

Behaviour and Anti Bullying Policy

Date Adopted: 10 October 2024
Date of Review: 10 October 2025



Mr D Wiltshire
Headteacher



Mr C Thurling
Chair of Local Partnership Board

The Kings Academy

BEHAVIOUR POLICY

INTRODUCTION

All students are entitled to every possible opportunity to learn during their time at Kings Academy. It is the right of every student to learn without hindrance from other students, and the responsibility of every student to co-operate with staff and fellow students to ensure the best conditions for learning exist. The Academy will strive to maintain an atmosphere in which all students and staff can work to the best of their ability and have a positive experience. The aim of the Academy is to be a positive and inclusive environment for all.

AIMS

- To support students' development into successful learners who set no limits on what they can achieve.
- To provide a well-disciplined working environment in which students can learn.
- To achieve the highest possible standards of behaviour in the Academy.
- To promote self-discipline and respect for others among the students.

OBJECTIVES

- To provide a safe and happy environment for students and staff.
- To establish clear systems and procedures for dealing with student behaviour.
- To make clear to staff the lines of referral and responsibilities in relation to student behaviour.
- To enable all staff to apply the Academy's disciplinary procedures consistently and fairly.
- To enable all staff to consistently reward students for their good behaviour.
- To make clear to students the high expectations of their behaviour and the difference between 'right' and 'wrong'.
- To ensure good behaviour is recognised and celebrated.
- To work collaboratively with parents and all stakeholders to ensure positive behaviour.

RESPONSIBILITIES

The behaviour of students at the Academy is the responsibility of everyone. All staff should challenge students who they see contravening Academy rules. Students also have a responsibility to alert staff to inappropriate behaviour. The behaviour of students in class is first and foremost the responsibility of the classroom teacher. Persistent poor behaviour should be referred to the Head of Faculty, Subject Leader or Head of House, in partnership with the Behaviour for Learning Procedures, and should take appropriate steps to remedy the problem, including administering an appropriate sanction. Parents should be informed of any behaviour which gives cause for concern.

KINGS CORE VALUES

Our Church School Vision/Mission Statement

Kings is a Church of England school that comes together to acquire knowledge of the world we live in and most importantly of ourselves. Guided by our school Christian values 'Kings principles of PRIDE', we come together to build a school community that supports everyone to be the best one can be: mentally, socially, academically, and spiritually. Our school is a community within a community; the Cheddar Valley community and The Wessex Learning Trust, where everyone has value and in unity is supported to flourish and grow. Kings works in partnership with our Trust schools staff, students, parents, and carers to provide the very best learning and school experience for young people aged 2 – 19 years, giving everyone the opportunity to 'believe and succeed'.



POSITIVITY



RESPECT



INTEGRITY



DEMOCRACY



EQUALITY

HOUSE SYSTEM

At the Kings Academy, we operate a House System that creates a sense of pride, belonging, and togetherness, and evokes healthy competition amongst students and staff.



Our Pastoral Team is passionate about developing the whole learner. We aim to deliver an outstanding and enthusiastic House System that values and nurtures everyone. We aim to provide first-class pastoral care, whilst ensuring that we equip students with the opportunities to be ambitious and to feel positive.

We aim to ensure that character development and learner leadership are at the forefront of what we do here at Kings, and we strive to ensure that our learners are growing in belief, confidence, responsibility, and pride. These principles are at the forefront of our daily delivery to ensure that our learners demonstrate respect, pride, resilience, and passion for their learning and kindness.

We encourage our learners to challenge themselves daily to make exceptional progress and development. Students are provided with the opportunity to represent their House in a wide range of activities including Inter-House Competitions. The vast selection of events reflects our intention to make our House System holistic and engaging. We aim to give everyone the chance to shine. We encourage our students to lead active, fulfilled, and healthy lifestyles to ensure they are forever growing and aspiring.

We are very proud of the House System at Kings Academy and aim to make every member of our community feel that they have a sense of belonging and pride when representing the Academy.

READY TO LEARN

Every student at Kings Academy has the right to learn in an environment that is free from disruption where all students can learn, and all teachers can teach.

Our expectations of all students are very clear. Students must meet our expectations and take responsibility for being a Kings Academy student by being 'Ready to Learn'. It is imperative that our students arrive to school each day 'Ready to Learn'. This allows students to be equipped with the correct resources throughout the day, lack of disruption to learning and to ensure our approach of 'Quality First Teaching' is taking place throughout the school day.

At The Kings Academy we promote 'Ready to Learn' by three key areas for students:

Behaviour For Learning:

- Treat everyone and everything with respect always.
- Listen carefully and follow all staff instructions first time.
- Listen when others are talking.
- Respect school property.
- Speak appropriately with no bad language or prejudicial bullying language or behaviour.
- Engage when being spoken to and never walk away.
- Show good manners i.e., Holding doors open for each other, greeting visitors politely.
- Clear away after yourself.
- Respect the needs of others.
- Understand and accept your own strengths and weaknesses.
- Learn from your mistakes.

- Work hard and do your best.

Punctuality For Learning:

- Have a positive attitude.
- Be punctual to all lessons and school.
- Show kindness every day.
- No mobiles phones and earphones visible during the school day.
- Walk around the site and run only on the courts and field.
- Eat and drink inside or in designated zones at break time and/or lunchtime.
- Go to the toilet at break time and lunchtimes to ensure there is no disruption to learning.
- Put your litter in a bin throughout the day.
- Always wear all items of uniform correctly and with **PRIDE**.
- Work hard to complete all work to the best of your ability.
- Fill your water bottles only at break and lunchtimes.
- Line up outside the classroom.

Equipped for learning:

- Wear the correct school uniforms.
- A school bag should be taken to each lesson.
- A fully equipped pencil case that should be taken to each lesson.
- A reading book of personal choice.
- Designated House communication booklet.
- Correct PE Kit (Boots and Trainers).
- Water Bottle.
- Appropriate revision resources/exercise workbooks.

Teachers are expected to:

- Be punctual in arriving and starting lessons.
- Implement clear routines as set out in the teaching framework for the conduct of lessons and maintain an orderly atmosphere in which all students feel safe and able to learn.
- Teach lessons which challenge, interest and stimulate all students, and set targets for each student which are realistic and achievable.
- Apply rewards and sanctions in accordance with Academy policy.
- Maintain high expectations and standards in all their teaching.
- Reasonable adjustments in line with students individual learning plans.

LESSON TRANSITION

Students are expected to behave in a sensible manner when transitioning between lessons. Staff and students have a responsibility to ensure orderly conduct and that movement along corridors, entry to and exit from classrooms should be orderly with regard to the Health and Safety regulations.

REWARDS

It is important that we recognise the achievements of all students and celebrate their success.

Rewarding students is important in encouraging a positive ethos within the Academy and in motivating students in their learning. Rewards can be gained for achievement or progress in academic work, extracurricular activities, House competitions, services to the community and good attendance.

A range of rewards operate within the school:

- **Verbal Praise.**
- **House Points** – staff issue students in Years 9-11 House Points for excellent work or effort. House Points are recorded on Sims and accumulate towards a series of certificated awards.
- **Visiting the Headteacher** – with a particularly good piece of work.
- **Headteacher Commendation.**
- **Praise Post Cards** – Sent home to students in recognition of an excellent piece of work.

- **Presentations in Assembly.**
- **Awards Evening** – the Academy holds an annual Awards Evening in the Autumn Term, which gives public recognition to students’ achievements during the year.
- **House Captains** – a position of responsibility whereby students show visitors around the Academy or represent the Academy at special events.

SANCTIONS

We pride ourselves on promoting positive behaviour choices. Students need to take responsibility for their actions. Individuals who fail to follow these instructions will be issued with a sanction linked to the nature of the incident.

Identifying and praising positive behaviour should be the starting point. However, if a student is unable to respond in an appropriate manner the following consequences will be noted.

Consequences	Points
First warning	C1 – Name on the board.
Second warning	C2 – Learning detention (30 minutes) after school the next day. Parents/Carers are given notice via ClassCharts
Third warning	C3 – Exit from classroom – The next day after school detention issued for 60 minutes. Parents/Carers are given notice via ClassCharts with a detailed account.

Persistent poor behaviour in a lesson may result in the student being issued a learning card either by their Teacher, Head of Faculty, Subject Leader or Head of House. Poor behaviour during detentions will lead to further staged consequences. This may include repeating the detention, attending a Senior Leadership Detention, or a meeting with Parents/Carers and the Headteacher and Assistant Headteacher. Repetitive poor behaviour will be reflected in their Attitude to Learning score in the next data collection window. All incidents of inappropriate behaviour must be logged on to the ClassCharts system.

A build-up of behavior points will result in the following staged procedure: (Appendix B)

Stage 1	Meeting with Tutor / DHOH	Stage 1 Letter / Stage 1 IEP
Stage 2	Meeting with HoH	Stage 2 Letter / Stage 2 IEP
Stage 3	Meeting with HoH, AH	Stage 3 Letter / Stage 3 IEP
Stage 4	Meeting with HoH, AH, HT and Governor	Stage 4 Letter / Stage 4 IEP
Stage 5	Meeting with HoH, AH, HT and Trustee	Stage 5 Letter / Stage 5 IEP
Stage 6	Governor Panel Review	Permanent Exclusion Letter

Positive discipline in the Academy will be achieved and maintained when students are aware that certain courses of action will be used by staff in situations of unacceptable behaviour and where restitution is desirable. These courses of action must be appropriate to the behaviour, be applied calmly and be explained to the student(s) at the time. In addition to the impact of non-verbal communication and the calm correction of a student who misbehaves in a minor way, a range of sanctions operate within the Academy. The Behaviour for Learning Procedures clearly strives to sanction students quickly, calmly and at minimal disruption to other students’ learning.

Our Behaviour Matrix (see Appendix B) and Behaviour Standard Operating Procedure states supportive interventions and sanctions placed in line with the number of behaviour points a student may acquire.

MONITORING

Student behaviour is monitored in the following ways:

- **Report Card** – this may be used to monitor behaviour or attendance. Specific targets will be outlined on the card and monitored by the student’s Tutor and Head of House.

- **Student Referral Form/Electronic Behaviour Log** – following an incident requiring a disciplinary measure staff are required to record the incident on the student’s computerised Conduct Log.
- **Round Robins** - this is used by the Head of House/Tutor/SENCO or Student Welfare and Inclusion team to carry out a check on the progress of individuals. Each person who teaches the student is asked to fill one in and comment on the student’s attitude to work, effort, behaviour, homework, and attainment in relation to potential.
- **Student Behaviour Survey** – this gives a detailed analysis of students’ work and highlights underachievement and non-verbal and verbal behaviour. It is usually used when a student’s behaviour is giving serious cause for concern and intervention is required.
- **Individual Learning Plan (ILP)** - are for all students on the SEN register. We also have a ‘Learning passport’ for those who are not on the SEN register but have noted needs that teachers need to be aware of. This is for the purpose of supplying quality first teaching.
- **Individual Education Plan (IEP)** - this is a school-based intervention to help individual students manage their education. It is used for those students whose behaviour is deteriorating rapidly. It should be set up automatically for a student who has several fixed period exclusions or who has been otherwise identified as being at risk of failure at school through disaffection. It will be drawn up and monitored by the Head of House in discussion with the students and their parents. Other agencies may be involved in the agreed support programme as appropriate. The PSP may also be completed in conjunction with an Early Help Assessment (EHA) which promotes a dialogue with all relevant parties to inform future strategies and next steps.
- **Provision Map** - This is a central system which holds information about all students in the school and any provision or interventions they have had or are currently having. It is mostly learning needs and pastoral needs, and includes ILPs, IEPs, passports, and medical care plans. The system allows us to review these plans and amend/update or track provisions.
- **Provision Review Panel** – PRP is a fortnightly review of the most challenging students. Students can be referred to the Provision Review Panel where their behaviour will be discussed. Students will be monitored and reviewed. Minutes will be taken and shared with key staff.

Student Records

Student behaviour records are kept in the following ways:

- **Conduct Log** – Incidents reported using ClassCharts will be recorded on each student’s individual SIMS (School Information Management System) Conduct Log.
- **Confidential Safeguarding File** – any information of a confidential or sensitive nature will be kept in the Confidential File which is held in the Assistant Headteacher's Office/Designated Safeguarding Lead.
- **Provision Map** - any information regarding provision and interventions.

INTERNAL EXCLUSION, SUSPENSIONS AND PERMANENT EXCLUSIONS

Internal Exclusion (IE)

Internal Exclusion is set up for students who are withdrawn from normal lessons because of misbehaviour and/or infringement of school rules. Internal Exclusion provides an important part in giving students one to one support, reflective time and support re-integration back into lessons to prevent further concerns.

Students may be placed in Internal Exclusion for the following reasons:

- Serious or persistent disruption to the learning of others.
- Refusal to obey reasonable instructions given by a member of staff.
- Major or persistent flouting of uniform requirements.
- Serious incidents of bullying or harassment.
- Serious misbehaviour.
- Awaiting exclusion from school.
- Reintegration following an exclusion.

Only members of SLT, HOH or ‘On Call’ can place a child in Internal Exclusion. Students who attend IE are set work and are required to remain within IE for the specified time. Parents are informed if their child has been placed in IE.

Suspensions

To allow effective teaching and learning to take place, as a last resort, there may be circumstances whereby a suspension will follow. This may be: -

- In response to significant breaches of the Academy's Behaviour Policy.
- If allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

The decision to exclude a student from the Academy can, and will, be taken by the Headteacher or, in his absence, a senior member of staff to whom they have delegated the authority to exclude.

Deciding whether to suspend a student:

- The decision to suspend a student is a matter of judgement having considered the likely impact of the misconduct on the life of the Academy and the learning of others. This may include behaviour on the Academy premises or during Academy visits and residential activities that is in breach of the standards of behaviour expected by the Academy.
- Before reaching a decision to exclude either permanently or for a fixed period, all relevant facts will be considered alongside any evidence as may be available to support the allegations made, considering the Academy's Behaviour Policy, Code of Conduct and Behaviour for Learning Procedures.
- Students behaviour outside the Academy will be dealt with in the same manner as behaviour inside the Academy it is considered that there is a clear link between the inappropriate behaviour outside the Academy and maintaining good behaviour and discipline among the students. Student behaviour in the immediate vicinity of the Academy or on the journey to and from the Academy may also result in exclusion.

Fixed Term Suspensions

The Headteacher may exclude a student for up to 45 days in any one Academy year. Generally fixed term suspensions will be for between one to five days.

Procedures following a Fixed Term Suspension:

The Parent/Carer will be informed of the period of the suspension and the reason for it. During this process, the Academy will ensure that the Parent/Carer is informed of their duties in the first five days.

If the suspension is for a period of between one and five days the Academy will set work and arrange for it to be marked.

During the period of suspension, the Academy will consider strategies to address the students' problems and identify any support that may be necessary to promote a successful reintegration.

The Parent/Carer has the right to make representations about the suspension to the Discipline Committee of the Academy Trust.

Should any Parent/Carer refuse to comply with the terms of the suspension, the Academy may notify Somerset Direct and the Police if the Academy considers the student or any other person may be at risk because of a failure to meet the terms of the suspension.

Reintegration

A reintegration meeting with Parents/Carers will be held during, or following the expiry of all fixed-term suspension. Students should normally attend all or part of the meeting.

Upon return from a fixed-term suspension, a reintegration record will be discussed, written, agreed upon, and signed by the student, Parents/Carers, and the Academy. This will identify the issues leading to the suspension and outline a clear set of expectations for a smooth and successful reintegration. A range of additional strategies to support the reintegration process may be identified.

Alternatives to Suspensions

The Academy is committed to using suspension as a last resort. Alternatives will always be considered and may include:

- restorative justice processes
- withdrawal to Internal Exclusion
- a managed move to another school or Pupil Referral Unit (PRU)

Permanent Exclusion

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a student for a first or one-off offence. Such circumstances might include:

- There has been serious actual or threatened violence against another student or member of staff.
- Sexual misconduct.
- Supplying an illegal drug in line with the Academy's Drugs Policy.
- Carrying an offensive weapon.
- Any severe form of bullying or harassment.
- Any action resulting in a serious health and safety issue.

In cases where a criminal offence has taken place, the Police may be informed and if appropriate, the Youth Offending Team, Social Services or any other outside agency involved with the student.

Procedures for review and appeal

The Governors will make provision for arrangements to review promptly all permanent exclusions and all fixed-term suspensions totaling over 15 days in an Academy term. Where exclusion is five or more days, but not exceeding 15 Academy days in one term, a Governors' Disciplinary Meeting may be held.

The Academy can hold a Governors meeting before this time if there are concerns about a student. Upon return from a Fixed Term Suspension, the student will be placed in Internal Exclusion for a period of time to ensure re-integration into lessons is successful.

Other considerations

The Academy will implement its Behaviour Policy with due regard to the implications arising from the Special Educational Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998, the Equality Act 2010, and any other relevant legislation.

The Academy will be sensitive to the needs of children in the care of the local authority when excludable incidents occur.

INVOLVING PARENTS AND CARERS

An effective partnership between school and Parents/Carers is essential to the maintenance of good behaviour and positive discipline. A Home School Agreement is issued on entry which outlines shared responsibilities. Parents/Carers will be invited into the Academy when the behaviour of their child gives cause for concern and will be involved in devising strategies to address this.

The Academy also undertakes to inform parents where appropriate, by letter or telephone, of any concerns or disciplinary action. Staff should also aim to inform Parents/Carers of their children's positive achievements.

INVOLVING EXTERNAL AGENCIES

In circumstances where Parents and Carers fail to support their child and work proactively with the Academy, a referral with regards to the student's welfare may be made to Somerset Direct.

In situations where the behaviour of a student continues to be a cause for concern, a referral may be made to an external agency for advice and/or intervention. Referrals will be directed by the Assistant Headteacher, SENCO, or Head of House.

PROVISION REVIEW PANEL (PRP)

Provision Review Panel is a fortnightly review of the most challenging students. Students can be referred to the Provision Review Panel where their behaviour will be discussed. It is an opportunity to share knowledge of students

between key senior staff, Trust Inclusion, SENCO, Teaching and Learning and Pastoral Staff. The PRP referral links directly to the graduated response. Students will be monitored and reviewed.

BEHAVIOUR OF STUDENTS OFF SITE

While travelling to and from the Academy (*using school, public or own transport, or walking*) students should recognise that they are representing the Academy and the community and that orderly, cooperative behaviour is always expected. This includes being polite and respectful to members of the public.

The highest standards of behaviour are also expected from all students participating in visits and activities arranged by the Academy during and outside of school hours. Although all such trips will be supervised by staff, students may be given considerable freedom at times when they will be expected to take responsibility for their own behaviour. Any abuse of this will be viewed extremely seriously.

All students in Years 9 – 11 are required to remain on the Academy site at morning break and lunchtime unless specifically permitted to be off-site. During these times students may use school facilities only in the manner and at the times stipulated by the supervising staff.

Students in Years 9 – 11 who travel by school transport are not permitted to leave the site before or after school.

If a student is in Academy uniform off-site, they are still representing the Academy and, therefore, the Academy has the right to discipline any poor behaviour that may take place off-site and/or out of school hours.

MOBILE PHONE FREE SITE

Kings Academy is a mobile-free zone as part of our Safeguarding and Participation Agenda. Students can have their phones in their bags, switched off, and use them once they have left the Academy site.

- If a student is seen using a mobile phone, the mobile phone will be removed and handed to reception staff. Students are allowed to collect their phones at the end of the school day.
- If a student is seen using their phone as a repeat offence, the student's Parents/Carers will be contacted and will receive further sanction.
- If a student needs to use a telephone during the school day to contact a parent/carer, a telephone will always be available in the Main Reception or their Head of House Office. Urgent messages from Parents/Carers for their child can also be left at Reception.
- Students can be given permission from a member of staff to use their mobile phone.
- Sixth Form students may use their mobile phones in the Sixth Form common room only and areas of school where lower school students are not present.

ILLEGAL SUBSTANCES AND ALCOHOL

Smoking/vaping and drinking alcohol on or near the Academy site, or whilst participating in any activity arranged by the Academy, is forbidden. It is also forbidden to bring in alcohol and smoking paraphernalia to the Academy.

- Students found smoking/vaping or drinking, or in the company of smokers or drinking alcohol on or near the Academy site, will be issued with a fixed term exclusion.

The Academy's Personal and Social Education program will explore issues relating to smoking/vaping and alcohol with students.

The Academy has a Drug Policy outlining the steps that will be taken when dealing with drug-related incidents. The supply of illegal drugs will result in permanent exclusion. Possession or misuse may result in permanent exclusion.

ANTI-BULLYING CODE OF CONDUCT

Our Anti-Bullying Code of Conduct is displayed as our Respect Code of Conduct. Every student at Kings Academy has the right to learn in a safe and secure environment.

BULLYING

The Academy is committed to providing a caring, friendly, and safe environment for all our students so that they can learn in a relaxed and secure atmosphere. We are a **TELLING SCHOOL**. Bullying or child-on-child abuse of

any kind is unacceptable at our Academy. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

The Academy safeguards the welfare of students whilst in the Academy, through positive measures to address bullying, especially where this is by any aggravating factors.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (*e.g. hiding books, threatening gestures*).
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic
- Transphobic - behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity.
- Verbal - name-calling, sarcasm, spreading rumours, teasing.
- Cyber - all areas of the Internet, such as email and Internet Chat Room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e., camera and video facilities.

The Academy will prevent bullying through:

- Teaching – Within the curriculum, we will encourage students to talk openly about bullying, promote tolerance and sensitivity recognise its many forms, realise its consequences, encourage incidents to be reported and discuss ways of handling bullies.
- Safety – The Academy has high expectations of good behaviour both in and out of lessons.
- Vigilance – All staff will be vigilant for signs of bullying in lessons and around school.
- Telling – We will actively encourage young people to report bullying incidents by telling a member of staff. The Academy has a reporting service called ‘tell someone’. The system is for all students and is monitored by the House Team and Designated Safeguarding Lead. Students can use this in and out of school hours.
- Action – We will give bullying incidents a high priority. Staff can follow the ‘Kings Academy standard operating procedure for dealing with a prejudice-related incident’ if appropriate. This also includes advice on supporting the victim.

The constant vigilance of all staff is essential in providing a secure environment. Staff will watch carefully for early signs name-calling, taking of property and acting promptly before it develops into something more serious.

STAFF RESPONSE TO BULLYING

When approached by a student who has been bullied staff will respond positively and effectively by: -

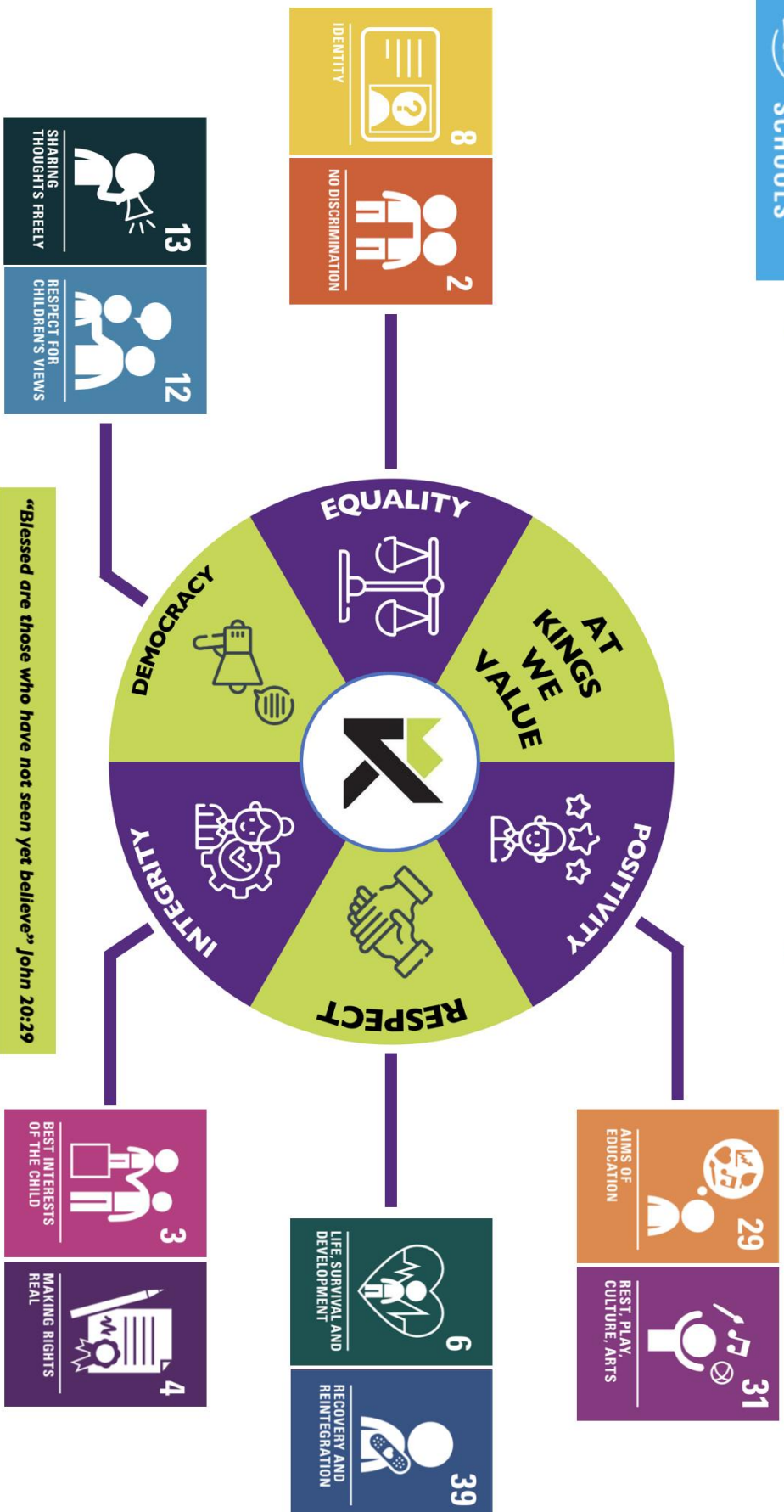
- Listening to what is reported without delay, and interviewing all those concerned to establish what has happened.
- Reassure the victim that the matter is being dealt with.
- Keep a record of what has been said and complete a referral form to be passed to the Tutor.
- In minor cases the bully should be warned or placed in a Head of House detention.
- If the bullying persists the Tutor should advise the appropriate teachers.
- More serious or persistent cases should be referred directly to the Head of House.
- In serious or persistent cases, the Senior Leadership Team (SLT) should be informed and may become involved.
- In more serious or persistent cases, the bully should be placed in Internal Exclusion or excluded from school.
- In serious or persistent cases parents should be informed and will be invited to a meeting to discuss the problem.
- If necessary, the Police will be informed, and the Academy can liaise with the Police Community Support Officers (PCSO) team. The Academy may ask the PCSOs to support with a Restorative Justice Program.
- After the incident has been investigated and dealt with, monitoring should take place to ensure that repeat bullying does not occur.



Here at kings, we show

RESPECT

by being a UNICEF Rights Respecting School



**APPENDIX B
BEHAVIOUR MATRIX**

		Name:							
		Tutor Group:							
		House:							
		Total Points:							
		Stage:							
		KINGS ACADEMY							
		<table border="1"> <tr> <td>Tutor FTE</td> <td></td> </tr> <tr> <td>sd/Day/af</td> <td></td> </tr> <tr> <td>Tutor/OS</td> <td></td> </tr> </table>		Tutor FTE		sd/Day/af		Tutor/OS	
Tutor FTE									
sd/Day/af									
Tutor/OS									
Stage	Points -based	Actions	Communications						
6	Ongoing FTE / ONE OFF SERIOUS INCIDENT	Governor Panel	PEX Letter and PEX hearing HT and 3 Governors						
5	100+ At risk of PEX	Stage 5 Trust Hearing	Letter 5 and a meeting with HT and Trustee						
4	10-99 On going FTE	Stage 4 Governor Hearing	Letter 4 and meeting with HT and Governor						
3	10-79 Ongoing FTE	OH and HT meeting with parent	Letter 3 and meeting with HT and DH						
2	10-59 FTE / ongoing IE	Reintegration with senior staff	Letter or Letter 2 and a meeting with the senior						
1	10-39 Behaviour points based / IE	Head of House meeting	Letter 1 and meeting with HOH						
0	> 19 Behaviour points based	Tutor /DHOH contact home	15- Letter and tutor/DHOH phonecall						
			Round Robin						
			Teacher RJ						
			Chaplain Support						
			Report Cards						
			Meeting with Parents/carers/ Tutor						
			Accelerate Wave 1						
			HOH - ongoing 6 week review						
			Careers Meeting/ Employability						
			PRP Referral						
			Lesson Observations						
			SEND interventions/Testing/ Pyramid meeting						
			Teaching & Learning Review						
			Mentoring - Learning/tutor/DHOH/HOH/Peer						
			ILP						
			HOH - ongoing 2 week review						
			Accelerate Wave 2						
			Curriculum Review/Bespoke timetable created						
			ELSA Referral						
			PFSASignpost to outreach support						
			Welfare / SLT Mentor						
			Promise mentor						
			Space/Young Somerset referral - counselling/CBT						
			Accelerate Wave 3						
			TAF meetings - start and end of term						
			School Nurse Referral						
			Accelerate Wave 4						
			Level 3 Agencies - CAMHS / FIS						
			Work Experience						
			Accelerate WAVE 5						
			Referral to Partnership Board						
			IEP						
			SEND Review						
			RISE						
			PUPIL PREMIUM PASSPORT						