1 of the ISP will be given time to receive the support they need and work on the issues identified. If a serious incident occurs before all the agreed actions have taken place and/or been given a reasonable amount of time to imbed an exclusion 'outside of the ISP' will be issued.
- Once agreed time has been given for the support to take effect, the school will expect to see an improvement in attitude and effort. If this is not the case, and 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 Site Head and the relevant Inclusion Officer.
- A Stage 2 reintegration meeting template will be completed in the ISP booklet.

When a pupil is placed on Stage 2 of the Intensive Support Programme, there are a range of possible actions to support them. These will be used as appropriate.

The following actions may be carried out at Stage 2:

1	**Parent and student meeting** with Site Headteacher and Inclusion Officer (recorded in the ISP booklet)
2	**Re-visit** actions from Stage 1 and confirm all have been completed
3	Arrange **learning support** if testing at Stage 1 identifies need
4	Identify and agree in **class support,** where appropriate
5	Identify and agree **peer support,** if appropriate
6	Analyse and assess the pupil's hobbies and interests to see if an **extra-curricular club** can be accessed.
7	**Create team** to discuss child's needs with staff
8	Discuss further **amendments to personalised timetable,** if appropriate
9	Place amended timetable and **summary of actions** placed in Teams
10	Student to **meet with Site Headteacher**
11	Site Headteacher and Inclusion Officer **meet** to **discuss actions**
12	Update **student ISP file**

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 on Stage 2 without an SI and less than two R3's, they will be moved back down to Stage 1 of the ISP and their parents will be informed.

Intensive Support Programme: Stage 3

- A pupil on Stage 2 of the ISP will be given time to receive the support they need and work on the issues identified. If a serious incident occurs before all agreed actions have taken place and/or has been given a reasonable amount of time to imbed an exclusion 'outside of the ISP' will be issued.
- Once agreed time has been given for the support to take effect, the school will expect to see an improvement in attitude and effort. If this is not the case, and an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 2 of the ISP. They will receive a three-day fixed term exclusion.
- The re-integration meeting will be conducted by the Site Headteacher and the Inclusion Officer.
- A Stage 3 reintegration meeting template will be completed in the ISP booklet.

When a pupil is placed on Stage 3 of the Intensive Support Programme, there are a range of possible actions to support them. These will be used as appropriate.

The following actions may be carried out at Stage 3:

1	**Parent and pupil meeting** with Site Headteacher and Inclusion Officer
2	Inclusion Officer to contact home daily to report on day's events by phone or email as agreed
3	Consider **adjustments to timetable** if needed (review every two weeks)
4	If pupil has missed curriculum time due to exclusion, identify **additional support package** for **catch up** (this will depend on staffing and timetable and can include 1:1 during lessons with a TA, work packs and catch up sessions with Inclusion Officers
5	Meeting with **child's team of staff**
6	Timetable and **summary for actions** placed onto PSP
7	Site Headteacher meet with **Executive Principal** to discuss actions
8	Update student **ISP file**

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 on Stage 3 without an SI and less than two R3's, they will be moved back down to Stage 2 of the ISP and their parents will be informed.

Intensive Support Programme: Stage 4

- A pupil on Stage 3 of the ISP will be given time to receive the support they need and work on the issues identified. If a serious incident occurs before all agreed actions have taken place and/or has been given a reasonable amount of time to imbed an exclusion 'outside of the ISP' will be issued.
- Once agreed time has been given for the support to take effect, the school will expect to see an improvement in attitude and effort. If this is not the case, and an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 2 of the ISP. They will receive a four-day fixed term exclusion.
- The reintegration meeting will be conducted by the Site Head Teacher, Primary Headteacher and a Governor.
- The meeting will be formally minuted and these will be added to the pupil's file.

When a pupil is placed on Stage 4 of the Intensive Support Programme, there are a range of possible actions to support them. These will be used as appropriate.

The following actions may be carried out at Stage 4:

1	**Parent and pupil meeting** with Site Headteacher, Executive Principal and a Governor
2	**Site Headteacher** to hold meeting with **Executive Principal** to discuss all stages
3	Inclusion Officer to continue to contact home daily to report on day's events (supported by PLB if needed)
4	Consider **adjustments to personalised timetable** if needed (review every two weeks)
5	**Meeting 1:1** with all staff where pupil has identified **issues** to discuss how best the adults can support the pupil to be successful
6	Identify **additional support package for catch up**
7	Analyse and assess the pupil's hobbies and interests to see if an additional **extra-curricular club** can be accessed
8	**Analyse and assess all interventions** to see what else can be offered
9	Timetable and summary of actions placed in **Pastoral Team**
10	Update pupil's **ISP file**
11	Site Headteacher to contact **Exclusion and Reintegration Team** to inform them the student has reached ISP4
12	Send ISP4 Statement to **Regional Director**

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 on Stage 4 without an SI and less than two R3's, they will be moved back down to Stage 3 of the ISP and their parents will be informed.

Intensive Support Programme: Stage 5

- A pupil on Stage 5 of the ISP will be given time to receive the support they need and work on the issues identified. If a serious incident occurs before all agreed actions have taken place and/or has been given a reasonable amount of time to imbed an exclusion 'outside of the ISP' will be issued.
- Once agreed time has been given for the support to take effect, the school will expect to see an improvement in attitude and effort. If this is not the case, and 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 Site Headteacher and the Executive Principal. A governor will also attend. At the meeting, a final warning will be given – both verbally and in writing. The pupil will be told that a further serious incident may lead to a permanent exclusion.
- The meeting will be formally minuted and these will be added to the pupil's file.
- The Site Headteacher will contact the Exclusion and Reintegration Team to pre-warn them that an academy student is at risk of permanent exclusion (PEX).

When a pupil is placed on Stage 5 of the Intensive Support Programme, there are a range of possible actions to support them. These will be used as appropriate.

The following actions may be carried out at Stage 5:

1	Pre-meeting will be held with the Executive Principal and the statement sent to governors
2	Stage 5 Hearing with Site Headteacher, Executive Principal and a Governor
3	Inclusion Officer to contact home daily to report on day's events (MUST BE SLT)
4	Consider further **adjustments to personalised timetable** if needed (review every two weeks)
5	Identify additional **support package for catch up**
6	**Analyse and assess all interventions** to see what else can be offered
7	Timetable and summary of actions placed in **Pastoral Team**
8	Update student **ISP file**
9	Contact **Exclusion and Reintegration Team** to pre-warn them the student is close to a PEX
10	Send **ISP Statement** to Regional Director

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 on Stage 5 without an SI and less than two R3's, they will be moved back down to Stage 4 of the ISP and their parents will be informed.

Intensive Support Programme: Stage 6 (Permanent Exclusion)

- A pupil on Stage 5 of the ISP will be given time to receive the support they need and work on the issues identified. If a serious incident occurs before all the agreed actions have taken place and/or been given a reasonable amount of time to imbed an exclusion 'outside of the ISP' will be issued.
- Once agreed time has been given for the support to take effect, the school will expect to see an improvement in attitude and effort. If this is not the case, and an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 2 of the ISP. They may receive a 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.