

# The Friary School

## BEHAVIOUR POLICY 2024-2025



### Introduction

The Friary School's Behaviour Policy is reviewed annually by senior staff and governors to ensure we maintain a reflective and effective approach to managing student conduct.

### Principles

The Friary School is committed to the following key principles to target impeccable conduct and self-discipline from all students and ensure that low-level disruption is kept to the absolute minimum:

- To promote good behaviour and discipline and to provide a safe, well ordered learning environment for students.
- To support students in learning self-discipline and to promote self-esteem and wellbeing.
- To promote the concepts of personal responsibility and of every member of the school having a responsibility towards the whole community.
- To help students learn that certain actions are unacceptable. These include verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse).
- To promote early intervention in order to prevent more serious behaviour which disrupts the learning of other students and the effective running of the school.
- To establish within the school a proper regard for authority and an ethos of mutual respect in which all students are expected to behave with consideration and care, accepting codes of behaviour which are required of them by school and society.
- To work positively with the information and guidance services and appropriate outside agencies to ensure that the needs of all students are met by utilising the range of external support available.
- To encourage consistency of response to both positive and negative behaviour and fairness of treatment for all. Integral to this is a system of rewards and an emphasis on praise for individuals and groups when appropriate.
- To encourage a positive relationship with parents / carers to develop a shared approach that involves them in the implementation of the school's policy and associated procedures.
- To provide a curriculum which is appropriate and accessible to all students and which reinforces expectations of positive behaviour.

### Legislation, Statutory Requirements & Statutory Guidance

The following legislation, statutory requirements and statutory guidance have been used as references in producing this Behaviour Policy:

- [DfE Guidance - Behaviour in Schools - Advice for Headteacher & School Staff \(February 2024\)](#)
- [DfE Guidance - Searching, Screening & Confiscation – Advice for Schools \(July 2022\)](#)
- [The Equality Act \(2010\)](#)
- [Keeping Children Safe in Education \(Sept 2024\)](#)
- [DfE Guidance - School Suspensions & Permanent Exclusions \(Aug 2024\)](#)
- [DfE Guidance - Use of Reasonable Force in Schools](#)
- [DfE Guidance - Supporting Pupils with Medical Condition at School \(Aug 2017\)](#)
- [Special Educational Needs & Disability \(SEND\) Code of Practice \(September 2024\)](#)

- [DfE Guidance - Preventing Bullying \(July 2017\)](#)
- [DfE Guidance - Sharing Nudes & Semi-Nudes - Advice for Education Settings Working with Children & Young People \(Mar 2023\)](#)

## **Roles and Responsibilities**

Students will be expected to take responsibility for their own behaviour and will be made fully aware of procedures, expectations and The Friary School's formal Code of Conduct. Students have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. They also have a responsibility to complete all work set to the best of their ability. All students are made aware of appropriate standards of behaviour through assemblies, tutor time, staff modelling etc. Each school year students are updated on the school behaviour system. They also have this information available in their Student Handbook.

The Governing Body will establish the policy in consultation with the Headteacher and teaching staff for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parent / carers and that it is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher and other members of the Senior Leadership Team will be responsible for the implementation, review and day-to-day management of the policy and procedures and for the promotion of positive behaviour management. Support and training for staff faced with challenging behaviour is also an important responsibility of the Senior Leadership Team.

All staff, including teachers, the Student Support Team (SST) and other support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Senior Leadership Team on the effectiveness of the policy and procedures.

They also have responsibility, with the support of the Senior Leadership Team, for creating a high-quality learning environment, teaching good behaviour, having high expectations of what students can achieve and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and Staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parent / Carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

## **The Friary School Character Award**

We believe that school is incredibly important and that it allows young people to grow and flourish through academic learning and the development of other skills and qualities. Indeed, our school curriculum is designed to educate our students so that they play an active and responsible part in modern life and wider society.

By being involved in school life and developing themselves young people demonstrate the characteristics of The Friary Ethic (See Appendix 1). In this way young people can be proud of the role they play in ensuring the whole school community succeeds.

All Year 8 students complete a portfolio and present evidence, and are then in turn presented with a Friary School Character Award. This award supports the confirmation that a young person is taking responsibility for their own behaviour and helping others to do the same. This award encourages student to reflect and celebrate their successes in school life and beyond and to build up the Friary Ethic skill-set to support their learning as they move towards GCSEs.

## **Disciplinary Procedures and Sanctions - Principles**

Sanctions are needed to respond to inappropriate behaviour. It is important to make a clear distinction between the sanctions applied for minor and major offences, to establish why the sanction is being applied and to emphasise what changes in behaviour are required to avoid future sanctions. The Friary School adopts 5 Stages of Consequences (see Appendix 2) for unacceptable behaviour.

Guidance exemplifying each Stage's associated incidents is provided for students and staff. However, it cannot be exhaustive and staff will need to use their professional judgement to interpret and apply the policy in the given circumstances.

When a student reaches Stage 2 or above this is recorded formally on the school's information management system and students may cross threshold levels that trigger further interventions (see Appendix 3). The majority of incidents in class should be dealt with in the first instance by the subject teacher, supported where appropriate by his/her subject leader.

If a student is persistently disruptive and learning in the classroom cannot continue, a member of staff will work through hour stage system and may eventually apply a 'Call Out' and potentially place the student in another classroom (internal referral). The student will receive an SLT detention.

Should a student refuse to go into internal referral they will potentially be placed in isolation. The sanction for refusing to go into internal referral may result in other more serious sanctions depending upon the circumstances.

Persistent refusal to attend detentions or the above sanctions may result in a period of fixed term suspension or second school isolation. The potential consequences of failing to attend a Stage 3 detention are:

- attendance at an after-school SLT detention (60 minutes).
- a mandatory period in isolation.
- attendance at second school isolation.

Heads of House and the Student Support Team (SST) will monitor all stages of consequences recorded for students and discuss any emerging issues with form tutors, subject leaders, parent / carers, senior leaders and agencies as required. Student behaviour records will be viewed collectively and interventions to improve standards are applied in relation to our threshold system tied to the behaviour points (See Appendix 4).

The school may also discipline a student for any misbehaviour where the student is:

- taking part in any school-organised or school-related activity.
- travelling to or from school.
- wearing the school uniform.
- in some other way identifiable as a student at the school.
- conducting themselves in a manner that is detrimental to the smooth-running of the school.
- **communicating inappropriately online.**

The school may further discipline a student for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school.
- poses a threat to another student or member of the public.
- could adversely affect the reputation of the school.

Where wilful damage has occurred parent / carers will be asked to contribute to the cost of repair or replacement.

Poor behaviour may result in the withdrawal of such privileges, such as participation in non-core curriculum school trips, events and teams, which may also be appropriate.

The Student Handbook plays an integral part in the process of communication with parent / carers.

## **Specific Sanctions & Interventions**

The following specific sanctions and interventions does not cover all arrangements but rather gives guidance and reference to particular incidents and approaches:

### **SLT Behaviour Clinics**

These clinics are staged with students identified as a concern through the seriousness or persistent nature of behavioural incidents in the school. These students will be identified by senior staff and a meeting will take place with the student and parent / carers will be engaged with too. There will be a period of monitoring that follows to ensure there is an improvement, whilst issues such as peers, curriculum, staffing relationships, etc, will be evaluated to enact improvement.

### **Detentions**

Where a verbal sanction has already been given, or is no longer a punishment commensurate with the behaviour, the chief sanction will be detentions. All staff have the authority to issue detentions. These may take place at break, lunchtime and after school. Parent / carers will receive notification the day before an after-school detention takes place unless there is an agreement with the parent / carer for the detention to take place on the same day. In any case, parent / carer consent is not required.

Arranging a student's transport home is the responsibility of the parent / carers or carers and should not be used as a reason that a student cannot attend a detention.

Other sanctions, such as suspension from school teams or the withdrawal of privileges, may also be appropriate.

### **Governor Student Panel**

This panel meets on a half-termly basis and is designed for students who have demonstrated repeated instances of poor behaviour / disruption, to acknowledge and praise improvement, or to celebrate on-going success. The attendance of parent / carers or carers may be requested where necessary, appropriate school staff may also attend, as may relevant external agencies.

### **Second School Isolation (SSI)**

Students may be sent to spend a day in isolation at a partner school. This will typically be for persistent disruption, where preceding sanctions have not elicited appropriate improvement, or a serious incident which requires a high-level sanction.

SSI provides a high-level sanction which acts as a buffer to a suspension; it aims to deter students from future poor conduct, and to provide the student with an opportunity to reflect on their conduct and on the need to improve in the future.

## **House Around The Student (HAS) & Team Around The Student (TAS)**

The school operates two intensive intervention programmes for students that demonstrate consistently poor behaviour. These can be triggered by the threshold system or implemented at any time if senior staff deem it necessary.

Students who enter the HAS programme work with their designated Head of House over a minimum of a six-week period. During this time parent / carers will be expected to engage in an initial communication and at least 2 subsequent review communications. Students will be open to several intervention strategies over the course of these 6 weeks, with the aim that their behaviour will improve. After 6 weeks students who have demonstrated a reasonable improvement will exit the program and be monitored. Students who have not demonstrated an improvement or who have not engaged with HAS may be escalated to the senior team. It may be the case that some students require longer than 6 weeks in order to demonstrate a sustained improvement. Each child will be considered on an individual basis.

The TAS programme is designed for students who demonstrate consistently poor behaviour but may also have wider issues that effect their ability to achieve and function at school. This could be, but is not limited to; A child who is in care (LAC) a child who is open to children's services, a child with SEND. The TAS team consists of senior staff with oversight of behaviour, welfare, safeguarding, attendance and SEND as well as other key staff related to the child. The team meet weekly to discuss each child on the TAS programme and implement the correct interventions. The TAS team will refer to external agencies when they feel it is appropriate and of benefit to the child. Parent / carers will always be informed of referrals and their consent sought unless there is a safeguarding concern.

Parent / carers are expected to engage fully with both the HAS and TAS programme in order to work collaboratively with the school in ensuring the best possible outcomes for their child.

### **Confiscation**

Under Section 91 of the Education and Inspection Act 2006, the school has the power to search, confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so. This will be applied as necessary and parents will be contacted where appropriate.

### **Mobile Phones, Earphones & Other Devices**

Students are allowed to bring mobile phones into school but are not allowed to use them between arriving on the school site until the school day ends at 3.10pm. The use of the mobile phones is authorised at the end of the day so students can liaise with parent / carers if there are changes to pick-ups, etc. There may be occasional authorised use of phones during lessons - such as when photographing practical coursework - but this will always be in controlled circumstances. If mobile phones or other similar devices are used at inappropriate times they will be confiscated by staff and held securely in the Student Support Office.

**First Confiscation:** The phone is confiscated until the end of the day and the student receives a 30 minute Stage 3 detention.

**Second Confiscation:** The phone is confiscated until the end of the day and the student receives a second 30 minute Stage 3 detention.

**Third Confiscation:** The phone is confiscated and will not be returned to the student.  
A parent / carer will need to collect it on their behalf.  
The student will also receive a 1-hour SLT detention.

Refusal to hand over a phone will be escalated to a senior member of staff and a further, more serious sanction may be put in place depending upon the circumstances.

Earphones are considered part of a mobile phone and may also be confiscated; they must not be visible or used on the school site until the school day ends at 3.10pm.

The school may treat any other portable electronic communication device as a mobile phone; for example, a smartwatch.

As mobile phones are prohibited under examination conditions and they may not be taken into formal exams. This also applies to other devices.

## **Uniform**

The school will provide guidance on acceptable standards of uniform and dress, which may include features such as hairstyle (including colourings, patterning, and length of cut), piercings, other jewellery and make-up (including nails). This guidance is on the school [website](#) and in Student Handbooks.

The school will also provide guidance for Sixth Form students via in-school displays and assemblies, as well as via the school [website](#).

If a student arrives to school in incorrect uniform or dress then we may:

- confiscate the item(s) of incorrect uniform and provide a non-negotiable alternative.
- contact parent / carers or guardians so that they can bring the appropriate item(s) of uniform to school.
- impose escalating sanctions, including detentions and isolation, should the infraction not be corrected.

The confiscation of items which are not permitted by the school (such as clothing, piercings and jewellery) will be recorded and sanctioned in the same way as are mobile phones (see previous).

It is a parent / carer responsibility to ensure their child is correctly dressed and equipped for school and, whilst patience and support will be offered initially, the school will sanction any child who persistently fails to follow uniform guidance.

## **Physical Attacks / Bullying Incidents**

In case of physical attack, parent / carers of both the aggressor and the victim will be contacted. Parent / carer contact will be made in any case and the student may be sanctioned using the school's 'stage system'. Repeat offences will lead to parent / carer interviews and other measures as required. A placement at an external provider will be considered.

We do not recognise bullying to be a one-off falling out or confrontation. However, if bullying does occur, all students should be able to report it and know that incidents will be dealt with promptly and effectively. Where a series of incidents may indicate a pattern of bullying, a log is kept and students are able to report it. Suitable sanctions, including parent / carer contact and the possible involvement of outside agencies will follow when bullying is identified. For further information see the school Anti-Bullying Policy.

## **Fire Alarms**

For deliberate activation of a fire alarm, a fixed term suspension will be considered. Students may be visited by outside agencies to re-enforce the serious nature of this incident.

## **Use of CCTV**

The school has CCTV in the school although coverage is not absolute. This facility is not used to monitor student behaviour, but may be used on occasions (where coverage is available) to verify events and to ensure an accurate understanding of incidents. Further details are available via the school's CCTV Policy.

## **Selling**

The school regards students selling items of food and drink to other students for profit as morally unacceptable and contrary to our aim to promote healthy eating. Students caught selling or in possession of bulk items brought into school for this purpose will face sanctions using the school's stage system. Repeat offences could result in exclusion.

## **Punctuality**

Poor punctuality is a disciplinary matter and students face escalating sanctions should they be late for school persistently. These include break, lunch and after school detentions, as well as parent / carer contact. Punctuality is monitored on a termly basis, and students who are late to school after 8.40am are required to sign in.

## **Searching for Banned Items**

The Headteacher and any staff authorised by them have a statutory power to search students or their possessions without their consent where they have reasonable grounds for suspecting that the student has prohibited items.

The items that can be searched for under this power are:

- knives or weapons.
- alcohol.
- illegal drugs.
- stolen items.
- tobacco and cigarette papers.
- fireworks.
- pornographic images.
- any item that a member of staff reasonable suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of any person.

The Headteacher and staff authorised by them can also search for any item banned by the School rules and identified as an item which may be searched for without consent.

Such items include, amongst other items:

- Vapes or items associated with the use of vapes.
- Mobile phones if used not in line with the school rules.
- Laser pens.
- Cigarette lighters and matches.
- Items associated with alcohol or illegal drugs.
- Items that have been taken without consent from within the school grounds, for example from a classroom or another part of the school.

Further information regarding searches, screening and confiscation can be found in the school's 'Search, Screen and Confiscation' Policy available on the website.

## **Malicious Allegations**

The school reserves the right to discipline students who make accusations against staff which prove to be groundless and/or malicious.

## **Use of Reasonable Force**

The legal provisions for school discipline provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could be used to commit an offence or cause harm. (Taken from [‘Behaviour in Schools’](#) last updated February 2024).

Separate advice is available in [‘Use of Reasonable Force - Advice for School Leaders, Staff and Governing Bodies’ \(July 2013\)](#).

### **Extra-Curricular Activities**

All external visits bring serious professional responsibilities to staff and they are entitled to feel confident that all attendees will follow instructions quickly and respectfully on all occasions. The school retains the right to withdraw extra-curricular provision, including trips, visits, school representation, events (such as shows or Proms), so that all students are kept safe in line with our safeguarding policy. Poor behaviour may result in a place on a trip being withdrawn, although due consideration is given to all core curriculum experiences to ensure that decisions are informed with due equality of access to curriculum provision.

Any monies paid for an external visit which is subsequently withdrawn will be re-funded in full. If a child is on an activity and is failing to follow staff instructions then parent / carers may be asked to collect them and take them home.

### **Child-on-Child Abuse**

Child-on-Child abuse can happen between children of any age. Full details of categories of Child-on-Child abuse can be found in the 2023 DfE document [‘Keeping Children Safe in Education’](#).

Due to the wide nature of the term each incident of Child-on-Child abuse will be dealt with on an individual basis which will take account of the specific circumstances. The school will determine the correct sanction and support for individuals involved.

In some cases the school may deem it necessary to refer incidents of Child-on-Child abuse to the [Staffordshire Safeguarding Team](#) if a child/children are at risk. The school may also refer incidents of Child-on-Child abuse to the police if a crime or potential crime has been committed. Parents / carers will be informed of this decision unless there is a safeguarding concern that prohibits the school from doing so.

All incidents of Child-on-Child abuse are recorded on the school’s internal system.

### **Staff Induction, Development and Support**

All new staff receive training to enable them to successfully implement the school’s behaviour policy and associated principles. This is also available in the staff planner which is provided to all staff.

Staff receive regular training throughout the year both in planned twilight sessions, regular meetings and staff briefings.

All staff are aware of where to seek support with behaviour management if required. Staff are regularly monitored through learning walks



## APPENDIX 1 - THE FRIARY ETHIC

Friary Ethic	Evidence
<b>Friendship</b>	Demonstrate kindness to others Have a conversation with someone you have never met before Mentor another student Plan a house charity event Spend time getting to know/helping an older person
<b>Responsibility</b>	Always be smart, punctual and prepared for school Show your understanding of protecting our environment Represent your form, house, school or local area Engage in politics/debating competition/school council Campaign for something you believe in
<b>Independence</b>	Produce an outstanding piece of homework/classwork Read four books on the Year group reading list Join a school club or event Learn to cook Learn to manage your own money
<b>Aspiration</b>	Learn a foreign language Learn how to revise effectively Research a career you are interested in Practice your interview skills Carry out some work experience/Learn a new skill
<b>Resilience</b>	Give a presentation to your class about a personal achievement Improve your skills in a subject you find difficult Set yourself a personal physical challenge Speak in public or in front of a large audience in school Take on a leadership role
<b>You</b>	Join a club or start a hobby Learn first aid Spend time in nature Learn about your history Create a piece of art or music Travel somewhere new Experience a digital detox Try veganism or vegetarianism Go to a music festival or gig

## APPENDIX 2 - THE STAGES OF CONSEQUENCES

Every student at The Friary has the right to learn and the opportunity to be successful.

Where behaviour does not meet basic expectations and potentially disrupts learning, teachers and other adults will challenge and support every student and in return every student will:

- Respect and follow the instructions given by adults
- Listen in silence when members of staff are talking
- Give every task their very best effort
- Arrive at lessons on time and ready for learning
- Behave in a responsible and caring way around the building

### The Consequences of Disturbing Learning

#### **Stage 5**

(for failure to respond to lower stages)

Student receives a Fixed Term Suspension,  
Second School Isolation or 2 hour Senior  
Leadership detention.

#### **Stage 4**

The student is put in internal referral or isolation

The student will have a 1 hour after school detention. Parent /  
carers will be contacted

#### **Stage Three** (for continued disruption of learning)

The student will have a 30 minute after school detention

Parent / carers will be contacted

#### **Stage Two** (for repeated failure to meet basic expectations)

Class teacher will issue a detention

This incident will be recorded and parent / carers may be contacted

#### **Stage One** (for failing to meet basic expectations)

A formal warning is issued by the teacher

The teacher may keep the student behind at the end of the lesson

## **APPENDIX 2 (continued)**

A teacher or other adult will decide the stage of consequence using the examples as guidance and the member of staff issuing the stage will always make the final decision about which stage is most appropriate to issue given the circumstances.

An appropriate consequence stage will be used for disrespectful behaviour.

The consequences of disturbing learning will also be used outside of lessons too if needed.

Consequences will be noted on your permanent record from Stage 2 upwards.

Over time, the stages will be added up and the total monitored.

## APPENDIX 3 - EXEMPLIFICATION OF STAGE SYSTEM

Students may expect...	...for the following examples of misdemeanours:
<p>potentially a Stage One sanction (verbal warning and potentially being spoken to after lesson), or possibly a Stage Two sanction (a 10-minute detention, usually at break or lunchtime), depending on the severity and whether it is a repeated offence</p>	<ul style="list-style-type: none"> <li>* Being in incorrect uniform without a suitable reason</li> <li>* Being in the wrong place without a suitable reason</li> <li>* Distracting other students or making a noise inappropriately</li> <li>* In possession of a 'non dangerous' inappropriate item</li> <li>* Insulting another student</li> <li>* Leaving litter</li> <li>* Not having the correct equipment without a suitable reason</li> <li>* Poor effort in class without a suitable reason</li> <li>* Talking whilst the teacher is talking</li> <li>* Throwing an item inappropriately</li> <li>* Walking around the classroom without permission deliberately</li> </ul>
<p>potentially a Stage Two sanction (see above) or possibly a Stage Three sanction (a 30 minute after-school detention and contact with parent / carers), depending on the severity and whether it is a repeated offence</p>	<ul style="list-style-type: none"> <li>* Being deliberately slow to start or complete a set task</li> <li>* Non-completion of homework or HLA</li> <li>* Eating at an inappropriate time of the day</li> <li>* 'Play fighting' with another student</li> <li>* Defacing books or resources</li> <li>* Late to the lesson without a suitable reason</li> <li>* Physically handling another student inappropriately</li> <li>* Refusing to follow requests</li> <li>* Swearing</li> <li>* Talking during a test or at another inappropriate moment</li> </ul>
<p>potentially a Stage Three sanction (see above), or possibly a Call Out (internal referral or isolation and a 1 hour after-school detention, including the possibility of second school isolation), depending on the severity and whether it is a repeated offence</p>	<ul style="list-style-type: none"> <li>* Arguing with the decision made by an adult</li> <li>* Being out of bounds</li> <li>* Failing to attend a detention</li> <li>* Being deliberately rude or disrespectful to an adult</li> <li>* Damaging something on purpose</li> <li>* Deliberately walking away from an adult when they are talking to you</li> </ul>
<p>potentially isolation (see sanctions above), or possibly a suspension from school), depending on the severity and whether it is a repeated offence</p>	<ul style="list-style-type: none"> <li>* Fighting with another student</li> <li>* Leaving the lesson without permission</li> <li>* Refusing to leave the room</li> <li>* Swearing at an adult</li> <li>* Taking property without permission</li> <li>* Making a deliberate sexist, racist or homophobic comment</li> </ul>

## APPENDIX 4 - LEVEL THRESHOLD INTERVENTIONS

Level 1	20	behaviour points	5	incidents	Review meeting with the tutor and discussion with parents
Level 2	30	behaviour points	10	incidents	Time (2 weeks) and incidents (8) limited tutor report and letter home
Level 3	40	behaviour points	15	incidents	Review meeting with student support and discussion with parents
Level 4	50	behaviour points	20	incidents	Student Support report and fortnightly mentoring
Level 5	60	behaviour points	25	incidents	Review meeting with Head of House and parents
Level 6	70	behaviour points	30	incidents	Time (2 weeks) and incidents (10) limited Head of House report, letter home and weekly mentoring
Level 7	85	behaviour points	35	incidents	SLT behaviour warning clinic and SEND review
Level 8	100	behaviour points	40	incidents	Entry into HAS programme or PSP- decided on case by case basis
Level 9	125	behaviour points	45	incidents	Student continues in HAS programme. Parent review meeting if escalation before HAS review
Level 10	150	behaviour points	50	incidents	SLT link meeting with parents and student
Level 11	200	behaviour points	60	incidents	SLT link review meeting. SEND inclusion Hub referral. SLT Repoty Bridge Outreach referral.
Level 12	300	behaviour points	75	incidents	Head of Behaviour parent and student meeting. TAS referral/review. HOB report. Govonors panel.
Level 13	325	behaviour points	100	incidents	Deputy Head parent meeting. DH report. TAS review/referral. Next steps discussion.
Level 14	400	behaviour points	125	incidents	Review meeting with CEO or named governor, Headteacher and parents for final discussions

<b>Reviewed By</b>	Full Governors	<b>Implementation Date</b>	Nov 2024	<b>Review Date</b>	Nov 2025
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