

NETHER STOWE SCHOOL

Behaviour Policy

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 suspension from school 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 governing body

- To ensure that the school's Behaviour policy promotes positive behaviour
- To support the SLT in monitoring student attendance and suspensions from school, 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

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
- Reward Events

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'
- Internal exclusion

- Second School Isolation
- Suspension from school
- Permanent exclusion

Behaviour Stages and Sanctions

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 pastoral support – student escorted to Ready to Learn room

Ready to Learn Room

Student will spend the remaining time, from the lesson they have been removed from, in Ready to Learn. If a student meets all expectations within Ready to Learn, then they will return to their next lesson. ***Student will automatically serve a 60-minute detention at the end of the same day if they are removed from a lesson as a result of not meeting expectations.***

If a student fails to attend a 60-minute detention, then they will serve 5 periods within Internal Exclusion the next day followed by a 60-minute detention.

If a student receives two removals within a week, they will automatically serve 5 periods within Ready to Learn followed by a 60-minute detention. Pupils who fail to meet the expectation within Ready to Learn will be removed into Internal Exclusion.

If a pupil has further removals from lessons, this will result in time spent in Internal Exclusion and contact made with family.

Students are expected to work, under exam conditions and complete work as instructed.

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

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

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

A minimum of 5 periods to be spent in Internal Exclusion, **including break and lunch** (from the point of removal from RtL) and **students will automatically serve a 60-minute 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 Suspension from school.

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 leave 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
- 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 Internal Exclusion.

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 or walk away, you will be taken to Internal Exclusion”

Other behaviours below expectations

The following behaviours are **examples** of not meeting our expectations and may result in a removal to Internal Exclusion, 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 suspension from school, suspension from school, 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:

<p>1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)</p>	<p>Students should be asked explicitly, “I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?”</p> <p><u>There must be no negotiation.</u> If a student does not immediately comply with your request, he or she should be escorted to Internal Exclusion.</p> <p><i>Further defiance</i> (for example of Pastoral/College Head, Senior Staff) will result in the student spending additional time in Internal Exclusion and may lead to suspension from school.</p>
<p>2. Verbal or Physical abuse of staff or another student</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Pushing past staff • Swearing at staff / another student • Rudeness and name calling
<p>3. Internal exam misconduct</p>	<p>Students will be sent to internal exclusion and will serve an hour's detention the same day</p>
<p>4. Truancy</p>	<p>Students may only be out of lessons with permission from a member of staff. A student will be marked as truancy if they arrive to their timetabled lesson after 10 minutes (without a valid reason).</p> <p>A student who is truanting in school will be taken to their lesson</p>

	<p>and receive a 60-minute detention, to be served on the same day.</p> <p>If a pupil fails to follow the instruction, then they will be taken to Internal Exclusion.</p> <p>Parents will be contacted and may be expected to attend an immediate meeting if their child is persistently truanting within school.</p> <p><i>If a student fails to attend a 60-minute detention, then they will serve 5 periods within Internal Exclusion the next day followed by a 60-minute detention.</i></p> <p>A student truanting more than once in a week, <i>will serve 5 periods within Internal Exclusion followed by a 60-minute detention.</i></p> <p>Where persistent truancy is a serious problem, students' attendance within lessons will be monitored by their College Head. If there is no sustained improvement, parents and students will attend a meeting.</p>
5. Health & Safety breach	<p>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.</p>
6. Violent or dangerous behaviour	<p>This may include but is not limited to:</p> <ul style="list-style-type: none"> • Fighting • Threatening behaviour
7. Possession or use of alcohol or drugs	<p>This is against the law and may result in permanent exclusion.</p> <p>Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.</p>

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. Forbidden Items that will be confiscated	<ul style="list-style-type: none"> • Any form of knife and weapons or similar equipment • Any form of alcohol, drugs or other unsafe substances • Stolen items • Tobacco and cigarette papers, cigarettes, lighters, matches, e-cigarettes (vapes) • Bubble/chewing gum • Laser pens, fireworks • Pornographic and other offensive images/publications • Any canned/bottled carbonated drink or energy drink • Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
10. Setting off the school fire alarm	This is against the law, causes significant disruption to the whole school, and will result in suspension from school.
11. Deliberate damage to or theft of property	<p>This may include:</p> <ul style="list-style-type: none"> • Deliberate vandalism of lockers, display boards, doors and windows. • Deliberate vandalism to the school toilets
12. Smoking or vaping	<p>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 - it will result in a serious sanction and may include a suspension from school.</p> <p>Serious sanctions, including internal exclusion or suspension from school, will also be imposed where a pupil is in school uniform and is seen smoking or vaping outside the school site.</p> <p>Repeat offences will be treated more seriously.</p>
13. 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.

	<p>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.</p>
14. Bullying or prejudicial language directed at another person	<p>This may include:</p> <ul style="list-style-type: none"> • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites.
15. Multiple occupancy within a toilet cubicle	<p>Multiple occupancy within a toilet cubicle will result in a 60-minute after school detention.</p>

The use of iPad: The iPad is the same as any other piece of school equipment and therefore the same school rules apply. For example, if a student draws something inappropriate in their exercise book we would issue a sanction. The same applies to the iPad. If a student threatens another student, then we have an established process to follow. If a student threatens a student using the iPad as the delivery mechanism the process to follow remains the same.

<p>Inappropriate and/or misuse of iPad</p>	<p>This may include (but is not limited to):</p> <ul style="list-style-type: none"> • Using the iPad after teacher has told students to put down iPad • On a different App to that directed by the teacher • Hard restarting the iPad to temporarily bypass Classroom Teacher App • Taking a photograph of another person 	<p>Warnings and sanctions will be issued in line with behaviour policy</p>
<p>IPad not available to use</p>	<ul style="list-style-type: none"> • Does not bring iPad to school • iPad runs out of battery 	<p>Issued with paper to work on. Expectation is that all activities which they could not complete will be completed in own time, either at home or if required a GPS.</p>

- Smoothwall is the software utilised in school to track and monitor the appropriate use of IT equipment, including use of the internet. Smoothwall related incidents in school and outside of school will be dealt with in line with both behaviour and safeguarding policies.
- Multiple incidents of the above picked up by tutor/college head as part of routine behaviour monitoring.

Mobile phones

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 Internal Exclusion 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.

Please note pupils are expected to hand over phone when in Internal Exclusion and/or Ready to Learn.

Designated staff members have the power to search pupils should they suspect any inappropriate and/or misuse of a mobile phone.

Uniform

- All students must be in the correct uniform and should not wear trainers or any shoes with sporting logos, 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 Internal Exclusion until a parent or carer brings in the missing article. Refuse to follow instructions is defiance and the student will spend additional time in Internal Exclusion.
- Students are permitted subtle jewellery for example stud earrings, a watch or a small ring. No other visible piercings are acceptable, nor are students allowed false nails or false eyelashes. Any makeup worn by pupils must also be subtle. 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 Internal Exclusion 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

Students arriving after 8.45 at the student entrance are late for school.

Students arriving late to school must sign in at reception and will discuss the reason for their lateness with a member of staff. If students do not have a valid reason, they will receive a **10-minute after school detention, to be served on the same day. This will be escalated to a 60-minute next day detention for failing to attend.**

Students arriving late more than once in a week, will receive a **60-minute detention, to be served on the same day.**

If a student fails to attend a 60-minute detention, then they will serve 5 periods within Internal Exclusion the next day followed by a 60-minute detention.

Students arriving late more than twice in a week, **will serve 5 periods within Internal Exclusion followed by a 60-minute detention.**

Where persistent lateness is a serious problem, parents and students will attend a meeting. Penalty Notices may be issued for persistent lateness.

Late to lesson

Students are given 5 minutes at lesson changeover to arrive to their timetabled lesson. After 5 minutes pupils will be marked late.

Students arriving late to lesson will receive a **10-minute after school detention, to be served on the same day. This will be escalated to a 60-minute next day detention for failing to attend.**

Students arriving late to lesson more than once in a week, will receive a **60-minute detention, to be served on the same day.**

If a student fails to attend a 60-minute detention, then they will serve 5 periods within Internal Exclusion the next day followed by a 60-minute detention.

Students arriving late to lesson more than twice in a week, **will serve 5 periods within Internal Exclusion followed by a 60-minute detention.**

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.

Pupil Pass

We recognise that some pupils require time-out and therefore a pass will be provided under the following criteria.

- A formal medical diagnosis from a GP, or consultant, with written evidence
- A formal psychological diagnosis from a medical practitioner (please note this does not include CAMHS advice)

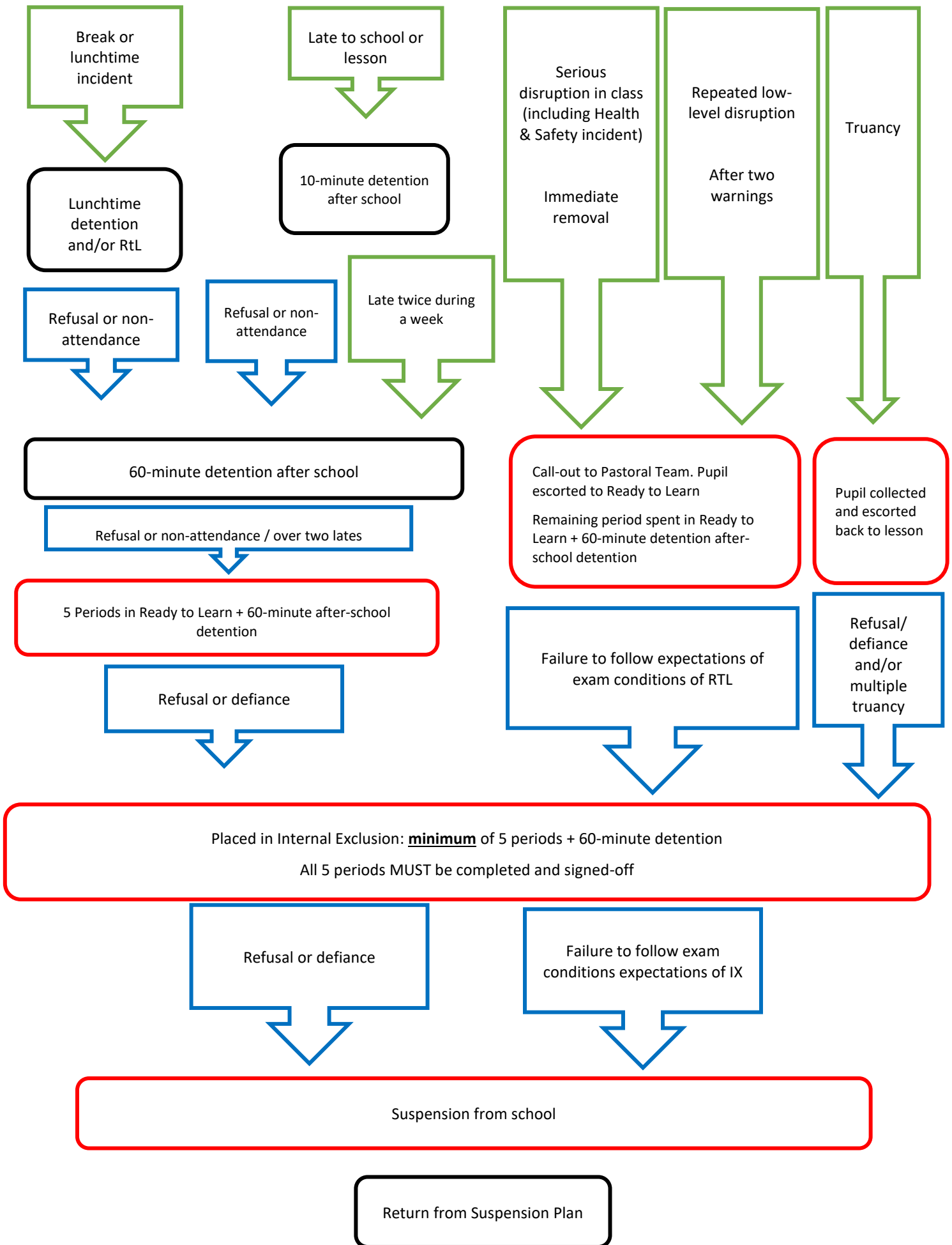
- A need formally written into an EHCP
- Safeguarding concerns

If a pupil requires pastoral support, then they must access the pastoral team at the appropriate times (before/after school and/or break/lunch time). Pupils will be sanctioned in line with the behaviour policy should they walk out of lessons.

Suspensions from school

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

When a student returns from suspension it is important to re-set expectations. A meeting will be held by either a College Head or a senior member of staff. If there are persistent concerns with a pupils behaviour then alternative sanctions will be considered including second school isolation, managed move and in extreme circumstances a permanent exclusion.



APPENDIX 1: 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 – Suspension from school (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 – Suspension from school (up to 5 days)