



Behaviour and Discipline Policy

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Introduction and Aims

Penwortham Priory Academy seeks to create an environment in the school which encourages, reinforces, and rewards high standards of behaviour. This policy, therefore, helps create our culture of high expectations of behaviour that benefit both pupils and staff, by establishing a calm, safe and supportive environment conducive to learning.

Furthermore, it is acknowledged that society expects high standards of behaviour as an important outcome of the educational process as we **prepare our pupils for life beyond Priory**. Therefore, all pupils are expected to uphold the *pupil's 'Priory Standard'* - the highest expectations of all, from all, so that all pupils leave Priory, equipped to contribute positively to society and go on to further education, employment, or training (*Appendix 1*).

This behaviour policy is therefore applicable for all pupils who not only attend Penwortham Priory Academy, but also any pupil who attends alternative provision sites and/or other schools as part of the managed move protocol.

Aims of this Policy

- To promote good behaviour, self-discipline and respect
- To create an environment which encourages and reinforces good behaviour self-discipline and respect
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem and positive relationships in order to prevent bullying
- To ensure the school's expectations are widely known and understood
- To ensure pupils complete assigned work
- To encourage support for school from home in the implementation of this policy

Key Points

1. Penwortham Priory Academy (PPA) has the highest expectations of everyone associated with the school.
2. PPA will contribute to improving the quality of pupil behaviour by adopting a consistent approach to behaviour management.
3. Teachers at PPA have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
6. PPA ensures we have a strong behaviour and discipline policy to support staff in managing behaviour, including the use of rewards and sanctions.

Standards of behaviour

Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour, in terms of the children's ability to conform to our expected high standards of behaviour.

The pupils bring to school a wide variety of behaviour patterns based on differences in home values, attitudes, and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that our high expected standards of behaviour are those which reflect these principles, fostering the best possible environment for all pupils to 'Learn to Succeed'.

A school ethos created by adults and pupils

The adults at Penwortham Priory Academy have a central role in pupils' social and moral development just as they do in their academic development.

The adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils and in shaping our overall school ethos.

The adults at PPA will aim to:

- Have the highest expectations of ourselves in relation to our own professionalism, both in conduct and appearance
- Contribute at all times, both in and out of lessons, to improving the quality of pupil behaviour by consistently implementing:
 - a) Our behaviour and discipline policy
 - b) Our uniform and appearance policy
- Create a positive climate with a culture of high expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all
- Have a smart, formal and professional appearance

The curriculum and learning

At PPA, we believe that an appropriately structured curriculum and engaging learning strategies in the classroom contribute to good behaviour. Thorough planning for the

needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that:

- lessons should have clear objectives, understood by the pupils, and differentiated to meet the needs of pupils of different abilities
- lessons should fully engage all pupils, who enjoy their learning
- departmental feedback policies and record keeping provide feedback to the pupils on their progress and achievements, highlighting that the pupil's efforts are valued and that their progress matters.

Discipline Procedures

Discipline procedures should be designed to make clear to pupils **how** they can achieve our high expectations of behaviour. It is also important to make clear to them **why** this is necessary, as a precursor to preparing them for their lives beyond Priory.

Discipline procedures will:

- Be kept to a necessary minimum
- Be consistently applied and enforced
- Be positively applied, telling the pupils what to do and why rather than simply what not to do
- Actively encourage everyone involved to take part in his or her development
- Promote the idea that every member of the school community has responsibilities towards contributing to our overall school ethos

Attitude to Learning in Lessons

The attitudes to learning in lessons procedures are underpinned by a set of straight forward rules and a clear staged approach to maintain, at the very least, our minimum Priory Standard for behaviour in lessons as per priory's *'Attitude to learning in lessons charter' (Appendix 2)*.

As per our charter, if a student starts to behave in a way which affects the learning of others then the warn, move, remove stages will be employed. This ensures consistency between lessons and teachers and ensures that staff and students are aware at which stage of the process they are. Each step must be followed in order.

The rules are designed to allow a level of interpretation thus permitting teachers to use their professional judgement and style within their classroom management.
Attitude to learning in lessons consequences:

Stage	Triggers (Not exhaustive)	Action	Sanction
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<p>WARN (Loss of behaviour points)</p>	<ul style="list-style-type: none"> • arriving to the lesson unprepared • disrespectful to staff or peers • sometimes unwilling to attempt challenging tasks • passive about learning • giving up when learning gets challenging • sometimes unresponsive to feedback in order to improve learning • sometimes not working hard in lessons • Chewing/eating/drinking • Incorrect uniform • Incorrect equipment • Non-completion of work 	<p>Teacher will indicate to the pupil that they are on a warning.</p> <p>They will identify with the pupil that they are currently not making the right choice and what they may need to do to improve their behaviour (warnings cannot be removed because of subsequent better behaviour)</p>	<p>A discussion with the class teacher will take place at an appropriate time either during, or at the end of the lesson</p> <p>(Individual staff sanction)</p>
<p>MOVE Serious concern behaviours (Further loss of behaviour points)</p>	<ul style="list-style-type: none"> • Continued negative behaviour • disrespectful to staff or peers • unwilling to attempt challenging tasks • not engaging in learning • giving up easily when learning gets challenging • not responding to feedback • not working hard in lessons 	<p>Teacher will indicate to the pupil that they have had their warning and will indicate to the pupil that they are now being moved.</p> <p>They will explain how their behaviour is affecting the learning of other pupils, outlining what they may need to do to change their behaviour to avoid being removed.</p>	<p>Pupil will serve a same day break or lunchtime detention with the teacher or within the teacher's department.</p> <p>(Department sanction)</p>
<p>REMOVE (Serious concern - further loss of behaviour points)</p>	<ul style="list-style-type: none"> • Continued display of 'serious concern' behaviours will result in a 'remove' • Intimidating behaviour to others • Violence • Aggressive behavior • Inappropriate language 	<p>Teacher will indicate to the pupil that they are now being removed because they have failed to modify their behaviour and continue to disrupt the learning of other pupils.</p>	<p>Pupil will serve a 50-minute same day after school detention. Parents/Guardians will be notified immediately.</p> <p>(Whole school sanction)</p>

*Please note, only the final stage the pupil reaches will be recorded on synergy.

Penwortham Priory Academy pupils who are **repeatedly removed** from lessons will move up through our 'repeated removals - consequence levels' as shown below:

Level	Repeated removals - consequence levels		Intervention
1	3 Removals	Isolation (8:40am – 3:20pm)	Parents contacted by Head Of Year (Offer of Intervention)
2	6 Removals	Internal Exclusion (10:00am – 4:00pm)	Behaviour Review Meeting with Head Of Year (Offer of Intervention)
3	9 Removals	One day Fixed Term Exclusion	Behaviour Review Meeting with Pastoral Manager (Offer of Intervention)
4	12 Removals	Three-day Fixed Term Exclusion	Behaviour Review Meeting with Pastoral Manager (Offer of Intervention)
5	15 Removals	Five-day Fixed Term Exclusion	Behaviour Review Meeting with Pastoral Manager (Offer of Intervention)
6	18 Removals	Alternative Provision/Managed Transfer– 12- week transition programme to another school *	Behaviour Review Meeting with Pastoral Manager and Senior Leadership Team
7	21 Removals	Alternative Provision/Managed Transfer	Behaviour Review Meeting with Pastoral Manager and Senior Leadership Team

*If the managed transfer at the host school is successful, after the 12-week transition period, the pupil will transfer permanently to be a pupil at that school.

*If the managed transfer at the host school fails, the pupil will return to Priory and move straight on to the ***Failed Managed Move Reintegration Protocol (Appendix 5)***.

*If the pupil or parent does not agree to follow the ***Failed Managed Move Reintegration Protocol***, the managed move will be deemed to have failed and the pupil will move straight to permanent exclusion.

Other points to note

- Please refer to the Department for Education's '*Behaviour in schools: advice for headteachers and school staff*' and '*Searching, Screening and Confiscation: advice for schools*' documents for guidance on the powers members of staff have to discipline pupils, both of which will be followed to support this behaviour policy, including:
 - Discipline in schools – teachers' powers
 - Punishing poor behaviour
 - Behaviour and sanctions
 - Pupils' conduct outside the school gates – teachers' powers
 - Detention
 - Detentions outside school hours
 - Searching for inappropriate items
 - Confiscation of inappropriate items
 - Power to use reasonable force
 - Use of isolation
- **To support our uniform and appearance policy**, staff must meet pupils at the door to consistently implement our expected high standards of uniform and appearance.
- At the end of each session, staff must supervise pupils leaving their learning area at the door to ensure pupils leave in a manner that reflects our expected high standards of uniform and appearance.
- **At no time should it be necessary for a child to be unsupervised on the corridor** because of an issue regarding poor discipline. If there is concern about sending a child to a head of subject etc., then a note can be sent in advance with a trustworthy member of a class.

Category 'A' behaviour/s:

Pupils who engage in, or are associated with, category 'A' behavior/s can be sent to the removal room via a member of the senior leadership team, head of house or pastoral manager immediately. Alternatively, they may be removed from school with immediate effect and parents asked to come and collect them until such a point when further information can be sought in relation to any incident.

Please note, whilst an individual may not be **directly** responsible for an infringement of our behaviour policy, '**guilty by association**' will also be applied to any given situation. Therefore, if a pupil is connected to an infringement in some way, such as being present in a group, they will also be sanctioned accordingly.

Category 'A' behaviour/s will be dealt with by the pastoral management team, reporting finally to the headteacher. If there is clear evidence, or on the balance of probabilities, one or more of the below actions have taken place, then permanent exclusion will be deemed the appropriate sanction from the outset.

Depending on the nature & severity of an incident, fixed term exclusion may be considered. Should permanent exclusion not be considered appropriate at the time, but the behaviour is still considered serious, fixed term exclusion and other sanctions will be applied as necessary.

Category 'A' behaviours relate to:

- Physical/verbal abuse of staff
- Violent physical conduct towards another pupil
- When pupil behaviour constitutes a serious threat to the health and safety of others
- When failure to adhere to the school's Coronavirus risk assessment and protocols constitutes a serious threat to the health and safety of others
- Serious damage to/theft of school, or an individual's, property
- Bullying – criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean an individual
- Cyberbullying – the use of electronic communication to bully a person, typically be sending messages of an intimidating or threatening nature
- A pupil's personal use/misuse of electronic communications and social media, including social networking sites, including outside of school and/or outside of schools hours, where the actions of a pupil brings the reputation of the school into disrepute.
- Acts of misconduct that take place outside of school and/or outside of school hours, where the actions of a pupil brings the reputation of the school into disrepute.
- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status. Note, if verbal abuse is racist in nature this **must** be reported in the racist incident file held by the headteacher's PA
- Harassment – behaviour or verbal abuse towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Possession of legal or illegal drugs, alcohol or tobacco/e-cigarettes and/or associated paraphernalia
- Being at school under the influence of drugs or alcohol
- Possession of banned/prohibited items
- Truancy
- Smoking (including e-cigarettes and/or associated paraphernalia)
- Refusing to comply with disciplinary sanctions
- Persistent refusal to follow instructions
- Any illegal behaviour

This list acts as a guide and is by no means exhaustive or exclusive. The Headteacher has the discretion to impose exclusion for other serious breaches of school procedures in line with legal guidelines.

Category 'A' behaviour/s and/or inappropriate behaviours outside of lesson time

Sanctions also apply for category 'A' type behaviours and/or incidents during unstructured times (outside of lesson time) that are not part of the warn, move, remove procedures.

For all category A type behaviours, permanent exclusion will be deemed the appropriate sanction from the outset. Depending on the nature & severity of an incident, fixed term exclusion may be considered. Should permanent exclusion not be considered appropriate at the time, but the behaviour is still considered serious, fixed term exclusion and other sanctions will be applied as necessary.

As per the attitude to learning in lessons consequences, Penwortham Priory Academy pupils who repeatedly engage in category 'A' behaviour/s and/or inappropriate behaviours outside of lesson time, may be recommended for a managed transfer prior to permanent exclusion where appropriate.

*If the pupil or parent does not agree to a managed transfer, the next cause for concern raised will result in permanent exclusion.

*If the managed transfer at the host school is successful, after the 12-week transition period, the pupil will transfer permanently to be a pupil at that school.

*If the managed transfer at the host school fails, the pupil will return to Priory and move straight on to the ***Failed Managed Move Reintegration Protocol (Appendix 5)***.

*If the pupil or parent does not agree to follow the ***Failed Managed Move Reintegration Protocol***, the managed move will be deemed to have failed and the pupil will move straight to permanent exclusion.

Fixed term and permanent exclusions

- Any pupil who engages in any of these category 'A' type behaviour/s, whether at Priory; at any other alternative provision site; or outside of school (whilst travelling to and from school) and/or while wearing our school uniform (and therefore bringing the reputation of the school into disrepute), will be considered for permanent exclusion in the first instance.
- PPA will use permanent exclusions as a sanction where it is warranted
- Fixed term exclusions can be used instead if the permanent exclusion is not deemed appropriate.

However, in addition to category 'A' behaviours, a decision to exclude a pupil permanently will be taken:

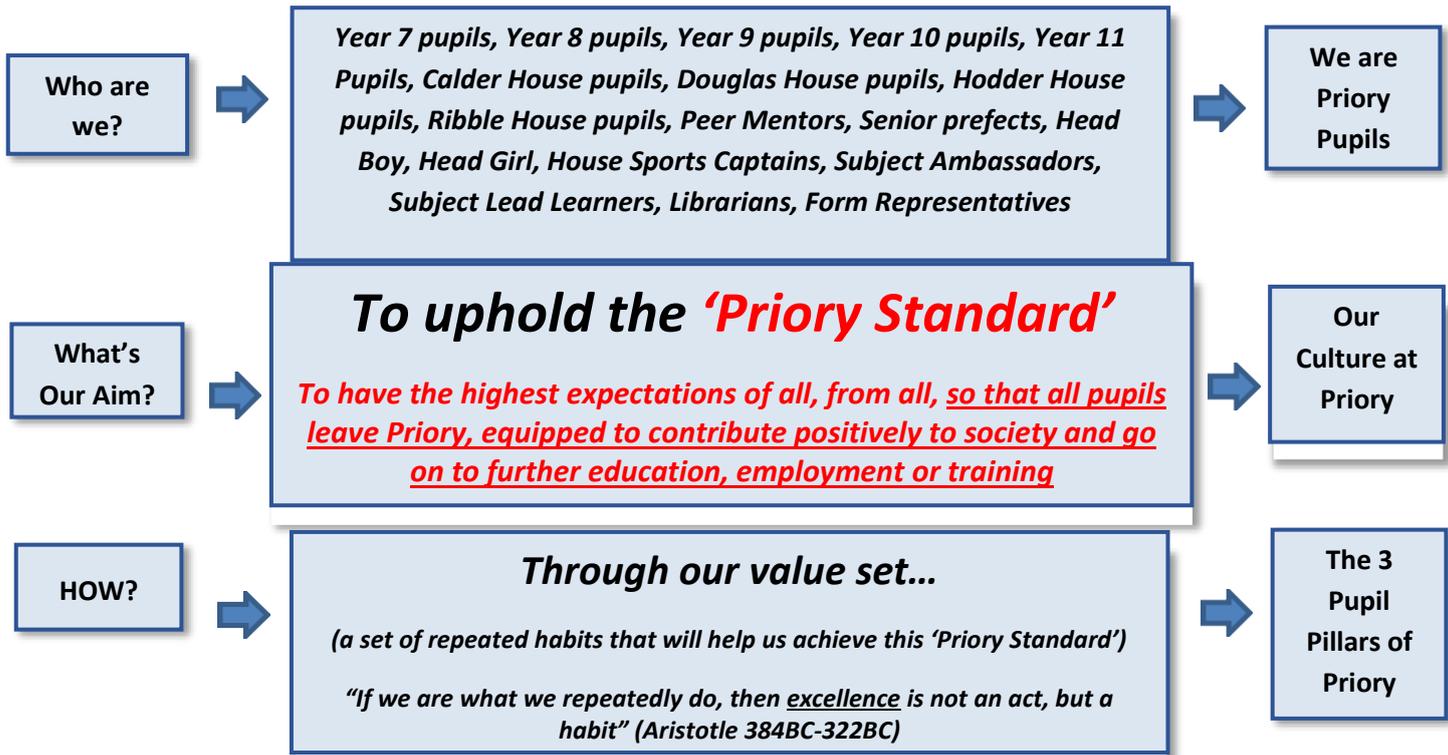
- In response to **persistent breaches** of the school's behaviour policy
- **Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil, or others**, including staff, in the school
- In response to serious breaches of the school's behaviour policy in that a pupil is **associated** with "prohibited items" including:
 - Knives, bladed articles and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco/e-cigarettes and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - Any item banned by the school rules which has been identified as an item which may be searched for.
- Where a pupil is found to have made a malicious accusation against school staff
- Where a pupil's personal use/misuse of electronic communications and social media, including social networking sites, including outside of school and/or outside of school hours, brings the reputation of school staff into disrepute. If comments fall into the category of hate speech or they are abusive and threatening, informing the police and speaking to the school's legal advisers may also be considered.
- In relation to acts of misconduct which take place outside of school hours, for example, in instances of criminal prosecution and/or conviction/caution for such actions, where the actions of a pupil brings the reputation of the school into disrepute.

Only in exceptional circumstances would a fixed term exclusion be considered for such behaviours as opposed to permanent exclusion.

Should permanent exclusion or a fixed term exclusion be issued, the school follows the Department for Education guidelines with regard to fixed term and permanent exclusions, as outlined in their document:

'Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion'

THE PUPIL'S 'PRIORY STANDARD' – 'THE HIGHEST EXPECTATIONS OF ALL, FROM ALL, SO THAT ALL PUPILS LEAVE PRIORY EQUIPPED TO CONTRIBUTE POSITIVELY TO SOCIETY AND GO ON TO FURTHER EDUCATION, EMPLOYMENT OR TRAINING'



We are Ready for excellence

We have the right Character for excellence

We have the right Attitude to learning for excellence

- So I...**
- Prepare myself at home to be organised for school.
 - Wear my uniform with pride – coats off, ties on, shirts in, smart shoes – minimal make up and jewellery – no hoodies, no headphones and no visibility of phones.
 - Attend school everyday.
 - Complete my homework required for the day ahead.
 - Have the correct, minimum equipment for all my lessons – pen, pencil, ruler, rubber, scientific calculator.
 - Arrive to school on time.
 - Arrive to lesson on time.
 - Walk on the left, not running or shouting.
 - Go straight to lesson.
 - Line up quietly and calmly.
 - Stand behind my chair at the start and end of each lesson and listen to my member of staff's instructions.

- So I...**
- Remember I am always an ambassador for Penwortham Priory Academy, myself, the pupils and staff – making my way from home to school and school to home in an orderly way.
 - Am positive.
 - Am polite and well mannered.
 - Hold doors open for others.
 - Never damage school property, deface the building, drop litter or spit.
 - Never insult, undermine or swear at anyone.
 - Volunteer to help others.
 - Respect my local community and those in it – speaking to transport staff and members of the community quietly and politely.
 - Respect my local environment, obeying shop rules and never dropping litter, defacing or trespassing on private property.

- So I...**
- Am ready to learn – '*lessons are for learning*'.
 - I will do whatever it takes to uphold Priory's '*Attitude to Learning in Lessons*' Charter.
- So:**
- I arrive to lesson ready to learn and fully equipped.
 - I treat all members of Priory with respect, following instructions politely and calmly.
 - I expect to be challenged so am willing to attempt challenging tasks.
 - I am interested in learning and ask appropriate questions.
 - I never give up when learning gets challenging.
 - I seek and respond to feedback in order to improve my learning.
 - I work hard throughout each lesson to achieve the best I can.

Priory Pupils' - 'Attitude to Learning in Lessons' Charter

Pupil Values	Exceptional (credited with further positive behaviour point)	Good Our minimum 'Priory Standard' (2 behaviour points)	Below Expectations (Warn) (loss of behaviour points)	Serious Concern (Move) (further loss of behaviour points)
Readiness	I arrive to lesson ready to learn and fully equipped	I arrive to lesson ready to learn and fully equipped	I arrive to the lesson unprepared	I arrive to the lesson unprepared
Respect	I treat all members of Priory with respect, following instructions politely and calmly	I treat all members of Priory with respect, following instructions politely and calmly	I am not respectful to staff or peers	I am not respectful to staff or peers
Challenge	I always embrace challenging tasks	I expect to be challenged so am willing to attempt challenging tasks	I am sometimes willing to attempt challenging tasks	I am not willing to attempt challenging tasks
Passion	I am enthusiastic and ask appropriate questions about learning	I am interested in learning and ask appropriate questions	I am passive about learning	I do not engage in learning
Resilience	I never give up when learning gets challenging	I never give up when learning gets challenging	I sometimes give up when learning gets challenging	I give up easily when learning gets challenging
Feedback	I actively seek and respond to feedback in order to improve my learning	I seek and respond to feedback in order to improve my learning	I sometimes respond to feedback in order to improve my learning	I do not respond to feedback
Effort	I work hard throughout each lesson to achieve the best I can	I work hard throughout each lesson to achieve the best I can	I sometimes work hard in lessons	I do not work hard in lessons

Continued display of 'serious concern' behaviours will result in a 'remove'



Penwortham Priory Academy

BEHAVIOUR CONTRACT

PERSONAL DETAILS:

Name of Young Person	
Date of Birth	
Name of Parent	
School	
Year Group	
Address of Parent	
Contact Number	
Emergency Contact Number	

THE REASONS FOR THE BEHAVIOUR CONTRACT

This is the next step of intervention, within the conduct levels of the Behaviour for Learning policy, due to the number of removals the pupil has accrued. This is an opportunity for the pupil to demonstrate an improvement in their behaviour within the framework of a pupil behaviour contract.

BEHAVIOUR CONTRACT AGREEMENT

A meeting can be requested by any of the people concerned at any time to discuss the agreement or any further difficulties or problems arising.

The following has been agreed between School, Parent & Pupil

(a) The School has agreed to:

- Continue to monitor all aspects of behaviour on a regular basis as per our Behaviour and Discipline Policy.
- Continue to explore a variety of intervention strategies to support improvement
- Keep parents informed of the situation on a regular basis

(b) The parent has agreed to:

- Monitor and support behaviour and progress within school as per our behaviour and Discipline Policy.

- Reinforce school expectations inside and outside of lessons
- Reinforce the importance of showing respect to all members of the school community
- Support regular attendance and punctuality
- Keep school informed of any issues and developments

(c) The Pupil has agreed to:

- Uphold the **pupil's 'Priory Standard'** and the Priory pupil '**Attitude to learning in lessons charter'**
- Behave appropriately in between lessons, break times and lunch times
- Meet the school expectations
- Respond positively and politely to all forms of intervention
- Treat staff and pupils with politeness and respect
- Ensure that attendance and punctuality are at the highest level possible

Failure to comply with the terms of the behaviour contract could result in the school having to consider:

- **FIXED TERM/ PERMANENT EXCLUSION**

CONTRACT AGREEMENT

We agree to work together to meet the agreements set out in this behaviour contract to help for the period of this contract

Pupil	
Staff	
Parents	

Date: _____

Penwortham Priory Academy

Crow Hills Road, Penwortham, Preston, PR1 0JE

Tel: 01772 320250



PASTORAL SUPPORT PROGRAMME

NAME:

HOUSE:

FORM:

HISTORY LEADING TO THE COMMENCEMENT OF THIS PASTORAL SUPPORT PLAN

**** joined Penwortham Priory Academy in September 2014 following a normal transition from Primary School. His behaviour, particularly since the spring term of Year 7, has deteriorated rapidly and is now a considerable cause for concern. Unless there is a significant and sustained improvement, **** could be at risk of Permanent Exclusion - a Pastoral Support Plan is therefore deemed appropriate.

STRATEGIES ALREADY USED

Throughout ****'s time at Penwortham Priory Academy, a variety of strategies have been tried, with varying results. Details of the support provided and strategies used are included in the intervention report attached to this Pastoral Support Plan.

TARGETS

Included in the plan are achievable targets for the student. Regular support will be provided by the Pastoral Manager. As part of the Plan, each party involved in supporting the student, and the student themselves, agrees to their own targets.

Penwortham Priory Academy will continue to:

- Monitor ****'s behaviour by collecting data from teaching staff.
- Hold a weekly review meeting with **** to resolve any issues.
- Inform ****'s parents of progress.
- Hold periodic review meetings with parents.
- Engage **** in a bespoke programme of intervention, as a result of their poor behaviour during lessons and/or during unstructured time. This programme is in place specifically for pupils who are at risk of a managed move to an alternative school or at risk of permanent exclusion because of their persistent breaches of the school's behaviour policy.

****** intends to:**

- Focus on his own work and avoid distracting others
- Avoid situations that are likely to get him or other people in trouble
- Treat all people at the school with respect and to be polite when talking to other

Parents/Carers intend to:

- Support the PSP process
- Reward **** when reviews are positive
- Contact school with any concerns

Signed on behalf of:

- Penwortham Priory Academy Date.....
- The Student Date.....
- The Parents/Carers Date.....

FAILURE TO COMPLY WITH THE TERMS OF THIS PSP COULD RESULT IN THE SCHOOL HAVING TO CONSIDER:

FIXED TERM/ PERMANENT EXCLUSION

PASTORAL SUPPORT PLAN – SUPPORTING INFORMATION

The below information is in support of a PSP for:

Pupil:

INFORMATION	TICK
LOG OF COMMUNICATION WITH PARENTS/CARERS	
LETTERS SENT HOME	
ATTENDANCE/PUNCTUALITY REPORT	
BEHAVIOUR CHRONOLOGY	
INTERVENTION REPORT (INCLUDING DATES OF MEETINGS)	
GOVERNORS BEHAVIOUR PANEL	
BEHAVIOUR CONTRACT	
SEN INFORMATION	
INTERNAL TRANSFER	
MANAGED TRANSFER	
CAF	
<i>OTHER (PLEASE STATE)</i>	
Change of Form Group	
Change of Curriculum Band	
School Nurse Referral	
Counselling Referral	
EP Assessment	

DATE:

STAFF:

POSITION:

Failed Managed Move Reintegration Protocol

