

NETHER STOWE SCHOOL

Behaviour Policy

Date: January 2022
Reviewed: Annually
Next review date: January 2023

Philosophy

At Nether Stowe School we want to maintain a safe, inclusive, co-operative and successful school where all students and staff can learn and teach in a positive and supportive environment. We want to build and maintain positive relationships between all members of the school community. High standards of behaviour are an essential part of what is expected of all students.

The philosophy of the school is a balance between fundamental rights and responsibilities, these foster a sense of community, whilst recognising and respecting diversity and promoting equality.

The School's Behaviour Policy seeks to develop in students an acceptance of responsibility for their own behaviour. The school endeavours to remove barriers to learning and to support individuals in developing their full potential.

1. Aims and Key Principles

This policy aims to:

- Provide a **consistent approach** to behaviour management - *Where behaviour is inappropriate it is the behaviour that is unacceptable, not the student.*
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave** - *Students are responsible for their own behaviour.*
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management - *Students have the right to learn and teachers have the right to teach.*
- Outline our system of **rewards and sanctions** - *Our aim is for every child to be able to make the best use of the opportunities offered by the school*

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice (2014)

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

The Headteacher may consider a serious breach of the behaviour policy to be any of the following, which could lead to fixed term or permanent exclusion; however, it is not possible to foresee all eventualities and this list should not be deemed exhaustive:

- Repeated breaches of the school rules
- Serious actual or threatened violence against another student or a member of staff
- Any form of bullying - Racist, sexist, homophobic or discriminatory behaviour
- Sexual abuse or inappropriate sexualised behaviour
- Being in possession of, under the influence of, or supplying an illegal drug or alcohol
- Being in possession of 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)
- Absolute refusal to conform to reasonable requests by staff.

4. Roles and responsibilities

4.1 The local governing body

- To ensure that the school's Behaviour policy promotes positive behaviour
- To support the SLT in monitoring student attendance and exclusions, with special reference to key groups

4.2 The headteacher

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 AHT Pastoral:

- To ensure that systems for managing and monitoring behaviour and attendance work effectively and efficiently and monitoring their consistent implementation
- To ensure that good practice is both developed and shared
- To ensure that CPD develops the needs of individual staff and supports school priorities
- To ensure that appropriate systems are in place to facilitate work with outside agencies
- To ensure that the school communicates effectively with parents and carers to promote positive behaviour for learning
- To ensure that there is an emergency 'call out' facility for behaviour which becomes a barrier to learning during lesson time.
- To provide clear leadership and support for the school's Behaviour Policy
- To prepare regular Behaviour update reports to the Local Governing Body

4.4 Faculty and Middle Leaders:

- To ensure that a climate of reward and praise is upheld within the department and that this is recorded and monitored
- To monitor behaviour and learning outcomes, ensuring that students achieve their full potential
- To support the needs of individuals by implementing additional strategies including the use of outside agencies
- To support staff in managing student behaviour

4.5 Staff

All staff have a responsibility to:

- model positive behaviour by example: courtesy, politeness, punctuality, respect, conflict resolution and avoidance are implicitly taught on a daily basis.
- make clear our expectations of good behaviour
- provide positive recognition of good behaviour
- liaise and communicate with parents

Teaching and learning

Students will be motivated to learn with the support of teachers and a curriculum that inspires them. Staff will get to know students well and plan lessons which will be pitched at an appropriate level to stretch and challenge, whilst meeting the needs of individuals.

There are also aspects of behaviour that are taught through explicit curriculum areas for example PHSE, RE, PE. For some, students structured programmes such as anger management, social skills etc. will be appropriate. Within general classroom practice, there are understood and 'preferred practices' which are designed to teach positive behaviour.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

4.6 Students

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

4.6 Parent / Carer

- To ensure their child's regular attendance and punctuality
- To ensure their child brings the right equipment, dresses appropriately and completes homework
- To co-operate with the school to ensure that their child follows the school's positive Behaviour Policy
- To support the school in imposing sanctions, **including after school detentions – the school reserve its right to keep a child for up to 15 minutes without notice.** Parental consent is not required for detentions. (**See DfE guidance note below)
- To inform the Form Tutor/ Pastoral Head/Head of College, of any circumstances which may affect their child's learning
- To maintain regular contact with the school through attendance at parent's evenings, letters, emails and telephone calls, as appropriate

**DFE guidance states:

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. (For instance, notice may not be necessary for a short after school detention where the pupil can get home safely)
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

If there is a significant reason why your child is not able to complete after-school detention, this must be submitted in writing to the Headteacher.....exceptions will only be granted in very rare circumstances and the expectation remains that detentions will be completed at an alternative time either during or before the school day.

5. Rewards and sanctions (see also Appendix 2)

Positive behaviour will be rewarded in line with the Rewards' Policy and includes:

- Praise
- Credits
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Removal from lesson to “Ready to Learn”
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract (with student and parent)
- Putting a pupil ‘on report’
- Ready to learn room (5 periods to be served)
- Internal exclusion (8 periods to be served)
- Second School Isolation
- Fixed Term exclusion
- Permanent exclusion

Behaviour Stages and Sanctions (see also Appendix 1)

Lessons

Our ethos is that students need to be in lessons learning. There should be an expectation (from students and staff) that this will happen; support will be offered where necessary to facilitate this.

Warning 1: Verbal warning given, and name visibly recorded

Warning 2: Clear reminder of final warning – next stage removal from lesson to **Ready to Learn room (RTL)**

Removal: Call out for support – student escorted to Ready to Learn room.

5 periods to be spent in RTL room (**including break and lunch**) and students will automatically serve a one- hour detention **at the end of the same day**. (If the student is removed during period 5, the detention will be served at the end of the following day)

Ready to Learn Room

Students are expected to work, under exam conditions, on Plan B, following their usual timetable

Warning 1: Formal, clear verbal warning and name visibly recorded.

Warning 2: Clear reminder of final warning – next stage removal to **Internal Exclusion (IX)**

Phone call to parents.

Removal: Call out for support – student escorted to Internal Exclusion.

8 periods to be spent in Internal Exclusion, **including break and lunch** (from the point of removal from RTL) and students will automatically serve a one- hour detention **at the end of the same day**. (If the student is removed during period 5, the detention will be served at the end of the following day)

Examples of behaviours which do not meet exam conditions and will result in a warning (this is not an exhaustive list):

- Student talks, or makes any sort of deliberate noise, including pen tapping
- Student attempts to communicate with another student in any way
- Student puts their head on the desk or actively refuses to work
- Student refuses support

Internal Exclusion

Students are expected to work under exam conditions.

Removal from Internal Exclusion will lead to Second School Isolation (**SSI**) and / or Fixed Term Exclusion (**FTE**). A meeting with parents will take place on the student's return. The period of time in Internal Exclusion will be completed.

Students will not be allowed to out of the Ready to Learn room or Internal Exclusion to attend normal lessons, including a lesson to complete coursework or attendance at an extra -curricular activity or event. A student may only leave the room if they have:

1. A public examination
2. A pre-arranged literacy, numeracy or behaviour intervention
3. A pre-arranged appointment out of school

There is no negotiation of what constitutes successful completion in the Ready to Learn Room or Internal Exclusion: pupils must remain and work in exam conditions. The supervising member of staff will sign to confirm the hour has been successfully completed. All allocated hours must be signed off before the student is allowed back into lessons.

Incidents Outside lessons

Defiance

Expectations for around school are that all interactions will be respectful.

Students should:

- Behave in a controlled, orderly and calm manner
- Show respect to everyone
- Walk around corridors on the left-hand side
- Arrive on time for registration and lessons

Defiance does not meet this expectation.

Students who choose not to follow the instruction of a member of staff (this includes walking away), will be escorted to the Ready to Learn room. The same rules will apply as for removal from lessons to the RTL room.

Staff will make it clear to the student that this is an act of defiance.

Examples of the language which will be used:

"This is a reasonable request / instruction"; "Are you choosing not to follow it?"; If you refuse of walk away, you will be taken to the Ready To learn room for 5 periods"

Other behaviours below expectations

The following behaviours are **examples** of not meeting our expectations and will result in immediate removal to Ready to Learn and /or a 60-minute after school detention:

- Pushing and shoving
- Shouting indoors
- Inappropriate language
- Purposefully dropping litter or food or refusing to pick up litter accidentally dropped
- Being out of bounds
- Hitting, kicking or otherwise damaging school property
- Incorrect uniform (*e.g coats or hoodies on in school; not wearing a blazer*)

There are no warnings necessary for these behaviours.

Serious Incidents

Some incidents, which can include defiance of reasonable instruction, require an immediate, more severe sanction. In the first instance time will be spent in Internal Exclusion; in some cases, this will enable an investigation to take place.

The time spent in Internal Exclusion may be extended – this decision will be made by the College Head or a Senior Leader.

These incidents may also warrant one of the following: a parental meeting, warning of fixed-term exclusion, fixed term exclusion, a governors’ warning, or permanent exclusion. Students may also face a fine/community service detention.

The table below gives **examples** of incidents deemed to be of a serious nature:

1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)	Students should be asked explicitly, “I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?” <u>There must be no negotiation.</u> If a student does not immediately comply with your request, he or she should be escorted to Ready to Learn <i>Further defiance</i> (for example of Pastoral / College Head, Senior Staff) will result in the student being escorted to Internal Exclusion and may lead to a fixed term exclusion
2. Verbal or Physical abuse of staff or another student	This may include: <ul style="list-style-type: none"> • Pushing past staff • Swearing at staff / another student • Rudeness and name calling
3. Internal exam misconduct	Students will be sent to internal exclusion and will serve an hour’s detention the same day
4. Truancy	Students may only be out of lessons with permission of a member of staff. (This does not apply to meetings or appointments in school). If a student breaks this rule this will immediately result in a referral to the Ready to Learn room and may include a 60- minute after school detention. Students with Time Out cards must wait to be escorted by a member of staff.

5. Health & Safety breach	Behaviours which pose a risk to students or others within the classroom, will be addressed immediately through removal to the Ready to Learn room for at least the remainder of the lesson. Students will also serve a 60-minute whole school detention.
6. Violent or dangerous behaviour	This may include: <ul style="list-style-type: none"> • Fighting • Threatening behaviour
7. Possession or use of alcohol or drugs	This is against the law and may result in permanent exclusion. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
8. Possession or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
9. Malicious setting off of the fire alarm	This is against the law, causes significant disruption to the whole school, and will result in a fixed term exclusion.
10. Deliberate damage to or theft of property	This may include: <ul style="list-style-type: none"> • Deliberate vandalism of lockers, display boards, doors and windows. • Deliberate vandalism to the school toilets
11. Smoking or vaping	Smoking or vaping is not permitted anywhere on the school site. If a student is seen smoking or vaping, or has the clear intent to smoke or vape on the school site, this will result in a serious sanction and may include a fixed term exclusion. Repeat offences will be taken more seriously.
12. Buying and selling	It is prohibited for students to sell any item to another student without the explicit permission of a senior member of staff. We are a cashless school to protect students. If a student is seen selling any item in school, it will result in a serious sanction.
13. Bullying or prejudicial language directed at another person	This may include: <ul style="list-style-type: none"> • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites.

Mobile phones and inappropriate jewellery (refer also to Mobile Phone and Uniform Policies)

On the school grounds, mobile phones must be turned off and stored in bags.

Students must hand over to a member of staff any phone that is seen or heard. This will be confiscated until the end of the school day and may be collected from reception at the end of the day.

If confiscated more than once during a half term, an appropriate adult will be required to collect it. Refusal to hand over the phone is defiance and students will be escorted to the Ready to Learn room for 5 periods.

Continued refusal to hand over the phone, will result in an extended period of time in Internal Exclusion, until the phone is handed over.

Uniform

All students must be in the correct uniform, unless carrying a pass issued by a College or Pastoral Head.

Passes are only issued for medical reasons (for which current medical evidence from a Health Professional is required) or if an article has been lost or broken within the previous 24 hours.

Students who arrive in school without the correct uniform and refuse a reasonable replacement, will be placed in the Ready To Learn room until a parent or carer brings in the missing article. Refuse to follow instructions is defiance and the student will stay in RTL for 5 periods.

Students may wear one pair of stud earrings, a watch and one signet ring. No other jewellery is allowed.

No other visible piercings are acceptable, nor are students allowed false nails or false eyelashes. Students will be asked to remove and hand over any items which do not meet uniform expectations.

Refusal to hand over the item(s) is defiance and students will be escorted to the Ready to Learn room for 5 periods.

Continued refusal to hand over the item, will result in an extended period of time in Internal Exclusion, until the item is handed over.

Late to school *(refer also to the Attendance Policy):*

Students arriving late to school must sign in at reception and will discuss the reason for their lateness. If students do not have a valid reason, they will receive a 10-minute after school detention, ***to be served on the same day.***

Students arriving late more than once in a week, will receive a 60-minute detention, ***to be served on the day of the second or subsequent late arrival***

Where persistent lateness is a serious problem (students receiving 5 late marks in one half term) parents and students will attend a meeting. Penalty Notices may be issued for persistent lateness.

Late to lesson:

Students arriving late to lesson will receive a 10-minute after school detention, ***to be served the following day.***

Students arriving late to lesson more than once in a week, will receive a 60-minute detention, ***to be served the day after the second or subsequent late arrival***

Where persistent lateness to lessons is a serious problem, students' punctuality will be monitored by their College Head. If there is no sustained improvement, parents and students will attend a meeting.

Knowledge Organisers and Homework

All students are issued with a Knowledge Organiser, exercise books and a homework timetable.

Students are expected to bring their Knowledge Organiser every day, as well as their basic equipment, including exercise - books and homework, required for that day's lessons. This will ensure students are fully prepared for lessons each day.

Form Tutors will check **Knowledge Organisers** each morning. Failure to bring this in will, in the first instance result in 2 debits and parents will be informed. The expectation is that the student will bring in the KO the next school day; failure to do so is defiance and will result in 5 periods in the Ready To Learn Room.

Exercise Books – in the first instance this will result in 2 debits and parents will be informed by the class teacher. The expectation is that the student will bring the exercise book to the next lesson; failure to do so is defiance and will result in 5 periods in the Ready To Learn Room.

Homework – class teachers will issue an after school Guided Personal Support session for a minimum of 20 minutes, up to half an hour. This will not be on the same day and parents will be informed by the class teacher.

All information regarding student progress, behaviour issues and sanctions is accessible by parents through MCAS.

Behaviour Support

Students who are referred regularly to the Ready to Learn Room will meet with their Pastoral or College Head to discuss the reasons why and how to prevent further incidents. Support will be offered where necessary. Pastoral heads will also meet with students where punctuality and / or attendance are becoming an issue (*see also Attendance Policy*).

Where there is an apparent issue in one curriculum area, students will meet with the Head of Faculty and the class teacher to identify barriers and put strategies in place to prevent further incidents

Fixed Term Exclusions / Suspensions

The decision to exclude a student from school is never taken lightly and every effort will be made to prevent this.

When students return from exclusion it is important to re-set expectations.

The information below sets out how students will be reintegrated following an exclusion.

Return from FTE meeting stages

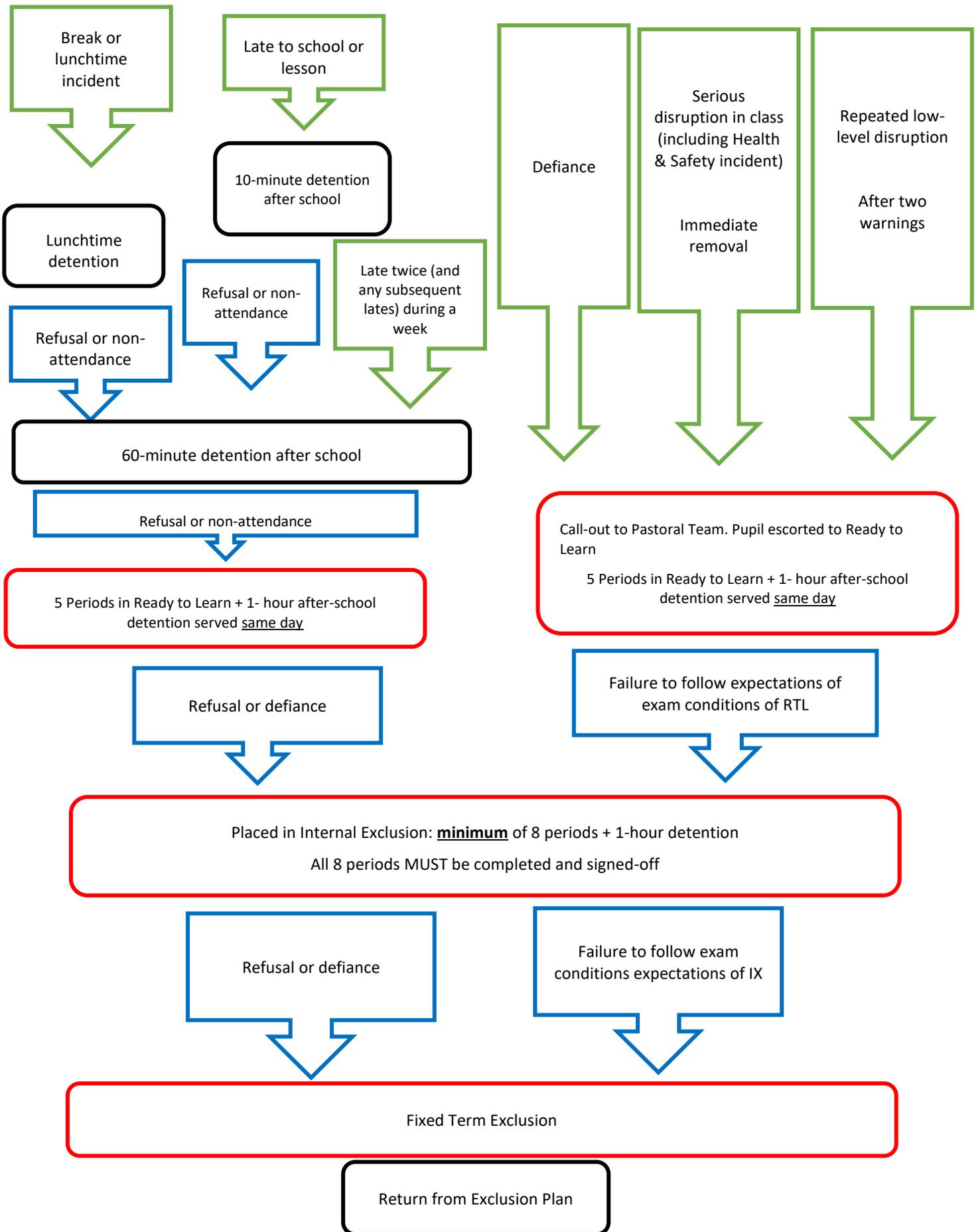
(Highlighted sections are additional measures at each stage)

	Expectations	Support offered
<p>Exclusion 1 – meet with College Head</p> <p>College Head to oversee completion of social time and report card.</p>	<ul style="list-style-type: none"> ▪ 2 days loss of social time after return to lessons (report to IX) ▪ Report card –minimum of 5 days ▪ Parental contact at end of 5 days – either going well, off report; or report needs to continue ▪ 5 days of good report required before removal (<i>does not have to be consecutive</i>) ▪ Loss of card (for any reason), start again from day 1 <p>Whole school detention (60-minutes) is a possible sanction in week 2</p>	<ul style="list-style-type: none"> • Early Help Team (<i>explain role</i>) • In-school mentor or counsellor • Student needs assessment (<i>to establish current barriers</i>) • SEN passport review (<i>if appropriate</i>)
<p>Exclusion 2 – meet with College Head</p> <p>College Head to oversee completion of social time and report card.</p>	<ul style="list-style-type: none"> ▪ 3 days loss of social time after return to lessons (report to IX) ▪ Report card – minimum of 5 days – must be signed at break, lunch and end of day by staff member in RTL ▪ Parental contact at end of 5 days – either going well, off report; or report needs to continue ▪ 5 days of good report required before removal (<i>does not have to be consecutive</i>) ▪ Loss of card (for any reason), start again from day 1 <p>Whole school detention (60-minutes) is a possible sanction in week 2</p>	<ul style="list-style-type: none"> • Early Help Team (discuss paperwork) • In-school mentor or counsellor • Student needs assessment • SEN passport review (if appropriate)

<p>Exclusion 3 – meet with Senior Assistant Head</p> <p>Senior Assistant Head to oversee completion of social time and report card.</p>	<ul style="list-style-type: none"> ▪ 4 days loss of social time after return to lessons (report to IX) ▪ Report card – minimum of 5 days – must be signed at break, lunch and end of day by member of staff in RTL ▪ Parental contact at end of 5 days – either going well, off report; or report needs to continue ▪ 5 days of good report required before removal (<i>does not have to be consecutive</i>) ▪ Loss of card (for any reason), start again from day 1 <p>Whole school detention (60-minutes) is a possible sanction in week 2</p>	<ul style="list-style-type: none"> • Early Help Team (<i>make referral</i>) • In-school mentor or counsellor • Student needs assessment • SEN passport review (if appropriate) • Explore all external agencies • Managed move discussion • Potential short-term placement at PRU discussion • Face to face review after 2 weeks
<p>Exclusion 4 – meet with Deputy Head</p> <p>Deputy Head to oversee completion of social time and report card.</p>	<ul style="list-style-type: none"> ▪ 5 days loss of social time after return to lessons (report to IX) ▪ Report card – minimum of 5 days – must be signed at break, lunch and end of day by member of staff in RTL ▪ Parental contact at end of 5 days – either going well, off report; or report needs to continue ▪ 5 days of good report required before removal (<i>does not have to be consecutive</i>) ▪ Loss of card (for any reason), start again from day 1 <p>Whole school detention (60-minutes) is a possible sanction in week 2</p>	<ul style="list-style-type: none"> • Early Help Team (make referral) • In-school mentor or counsellor • Student needs assessment • SEN passport review (if appropriate) • Explore all external agencies • Managed move discussion • Potential short-term placement at PRU discussion • Face to face review after 2 weeks • Explore possible curriculum and short-term adjustments • Pyramid timetable • Referral to Inclusion Hub

<p>Exclusion 5 – meet with Headteacher</p> <p>Headteacher to oversee completion of social time and report card.</p>	<ul style="list-style-type: none"> ▪ 6 days loss of social time after return to lessons (report to IX) ▪ Report card – minimum of 5 days – must be signed at break, lunch and end of day by member of staff in RTL ▪ Parental contact at end of 5 days – either going well, off report; or report needs to continue ▪ 5 days of good report required before removal (<i>does not have to be consecutive</i>) ▪ Loss of card, start again from day 1 <p>Whole school detention (60-minutes) is a possible sanction in week 2</p>	<ul style="list-style-type: none"> • EHT (make referral) • In-school mentor or counsellor • Student needs assessment • SEN passport review (if appropriate) • Explore all external agencies • Managed move discussion • Potential short-term placement at PRU discussion • Face to face review after 2 weeks • Explore possible curriculum and short-term adjustments • Pyramid timetable • Referral to Inclusion Hub • Governor involvement
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APPENDIX 1: Behaviour Flow Chart



APPENDIX 2: Debits and Outcomes

Event	Outcome
1. Yellow - lesson warning	1 Debit
2. Yellow – 2 nd lesson warning	2 Debits
3. Yellow – lack of equipment	1 Debit
4. Yellow – lack of KRP task	2 Debits – After school GPS (20 minutes)
5. Yellow – mobile phone out	3 Debits – phone confiscated
6. Yellow – uniform issue	2 Debits
7. Red – lesson removal	5 Debits – Removal to Ready to Learn (5 periods)
8. Red – lesson removal Health and Safety	2 Debits – Removal to Ready to Learn for one period + Whole School Detention (60 minutes)
9. Red - late to school	2 Debits – After school detention (10 minutes)
10. Red – late to school (more than once in a week)	3 Debits – Whole School Detention (60 minutes)
11. Red – late to lesson	2 Debits – After school detention (10 minutes)
12. Red – late to lesson (more than once in a week)	3 Debits – Whole School Detention (60 minutes)
13. Red – social time incident	3 Debits – Social time detention
14. Red - defiance	4 Debits – Removal to Ready to Learn
15. Red – missed two GPS	3 Debits – Whole School Detention (60 minutes)
16. Red – truancy from lesson	3 Debits – Whole School Detention (60 minutes)
17. Red – smoking or vaping related (incident 1)	3 Debits – Whole School Detention (60 minutes)
18. Red – smoking or vaping related (incident 2)	10 Debits – Internal Exclusion (8 periods)
19. Red – smoking or vaping related (incident 3)	15 Debits – Fixed Term Exclusion (up to 5 days)
20. Red – missed after school detention (10-minutes)	3 Debits – Whole School Detention (60 minutes)
21. Red – missed Whole School Detention (60-minutes)	4 Debits – Removal to Ready to Learn
22. Red – verbal abuse	10 Debits – Internal Exclusion (8 periods)
23. Red – verbal threat	10 Debits – Internal Exclusion (8 periods)
24. Red – physical assault	10 Debits – Internal Exclusion (8 periods)
25. Red – racist incident	10 Debits – Internal Exclusion (8 periods)

26. Red – sexual harassment	10 Debits – Internal Exclusion (8 periods)
27. Red – homophobic incident	10 Debits – Internal Exclusion (8 periods)
28. Red - bullying	10 Debits – Internal Exclusion (8 periods)
29. Red – (other) serious incident	12 Debits – Second School Isolation (1 day)
30. Red – (other) serious incident	15 Debits – Fixed Term Exclusion (up to 5 days)