

HEXHAM MIDDLE SCHOOL

BEHAVIOUR POLICY

1. General statement

Positive relationships are at the heart of everything we do at Hexham Middle School. Our overall aim is to develop our pupils to achieve their full potential in all areas of school life and our route to this is by cultivating strong relationships which help young people to feel safe and secure in a climate of clear expectations and consistent approaches.

The core values from our ethos are central to this policy and through these we aim to create a culture of:

- **Respect** of self, peers, staff, community and environment
- **Engagement** by being curious, taking part, being open to new experiences and different perspectives
- **Aspiration** for all our young people to achieve the best they can in all areas

2. Policy aims

This policy aims to:

- Support staff, pupils and parents/carers in understanding the whole school relational approach
- Promote positive relationships and attitudes towards school.
- Promote emotion coaching techniques to empower all
- Clarify expectations and consequences to ensure consistency
- Highlight support strategies and interventions for behaviour that speak to each child as an individual
- Promote an understanding of behaviour as a communication of need
- Promote a culture of self-reflection to support positive behaviour choices

3. The relational approach using emotion coaching techniques

This policy has been written with an understanding that positive relationships between adults and young people are at the foundation of establishing positive behaviour in school. This is because positive, genuine relationships establish an emotional connection that underpins an individual's motivation to respect that relationship and respond positively to it. Furthermore, such positive relationships establish each young person's sense of safety and security, and their sense of belonging, self-esteem and confidence, all of which are needed for them to succeed in school.

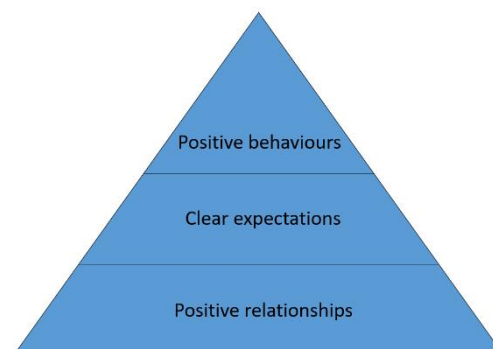


Figure 1. Our model – relationships as the foundation

At Hadrian Learning Trust, all staff commit to working hard to develop connections and build positive relationships with the young people who attend our schools. This is particularly important where there have been adverse childhood experiences or trauma in their life. Trauma is specific and relevant to the individual and its impact can vary depending

on various protective factors which may or may not have applied. Trauma can have a lasting impact on the development of a young person's brain but can also impact on their ability to respond to situations and challenges.

In such circumstances, regular social cues and interactions with others can become impossible for young people to engage with. Because of this, staff at Hadrian Learning Trust understand that the need to support a young person to de-escalate is essential before a behaviour/incident can be dealt with effectively. Thus, staff will approach all interactions with pupils using emotion coaching techniques and from a place of empathy and understanding that behaviour is a communication tool. Whilst poor behaviours will be challenged and sanctioned, we will seek to understand the causes of such behaviour to ensure support can be put in place that seeks to address these causes.

With relationships forming the foundation of our approach, we ensure that pupils are clear about our expectations and are consistent in our approaches to supporting them to behave well. We do this by creating and maintaining a positive culture throughout school by recognising achievement and reinforcing positive behaviours and successes of all pupils.

4. Expectations

Pupils are expected to:

- Adhere to clear rules and expectations outlined in this policy
- Respond to staff instructions
- Engage in restorative practices to build relationships
- Reflect on behaviour and engage with support for positive change

Around school, pupils are expected to:

- Be punctual in arriving at the beginning of the day and to all lessons
- Attend all lessons including form time
- Move calmly and sensibly
- Follow instructions of staff
- Respect others and the environment
- Present themselves appropriately by wearing correct uniform at all times
- Keep mobile phones and other electronic devices switched off and out of sight
- Carry a school bag with all necessary equipment for lessons including a school planner
- Remain within the designated areas

In lessons, pupils are expected to:

- Arrive in an orderly manner and engage with the 'do now' task
- Remove all outdoor clothing and place bags on the floor
- Listen to staff and adhere to the expectations of the lesson
- Engage with all tasks to the best of their ability
- Seek support when needed
- Have the correct equipment
- Leave the lesson in a calm and orderly manner when dismissed by the teacher

Please refer to Appendix 1 for specific expectations relating to PE. Please see Appendix 2 for examples of behaviours pupils are to avoid, including low level disruption, serious misbehaviour and inappropriate off-site behaviour.

Staff are expected to:

- Be fully aware of this relational behaviour policy
- Be fully aware of and utilise emotion coaching techniques

- Engage with training opportunities to develop relational approach
- Understand that behaviour is a communication of need
- Support pupils to feel safe by building positive relationships
- Be consistent and have high expectations
- Support pupils to self-regulate and make positive choices and changes

Parents/Carers are expected to:

- Work in partnership with the school to support their child(ren) to meet key expectations, understand themselves and achieve their potential
- Communicate any issues which may be adversely affecting their child and enable us to support them appropriately in school

5. Rewards and Sanctions

Positive recognition

Throughout the school day, staff will recognise and reward positive behaviours in and out of lessons. Positive points will be issued and recorded and shared with pupils and parents/carers via ClassCharts.

Pupils will be able to access our online Reward Store and use their points to 'purchase' various rewards bespoke to Hexham Middle School. Specific reward afternoons are held every term and weekly celebration assemblies are held for each year group to promote positive behaviour.

Stage	Behaviour	What will happen?
HMS staff will use a combination of the following to encourage pupils to engage successfully with their learning. <ul style="list-style-type: none"> • Use positive language and praise to pupils verbally • Use non-verbal hand gestures and body language to show positive praise within lesson 	HMS pupil expectations in every lesson. <ul style="list-style-type: none"> • Being organised with equipment including reading book, pencil case and planner on desk ready to begin the lesson • Being punctual to lessons and school • Attentively listening • Positively contributing to the lesson • Completing work to the best of pupil's ability • Demonstrating respect to staff and peers. • Respond to teacher feedback 	HMS staff will encourage pupils to continue to demonstrate positive behaviour.
P1	Positive behaviour throughout the lesson demonstrating repeated occasions of the above.	HMS staff will award you a P1 on Classcharts.
P2	Positive behaviour throughout the lesson demonstrating repeated occasions of the above.	HMS staff will award you a P2 on Classcharts.
P3	Positive behaviour throughout the lesson demonstrating repeated occasions of the above. P3 will also be used for one-off occasions where a pupil has demonstrated positive behaviour "above and beyond" our high expectations.	HMS staff will award you a P3 on Classcharts.
P4	Continued positive behaviour throughout the lesson demonstrating repeated occasions of the above. P4 will also be used for one-off occasions of outstanding positive behaviour and/or contributions to the school community which reflect our School Ethos: Respect, Engage, Aspire.	HMS staff will award you a P4 on Classcharts.

Sanction

The staged process

Where there is poor behaviour in lessons or around school, teachers will apply the staged process.

Stage	Behaviour	What will happen?
HMS staff will use a combination of the following de-escalation techniques before using the sanction system below. <ul style="list-style-type: none"> Use non-verbal gestures (such as hand gestures, movement around the classroom, eye contact etc.) Speak calmly and slowly to the pupil regarding their behaviour Use emotion coaching techniques. Acknowledge the emotion and listen to the pupil Use positive reinforcement of expectations through P point system Redirect pupil attention to lesson/task through questioning/supporting Ask the pupil to stand outside Provide verbal opportunities for pupils to reengage Consider different seat in the classroom 	Low-level disruption. <ul style="list-style-type: none"> Talking when inappropriate to do so Not listening to the teacher's instructions or contributions from peers Deliberately distracting others from their learning Lack of effort whilst completing work Any behaviour displaying disrespect towards a member of the school community including the school itself 	HMS staff will give you opportunities to reflect on your behaviour and ensure that you meet our high expectations at HMS.
S1	Continued low-level disruption despite teacher intervention.	HMS staff will give you an S1 on Classcharts. HMS staff will remind you of the expectations at HMS.
S2	Continued low-level disruption despite teacher intervention and previous S1.	HMS staff will give you an S2 on Classcharts. HMS staff will remind you of the expectations at HMS.
S3	Continued low-level disruption despite teacher intervention and previous S2. Any serious misbehaviour that goes against the values of our School Ethos: Respect, Engage, Aspire.	HMS staff will give you an S3 on Classcharts. You will receive a lunchtime detention (12.30-12.55) for the next day.
S4	Continued low-level disruption despite teacher intervention and previous S3. Any serious misbehaviour that compromises the safety of pupils and staff at school.	Your teacher will call for "on-call" meaning a member of senior staff will collect you from your lesson. You will receive an after-school detention for the next Friday. A phone call home will be made by HMS staff to discuss behaviour and inform parents/carers of an after-school detention.

Stages 1 and 2 are given as warnings to support pupils in making the right choices to avoid poor or inappropriate behaviour. However, these are recorded on ClassCharts and an accumulation of too many may result in a pupil receiving an S3 lunchtime detention and/or being placed on report – see section 6 below.

- S3 Detentions** run daily at lunchtimes from 12.30 – 12.55 in Fellside Hall
- S4 Detentions** run every Friday from 3.15 – 4.15 in the library

Failure to attend detentions without an acceptable reason will result in an escalation as follows: S3 escalated to S4 escalated to a day in Restore.

Notification of detentions will be shared via ClassCharts so that pupils and parents/carers can access this information. It is the expectation of the school that parents/carers and pupils engage with this software. Any S4 detentions will be communicated to parents/carers via a phone call or email.

If a pupil is unable to attend their detention due to an extenuating circumstance, they or their parent/carer should contact their Head of Key Stage to discuss. Please note that transport is not considered an extenuating circumstance and whilst we will try to be reasonable and accommodating, we reserve the right to expect attendance.

Restore

In certain circumstances, for example failure to attend an S4 detention, persistent defiant or disruptive behaviour, or more serious breaches of this policy, a pupil may be placed in the Restore facility at the discretion of the Head of Key Stage or other senior staff. Here, in a discreet setting away from the mainstream environment, pupils will be given the opportunity to reflect on their behaviour and the reason that they are in Restore. They will also be given curriculum work to undertake.

These expectations of pupils in Restore are:

- To follow staff instructions
- To hand over their mobile phone
- To work in silence on tasks and activities set
- To remain in Reflection for both break and lunch time, with supervising staff overseeing arrangements for toilet breaks, food and drink

If a pupil fails to meet expectations in Restore they will be suspended for the remainder of that day with the possibility of further sanction depending on the circumstances. Upon their return to school, they will complete another day in Restore where they must adhere to the expectations.

Upon returning to lessons, pupils may be given specific targets to work towards depending on the reason they were in Restore and these will be reviewed by the Head of Key Stage.

Suspension and exclusion

In certain circumstances, for example persistent defiant and/or disruptive behaviour or a serious breach of this policy, pupils may be suspended for a fixed period at the discretion of the Executive Headteacher.

In circumstances where there is a serious breach or there are persistent breaches of this policy, and where allowing a pupil to remain in school would seriously harm the education or welfare of that pupil or others such as staff or pupils in the school, the decision to exclude a pupil permanently may be taken.

When making suspension and exclusion decisions, the school will adhere to the [statutory guidance](#).

The following list, whilst not exhaustive, indicates the types of behaviour that may result in a fixed-term suspension, or, in certain circumstances, permanent exclusion:

- Unacceptable behaviour in Restore
- Refusal to attend lessons
- Defiance of senior staff
- Verbal abuse of staff
- Physical assault
- Fighting
- Repeated or significant damage to school property
- Vaping
- Smoking

- Being in possession of alcohol or illicit substances
- Being in possession of any other prohibited items – see appendix 2
- Theft
- Persistent discriminatory behaviour
- Sexual harassment or assault
- Bullying behaviour (For full detail see [Anti-Bullying Policy](#))
- Dangerous behaviour
- Repeated disruptive behaviour
- Threatening or physical behaviour towards a member of staff
- Escalation through the intervention system

Each potential suspension and exclusion is considered on its own terms, with decisions at the discretion of the Executive Headteacher in accordance with this policy and the statutory guidance. For clarity, the following are indicative consequences for certain specific offences under the Trust's Drugs and Substance Abuse policy.

Issue	Sanction
Vaping/smoking: <ul style="list-style-type: none"> • In possession of or using a vape or cigarette in school or going to and from school 	<ul style="list-style-type: none"> • 1st offence: 1 day suspension • 2nd offence: 3 day suspension • 3rd offence: 5 day suspension and a meeting of the Trustees' Disciplinary Committee with student and parents/carers • Further offences: possible permanent exclusion
Alcohol: <ul style="list-style-type: none"> • Consumption/possession of alcohol in school or going to and from school 	<ul style="list-style-type: none"> • 1st offence: 5 day suspension • 2nd offence: 5 day suspension and a meeting of the Trustees' Disciplinary Committee with student and parents/carers • 3rd offence: permanent exclusion
Drugs/Illegal substances <ul style="list-style-type: none"> • Being in possession of drugs or any associated paraphernalia in school or going to and from school 	<ul style="list-style-type: none"> • 1st offence: 5 day suspension • 2nd offence: Permanent exclusion
<ul style="list-style-type: none"> • Dealing/supply in school or going to and from school 	<ul style="list-style-type: none"> • Permanent exclusion

Following any incident of suspension, HMS will meet with the parents/carers of the pupil at a reintegration meeting. This meeting aims to ensure that the correct support is in place for the pupil to make a successful return and reintegration into HMS.

6. Support and guidance to enable positive behaviour

We believe it is important to have clear structure in place to help pupils to make the right choices about their behaviour. There are three main elements to this: 1 – the relational and emotion coaching approach used by all staff with all pupils; 2 – additional support for vulnerable pupils; 3 – the escalating ladder of support and consequence.

The relational and emotion coaching approach used by all staff with all pupils

Pupils' self-regulation and therefore self-motivation needs to be encouraged and supported in school and starts with genuine relationships. Here the onus is on adults in school to work hard to form connections with young people; once the connection is there, behaviour is more likely to be corrected successfully.

In interacting with pupils, staff will seek to:

- 1) Recognise behaviour as a communication tool, e.g. 'I can see you need something...'
- 2) Empathise with the young person in the situation 'I can see you are feeling...'
- 3) Collaborate with the young person to resolve the situation 'How can we work together...?'

- 4) Support the young person to move forward and avoid repeat instances 'Here is how I can help you... What can we do differently next time...?'

Once individual instances have been resolved/de-escalated there may still be a need to apply a sanction but this will be clearly communicated with the pupil in a way that ensures that it is the behaviour that is regarded as unacceptable and not the individual.

Additional support

Form tutors, who see their pupils each day, have a key role to play in ensuring that good guidance is given and that early indications of concern are picked up and strategies implemented. Tutors will work closely with Heads of Key Stage who will become more directly involved with individual pupils as concerns become more serious. Pupil Support staff will work closely with Heads of Key Stage and are primarily there to provide direct support and guidance to those pupils who are increasingly making poor choices, particularly those who face difficulties in their lives outside of school.

Our behaviour policy has an emphasis on clear expectations, fair consequences and consistency, and we are of the view that any undue blurring of this is not typically in young people's interests and can be counterproductive. However, we recognise that at times we need to use discretion and show sensitivity and flexibility in relation to particular pupils' circumstances. In this context, our policy sits in conjunction with the [SEND Code of Practice](#) and [statutory guidance on looked after and previously looked after children](#). Support for our vulnerable pupils is directly overseen by the Assistant Headteacher. Beyond this, we work closely with a variety of other agencies who provide support and guidance to young people.

The escalating ladder of support and consequence

All pupil S points are recorded on ClassCharts and monitored closely by form tutors and Heads of Key Stage. Points accrued from all incidents are collated and used towards the Intervention support system.

These intervention points and associated actions are designed to support pupils to make the right choices about their behaviour. All staff will apply discretion about what kind of support to offer pupils, based on their knowledge of the individual, their needs and their context.

C1	Initial incidents of poor behaviour <ul style="list-style-type: none"> Repeated low-level disruption either in or out of lessons resulting in repeated S3 or S4 detentions Failure to make changes to behaviour or engage with support offered Form Tutor will intervene and offer support and guidance. Parents will be informed and invited to communicate with the tutor to discuss concerns. 	Trigger Point 1 – Form Tutor Intervention* <ul style="list-style-type: none"> Tutor Phone Call Home
C2	80 points – Continued repeated poor behaviour – <ul style="list-style-type: none"> Form tutor will contact parents/carers to discuss concerns. Tutor Report for 1 Week Tutor Parent Meeting Daily review of behaviour record on Classcharts by Tutor. 	Trigger Point 2 – Form Tutor Intervention <ul style="list-style-type: none"> Additional support may include uniform report, subject specific report, email to class teachers, class observations, tutor mentoring and an incentive scheme.
C3	120 points – Insufficient improvement / continued poor behaviour <ul style="list-style-type: none"> The pupil may be secluded for a period Key Stage staff will meet with parents/carers and the pupil. Pupil's needs are assessed and support and/or onward referrals to the Early Help Hub considered. 	Trigger Point 3/4 – Head of Key Stage Intervention <ul style="list-style-type: none"> Additional support may include SEN support, social support interventions, mentoring, classroom observation, SEMH intervention, Restore, behaviour contract and external referrals to address pupil need.

C4	200 points – Insufficient improvement / continued poor behaviour <ul style="list-style-type: none"> Parents/carers meet with Assistant Headteacher and HOKS Clear targets and expectations set for in-school behaviour Review meeting after two weeks to assess progress towards expectation. Monitoring period may be extended, pupil may escalate up the ladder or be moved back to C3. Referral may be made to HINT team for behavioural support 	Trigger Point 5 – Senior Leader Intervention <ul style="list-style-type: none"> Additional support may include welfare support, SEN support, social support, external agency referral, alternative provision, mentoring, class/form group changes, reduced/bespoke timetable, restore and fixed term suspensions.
C5	250 points – Insufficient improvement / continued poor behaviour <ul style="list-style-type: none"> A suspension may be issued for persistent disruptive behaviour The pupil and parents/carers will meet with HOS and HOY. A managed move or alternative provision will be considered at this stage to allow the pupil a fresh start A referral may be made to the Inclusion Team for more support 	Trigger Point 6 – Head of School Intervention <ul style="list-style-type: none"> Additional support may include welfare support, SEN support, social support, external agency referral, alternative provision, mentoring, class/form group changes, reduced/bespoke timetable, restore, fixed term suspensions and managed moves.
C6	Continued breaches of the school's behaviour policy <ul style="list-style-type: none"> Managed Move actioned/failed Pupil fails to reintegrate to school following this process Permanent exclusion likely if all support options have been explored/exhausted or 	

- See Appendix 3 – Trigger Points System

The interventions listed at each stage are not exhaustive but rather are an indication of measures which may be implemented to support an individual student at certain stages. The range of support options that may be accessed includes:

- internal mentoring
- internal behaviour support
- parent meetings
- reduced/adapted timetable
- access to RESTORE
- SEN support
- academic intervention
- attendance support
- subject report
- external mentoring
- external agency referral (e.g. Primary Mental Health)

7. Additional points

Physical intervention and restraint

In accordance with Section 93 of the Education & Inspections Act 2006, teachers and support staff are authorised to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following: causing injury to his/herself or others; committing an offence; damaging property, and/or prejudicing the maintenance of good order and discipline.

For full details, please refer to our [Physical Intervention and Restraint Policy](#).

Screening, searching and confiscation

In accordance with the national [statutory guidance](#), Hadrian Learning Trust schools can require a pupil or student to undergo screening, can search a pupil or student in accordance with certain criteria and can confiscate items deemed harmful or detrimental. For fuller details, please refer to the Trust's [screening, searching and confiscation policy](#).

Malicious allegations

Allegations against members of staff will be taken very seriously in accordance with the details outlined in the school's [Child Protection Policy](#). However, where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the pupil will be disciplined in accordance with this policy.

Legislation and statutory requirements

In addition to the statutory guidance indicated at points throughout this document, this policy adheres to the relevant sections in the following:

- The [Education Act 2011](#), which outlines a school's duty to safeguard and promote the welfare of its pupils;
- The [Education and Inspections Act 2006](#);
- The [Education \(Independent School Standards\) Regulations 2014](#), and
- The [Equality Act 2010](#) and associated departmental [advice](#)

This policy also complies with Hadrian Learning Trust's funding agreement and articles of association.

Appendix 1

Expectations in PE

While pupils are taking part in PE lessons, we expect them to wear the school PE kit. Compulsory items must be purchased from our designated uniform suppliers and appropriate footwear is available from various sports retailers. Where a pupil arrives to their lesson without the correct PE kit, they will be expected to wear spare kit supplied by the department. The department will keep spare kit and ensure it is clean and ready for use. Where a pupil fails to comply with this, sanctions will be applied.

- All jewellery/retainers are to be removed for all lessons. As part of the [Uniform Policy](#) pupils are not permitted to wear jewellery other than a watch and stud earrings.
- Long hair should be tied back at all times.

Where a pupil has an injury/illness or any other reason why they are not able to take part in lessons they must provide a note from their parent/carer to explain the reason behind their non-participation. **Pupils are expected to still bring appropriate PE kit and footwear even if they have a note excusing them from taking part physically in lessons.** Pupils are expected to take part in lessons in some form (referee, coach or umpire) and as such should be suitably dressed in PE kit to do so. Being in full kit will prevent school uniform from getting damaged in inclement weather and in cases of illness it can prevent conditions from worsening as pupils have dry uniform to get changed into if it is raining during the lesson.

In line with the department policy, 'excused' pupils who do not bring appropriate kit will be expected to borrow some from the PE department. Where a pupil fails to comply with this, sanctions will be applied. Where an injury or illness prevents pupils from being able to get changed easily, PE staff will use their discretion to allow that pupil to stay in their uniform and contribute to the lesson in an appropriate manner.

Appendix 2 Behaviours to avoid

Low-level disruption / defiance, which includes:

- talking inappropriately and/or distracting others in lessons;
- non-completion of classwork or homework;
- poor attitude and low-level rudeness;
- undue noise or boisterousness in corridors between lessons, and at break and lunchtimes, and
- wearing incorrect uniform.

Serious misbehaviour, which includes:

- defiance of a member of staff's reasonable instructions;
- persistent low level disruption;
- repeated breaches of the school rules;
- any form of bullying;
- swearing at members of staff;
- sexual harassment or assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- vandalism
- theft
- fighting
- smoking
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited items, which include:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images, and
 - any article a staff member reasonably 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 (including the pupil).

Inappropriate off-site behaviour, including relating to:

- travelling to or from school;
- wearing school uniform in a public place;
- in some other way identifiable as a pupil at the school; and
- taking part in any school-organised or school-related activity that is not on the school grounds.

Poor off-site behaviour will be investigated and dealt with as though it were on-site behaviour.

Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to

defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. Please refer to the school's [Anti-Bullying Policy](#) for details on how bullying is managed.

Appendix 3 Trigger Point System

When a student receives the negative points indicated at each level the actions detailed must be carried out and logged on Safeguard my School by the relevant individual. The purpose of this process is to ensure that every student receives the support they need to improve their behaviour.

Negative Points to Trigger Intervention	Required Intervention	Support for Intervention
40 - Tutor - Level 1	Tutor Phone Call Home	Phone Call Home Parental Meeting Uniform Report Subject Report (Class teacher) Email to Teachers Class Observations Tutor Mentoring Incentive scheme
80 - Tutor - Level 2	Tutor Parent Meeting Tutor Report for 1 Week C2 Consequences Ladder	
120 – Key Stage Leader - Level 1	KSL Phone Call Home KSL Report for 2 Weeks C3 Consequences Ladder	Phone Call Home Parental Meeting CL Report (subject) SEN Support Social Support (in school) Mentoring Class Observations Seclusion Behaviour Contract Behaviour Support Referral Restore
160 – Key Stage Leader - Level 2	KSL Parent Meeting KSL Report for 2 Weeks C3 Consequences Ladder	
200 – Senior Leader - Level 1 (Assistant Headteacher - MST)	AHT Phone Call Home AHT Report for 2 Weeks C4 Consequences Ladder	Parental Meeting Senior Leader Report Welfare Support SEN Support Social Support External Agency Support Alternative Provision Mentoring Lesson/Tutor Movement Reduced/Bespoke Timetable Restore Fixed Term Exclusion
250 – Senior Leader - Level 2 (Head of School - LWA)	HOS Parent Meeting HOS Report for 2 Weeks C5 Consequences Ladder	