



Our mission - 'To create and sustain an inclusive and outstanding learning community for all, rooted in the teachings of Jesus Christ, in which all will aspire to excellence in learning, teaching and care for one another, so all will achieve and grow as unique individuals made in the image of God'.

Our Core Values;

Faith, Aspiration & Unity

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic and Church of England Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

BEHAVIOUR POLICY

Behaviour Policy - Document Status			
Date of review completion	January 2021	Named Responsibility	Assistant Headteacher
Inception of new Policy	February 2021	Named Responsibility	Christian Character, Curriculum & Standards Committee
Date of Policy Adoption by Governing Body	February 2021	Review Date	February 2022
Policy Basis	T&W / HTA		

BEHAVIOUR POLICY

The Vision for Holy Trinity Academy is:

“to create and sustain an inclusive and outstanding learning community for all, rooted in the teachings of Jesus Christ, in which all will aspire to excellence in learning, teaching and pastoral care, and all will achieve and grow as unique individuals made in the image of God”

Holy Trinity Academy is dedicated to promoting this distinctive Christian ethos where, we affirm our commitment to the development of the whole individual. This involves promoting a climate where all work diligently in a spirit of co-operation, respect and mutual support. We aim to:

Uphold the Christian values of the Academy (eg courtesy, consideration for others, good relationships, hard work) and to affirm our commitment, to the development of the whole individual. This involves celebrating the uniqueness of the individual while recognising and upholding distinctive teachings of the Christian Church.

Foster an environment in which young people are challenged and encouraged to take full responsibility for their actions and thus create an atmosphere of order and calm conducive to high quality learning and personal achievement. As a Christian Academy learning is deemed to be an act of worship in itself, as in our work we strive to interpret Gods word.

Ensure the safety, security and well-being of everyone; and to maintain the fabric and resources of the school.

Enable pupils to understand the difference between right and wrong, and the churches views on what constitutes right and wrong.

Develop in pupils’ good relationship skills to grow into responsible adults.

Apply this policy equitably to all whilst taking account of individual pupil needs (SEN, disability, race, religion, culture and other vulnerable pupils).

AIMS

“The effective running of the school depends on the commitment of every person who works with it. Every member of staff is an integral part of the Academy community and affects its life and ethos. In a Christian Academy the arrangement of staff should be set in the context of Christian values and be underpinned by justice and equity” (Bishops Conference of England and Wales)

In light of this the purpose of this behaviour policy is threefold to:

- Impress on the pupil that what he or she has done is unacceptable and why
- Deter the pupil from repeating that behaviour
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it

CODE OF CONDUCT

The School is a Christian community and individuals within that community are expected to show self-discipline and be responsible for the consequences of their own actions. Students are encouraged at all times to think about the wisdom of what they do and its effect on others.

The school rules reflect this expectation. Therefore pupils are expected to:

- Show consideration, care and respect for others.
- Allow others to work without interruption.
- Respect the environment, school property and the property of other pupils.
- Chewing gum is banned.
- Have good attendance and punctuality.
- Move promptly and quietly to lessons following the one way system
- Be properly equipped for lessons with pens, pencils, rulers and other necessary items.
- Adhere to the instructions of teachers.
- Never bring valuable or dangerous items into school.
- Adhere to the uniform rules of the school
- Eat only in the areas of the school allowed for this purpose.
- Show care and consideration for everyone
- Respect the right of everyone to work

Mobile phones/devices

Mobile phones/devices are not allowed in school. Students may wish to use phones on the journey to and from school. Phones/devices must be switched off before entering the school grounds and remain at the bottom of the student's bag. Students who bring phones/devices into school do so at their own risk. School staff are unable to investigate the loss or damage of phones/devices.

Should a phone/device be seen, or used, in school it will be confiscated. A two hour detention will be issued as a sanction. Confiscated phones/devices can be collected at the main office at the end of the day. For repeat offenders, parents will be asked to collect the device.

In line with the above school rules regarding phones/devices, should a child use their phone/device to contact a parent during the school day, a two hour detention will be issued.

The Code of Conduct exists to help everyone in our School community achieve the aspirations laid down in its distinctive ethos. We have very few rules for pupils to follow, and we clarify them continually in tutor time and in school planners. So that parents are cognisant of our expectations regarding the Code of Conduct they sign a home school learning agreement that explicitly highlights our expectations and seeks to establish parental preparedness in supporting the school in achieving these expectations.

TAKING ACCOUNT OF INDIVIDUAL NEEDS

The following groups of vulnerable students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy.

- Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- Students who need support to learn English as an additional language (EAL)
- Students with special educational needs
- Children looked after by the local authority
- Sick children
- Young carers
- Children from families under stress
- Pregnant schoolgirls and teenage mothers
- Any other students at risk of disaffection and exclusion

THE ROLE OF REWARDS – IN RECOGNISING AND PROMOTING GOOD BEHAVIOUR

At Holy Trinity Academy we believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well-behaved students.

The aims of the Reward System are:

To create a caring and purposeful learning environment in the School.

To clarify what is meant by “good behaviour and discipline” and ensure success through the highest standards of behaviour towards each other and towards all members of the School community.

To motivate students by using a variety of rewards to recognise effort, hard work and good behaviour in a structured way thus valuing their own and other's contributions so that they can grow socially, personally and academically.

To promote and develop confidence, self-esteem and self-discipline with due regard for authority and positive relationships based on mutual respect, support and safety for all students.

To encourage students to take responsibility for their own actions and ensure that they act as responsible members of the School, giving positive impressions within it and to the wider community.

To ensure consistency of response and equality of treatment to both positive and negative behaviour.

To help develop proactive young citizens with an understanding and respect for the rules needed to live in a vibrant, successful and well-ordered community.

REWARDS SYSTEM

The rewards system centres on the awarding of points which in turn lead to the student being awarded with badges, certificates and acceptance on the rewards trip. Points are awarded for the full range of effort and achievement in all areas of School life, and for positive behaviour such as politeness, helpfulness and co-operation. In this way all students have the means to receive positive recognition and experience success. Students are awarded for excellent attendance throughout, and the end of the academic year.

Other types of rewards include:

- Appropriate use of general praise and encouragement
- Attendance and punctuality prizes and certificates
- Badges
- Award Assemblies
- Awards Evening
- Certificates
- Displays of students' academic/creative work and achievements (including the Academy website)
- Letters home
- Performance related trips/visits
- Praise postcards
- Reward 'activities'
- Enrichment

THE CURRICULUM AND LEARNING

Effective learning and an appropriately structured curriculum contribute to good behaviour. Thorough planning for the needs of the individual learner, the active involvement of the learner in their own learning and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

By this we mean a curriculum that:

- offers interactive teaching that engages our learners
- is personalised to meet the diverse needs of our learners
- has high expectations and establishes clear targets for progression
- has a rich diversity of extracurricular provision
- offers close parental involvement and communication
- provides an attractive pupil friendly environment
- Has a strong student voice via student councils etc.
- offers a strong pastoral guidance programme
- works effectively with external agencies to offer clear pathways and nurture aspirations

It follows that lessons designed to deliver this curriculum should have clear objectives, understood by the learner and differentiated to meet the needs of each learner. Marking, assessment and record keeping can be used both as a supportive activity, providing feedback to the learner on their progress and achievements and as a signal that the learner's efforts are valued and that progress matters.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on a learner's behaviour. The classroom environment gives clear messages to the learner about the extent to which they, and their efforts, are valued. Relationships between teacher and learner, strategies for encouraging good behaviour, the learning environment, access to resources and classroom displays all have a bearing on the way learners behave. Classrooms are organised to develop independence, personal initiative and provide a welcoming environment. Furniture will be arranged to provide an environment conducive to on-task behaviour. Materials and resources will be arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution and overall achievement. The classroom will provide a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons are planned to develop the skills, knowledge and conceptual understanding to enable the learner to work and play in co-operation with others. Lesson design will promote the Personal Learning and Thinking Skills (PLTS). These include ensuring our learners are:

- Independent Enquirers
- Creative Thinkers
- Reflective Learners
- Team Workers
- Self-managers
- Effective Participants

Praise should be used to encourage good behaviour as well as good work. Advice should always be constructive and should be a private matter between teacher and learner to avoid resentment and be very specific with a clear indication of how to improve the situation.

UNSATISFACTORY BEHAVIOUR

Whilst actively encouraging and rewarding good behaviour, Holy Trinity Academy Behaviour Policy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when students wilfully ignore the rules of conduct.

In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a Student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the Student to improve her/his behaviour in future.

The recording of unsatisfactory behaviour is therefore considered important and helpful.

Recording of Unsatisfactory Behaviour

If a complaints procedure is to be effective:

- a) Every complaint must be logged in SIMS, in the Behaviour Log
- b) The decision taken is to be noted, even if no disciplinary action is recommended

This will ensure:

- that a pattern of behaviour can be recognised and addressed
- that the Pastoral Team will be aware when intervention is warranted, thus avoiding more serious consequences
- abnormal behaviour patterns are observed, which may be an indication of underlying factors. Appropriate action may then be taken.
- in the event of exclusion all supporting material is available

Various ways of recording unsatisfactory behaviour

It is important that staff familiarise themselves with the various ways of recording unsatisfactory behaviour and to make a considered decision as to which is the appropriate way or ways to use, so the appropriate response is made.

Detention system

- 30 minute detention will be issued by your child's class room teacher for disrupting the learning of others on 2 occasions.
- 1 hour detention will be issued if a student disrupts the learning of others 3 times in a lesson.
- 2 hour detention will be issued if a student disrupts the learning of other 4 times in a lesson.
- Failure to turn up to a 30 minute detention will result in a 1 hr detention held by the Head of the Department
- Failure to turn up for a 1 hour detention result in a 2 hour detention by a member of SLT
- Failure to turn up to the 2 hour detention will result in close supervision until the detention is completed along with the original 2 hour detention.
- Detentions will be issued for homework that has not been completed to a high enough standard as well as for non-completion of homework.

Whilst the school does not require permission to detain your child, we will, out of courtesy, give parents 24 hours' notice. If a student has difficulty in getting home from school after a detention they should refrain from receiving the detention in the first place. Staff will book in detentions based on their availability not the students.

Study Support

Staff at Holy Trinity Academy will from time to time expect students to remain afterschool to complete classwork/homework to the expected standard. This will be written in the same format as a detention and parents will receive 24 hours' notice of this session.

The Student Planner

The Student Planner may be used to inform parents of unsatisfactory behaviour. This should be seen by parents when checking and signing the planner and they may choose to record a response in the same section.

It is the responsibility of parents to monitor detentions/notices in student's planners.

The student planner is school property. Damages/loss of planner will incur a cost of £5 to parents.

Conduct Log

Behaviour concerns should be recorded on SIMs. Pastoral Support Officer will monitor students' behaviour patterns and put in support when required.

Unchangeable breaches of appearance conduct

Breaches in either the hair and make-up rule will result in 5 hours (1 school day) in afterschool detentions. 2 x 2hr detentions, break and lunchtime on the first breach of conduct. If this is repeated the same sanction will apply but will be increased.

Breaches in uniform and appearance conduct that can be changed

Students that arrive in school breaching the uniform/appearance code will be expected to rectify this breach immediately. If students/parents refuse this change it will result in time in reflection and afterschool detentions until it is rectified.

If a student chooses not to rectify the breach and opts to remain in reflection - a two hour detention will be given each day until the student returns to lessons.

BEHAVIOUR PATHWAY

The Academy has implemented a Behaviour Pathway that highlights the steps that should be taken when dealing with disruptive behaviour. The Pathway states the steps to be taken from managing low level disruption within the classroom through to when a Managed Move to another school or Permanent Exclusion should be considered.

ANTI-BULLYING POLICY

The Academy places high importance on creating and maintaining a happy, safe learning environment for all students. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that Holy Trinity Academy has a culture of communication and disclosure. There exists a separate Anti- Bullying Policy.

HARASSMENT

At Holy Trinity Academy we believe we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. The Christian ethos of Holy Trinity Academy therefore fosters the spirit of regard and respect for each other and for all. Harassment has no place in our community and will not be tolerated.

Definition:

Harassment may be defined as any hostile or offensive act or expression by a person against another person which interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

- Harassment may present itself in the following ways:
- Physical assault because of race, colour, culture, gender, sexual orientation or religion
- Refusal to co-operate with others because of race, colour, culture, gender, sexual orientation or religion
- Derogatory name-calling, insults and jokes
- Ridicule of an individual for cultural differences

**Procedures for dealing with harassment: Please see Behaviour Path way Annex
1 for sanctions.**

All racist behaviour in any form is totally unacceptable and will be dealt with in the following ways:

Physical assault: Reported to Pastoral Support Officer. Recorded in the SIMs Behaviour Log. Full reports to both victim and perpetrator's parents/carers.

Action will be taken to prevent the behaviour happening again.

Verbal assault: Staff must not ignore any form of verbal abuse. Action to prevent recurrence of persistent offenders must be reported to the PSO and the procedure for physical assault then followed.

All other categories of harassment will, like the above, be dealt with accordingly. Any graffiti will be removed immediately, offensive materials must be removed, offensive remarks in the course of discussion must be challenged. All incidents must be recorded on the SIMs Behaviour Log and referred to the PSO who will then take further appropriate action.

Pastoral Support Officer will be used to provide support to any student who experiences harassment. Support will be offered and the victim will be given the opportunity to discuss how he/she is feeling. The parents/carers of both the victim and the perpetrator will be contacted to explain the action taken and to discuss any concerns.

SUPPORTING STUDENTS WHOSE BEHAVIOUR NEEDS TO IMPROVE

At Holy Trinity Academy we believe the most effective way of managing behaviour is to praise and reward good behaviour. Where students are having difficulty following the expected standards of behaviour in the school, various strategies may be employed to help them to improve.

The use of the PSO Report, although listed as a sanction, serves the dual purpose of enabling the monitoring form tutor to check on behaviour and of giving the student an instant feedback on satisfactory aspects of behaviour. This is particularly effective because it is taken home for parental signature. Many Students actually enjoy being 'on report' and ask to be put on report when they feel their behaviour is slipping.

It is also recognised that **Target Setting** is relevant to behavioural as well as academic issues, and students are often set realistic, achievable targets in their action plans, or in a separate 'contract' drawn up by a head of year in the light of a specific incident. **One to one sessions** with specialist teachers or the Pastoral Support Officer are also used to help students to develop strategies to improve their behaviour. Where appropriate, 'time out' will be allowed for Students to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed Teacher/Pastoral Support Officer.

Where drugs, solvents, alcohol or smoking are the issue, counselling is provided. For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of the Academy altogether due to disaffection, a **Pastoral Support Programme (PSP)** will be organised which will involve external services.

Students at Risk of Permanent Exclusion

Students at risk of permanent exclusion from Holy Trinity Academy will be invited to attend a behaviour panel meeting. This meeting will be attended by the Senior Leadership Team, Pastoral Team, Teachers and Governor Representations. Parents and student are expected to attend the meeting. If parents/student do not attend, the meeting will still go ahead.

Purpose of this meeting

School to demonstrate to governors the extent of behaviour affecting the school community. Parents and student will be given the opportunity to seek advice and support. The governing body representatives are there to observe and give advice if needed.

Please note this behaviour panel is in place for long/short term behaviour incidents. For one off serious incidents, there may not be time to hold such a meeting.

The Pastoral Support Programme

The Pastoral Support Programme will identify precise and realistic behavioural outcomes for the student. It will be agreed with parents, following a meeting to which an external agency will be invited. The meeting will consider the concern and steps suggested to improve the situation.

The programme should have an automatic time limit, be monitored and reviewed. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset. At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- be reduced or removed,
- may be continued for a further period with amendments
 - If there have been no improvement at all the student and parents would be invited to attend a behaviour panel with school governors in attendance.

VIOLENT BEHAVIOUR

Holy Trinity Academy will not tolerate the use of physical violence to resolve any situation or conflict. The seriousness of the situation may result in a fixed term or permanent exclusion.

SEARCHING STUDENTS

The Head Teacher, and staff authorised by the Head Teacher, have the power to search students or their possessions, without consent, where they suspect the student has weapons, alcohol, illegal drugs and stolen items.

DFE January 2018 -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

“Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

USE OF REASONABLE FORCE

Section 93 of the Education and Inspections Act 2006 enables school staff to use ‘reasonable force’ to prevent a pupil from:

- a. committing any offence
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

The general guidance on The Use of Force to Control or Restrain Pupils (2010) continues to be supplemented by two specialist guidance documents, namely *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autistic Spectrum Disorders* (Circ LEA/0242/2002);

and

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Circ LEA/0264/2003).

Examples of cases in which restraint might be used:

When the safety of (an)other student(s) is threatened.

When self-injury is being, or is likely to be, caused.

When a child or vulnerable young person is exposing him/herself to potential danger by seeking to leave the premises or vehicle.

When the safety of a member of staff or a visitor is threatened.

When there is risk of serious damage to property.

Acceptable Forms of Restraint:

In all cases, there should be only the use of minimum force.

1. A safe holding tactic by which a student is restrained as far as possible without injury to any parties or until he/she calms down.
2. Physical contact with a student designed to limit his/her movements, which are posing a danger or involving serious disruption.
3. The physical removal of a child from one place to another.
4. The use of minimum physical force to remove a weapon/dangerous object from a Student’s grasp, when he/she is in the act of assaulting another person or evidently about to do so.

During the exercise of physical restraint staff must:

Use only minimum force

Use only such force for the minimum period necessary.
Keep talking to the student to try to calm the situation.
Keep his/her temper under control.
Seek to avoid any injury to the student.
Cease the restraint as soon as safety is re-established.

ALLEGATIONS OF ABUSE AGAINST STAFF

Allegations of abuse must be taken seriously. The Academy will ensure that they deal with any allegations quickly, in a fair and consistent way and in a manner that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

If the student is found to have made a malicious allegation against school staff, the Headteacher will decide on a course of action that is deemed appropriate and suitable, taking in to account all relevant information

PEER ON PEER ABUSE (please refer to the Peer on Peer Abuse policy)

All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Staff at Holy Trinity Academy will record this behaviour on CPOMS. The incident will be dealt with by Safeguarding staff as per usual procedures.

COMMUNICATION AND PARENTAL PARTNERSHIP

Holy Trinity Academy actively promotes and values the co-operation and involvement of parents and carers in all aspect of pupils' education. Parents and carers are encouraged to help their children achieve the aims of this policy, by supporting the school in its Mission Statement and upholding the teaching of the Church. Parents and pupils are asked to sign a Home-School Partnership Agreement as an indication of their support for the School's ethos and its Code of Conduct.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The School will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to

discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. Holy Trinity Academy always strives to resolve disputes and differences of opinion in a speedy and amicable manner and work from a principle that a sanction should be proportional to the gravity of the misdemeanour. However, when this is not possible parent/carers will be directed to the School's Complaints procedure.

This policy will be monitored by the following

- Data analysis of behaviour logs (look for patterns)
- Learning walks and lesson observation
- Senior Leadership Team meet regularly with the Student Leadership Team to get the students view
- Staff are regularly given time to discuss any concerns/improvements they might have (Weekly Tutor Meetings)
- Parental voice - via questionnaires on parents evening /online

Annex 1

BEHAVIOUR PATHWAY

Student support		
Form tutor	Daily	Report cards, phone calls home,
Pastoral Support	Daily	Report cards, 1-1 support, Involvement with external agencies, parental engagement
All Staff	Daily	Restorative Justice
SENCO	Daily	Implementation of whole school SEND Policy
Designated Safeguarding Staff	Daily	Ensuring the safety and well-being of staff and students
Student Reflection unit	Daily	Time out, medical, behaviour
External Agencies	When required	School Counsellor, School nurse, CAHMS

Behaviour in and around school		
Behaviour Type	Tired sanction	Support
Standards card complete	1 hour detention	
Classroom Management	Strike System	Individual support plans in place for SEND students
Missed Homework/support catch up	Detention System	
Breaches of code of conduct	Detention internal reflection external exclusion	
Swearing in or around school	Detention internal reflection external exclusion	Pastoral input Re-integration meeting
Swearing at or about a member of staff	3 days Exclusion	Re-integration meeting
Discriminatory Language	3 days reflection 3 days external exclusion	
Dangerous behaviour in and around school	Detention internal reflection external exclusion	Pastoral support
Defiant behaviour	Detention Internal reflection External exclusion Behaviour Panel Manage move to another school Permanent exclusion	Seek to involve 1-1 pastoral support External agencies
Persistent disruptive behaviour	Detention Internal reflection External exclusion Behaviour panel Manage move to another school Permanent exclusion	Seek to involve 1-1 pastoral support External agencies – if available
Direct or indirect obstructive/intimidating behaviour towards staff	External exclusion	
Physical assault - pupil	3 days internal exclusion Repeat offence 3 days external	Severity dependent
Physical assault – Teacher	Exclusion – pending an investigation to further issue more sanction	Severity dependent
<ul style="list-style-type: none"> Please note – this is not a definitive list. HTA aim to have a fair and consistent approach to dealing with behaviour incidents. We recognise that some pupils require a more sensitive and differentiated approach and this Pathway will work alongside SEND needs and support. 		

ESCALATING BEHAVIOUR	
<p>Persistent repeat behaviours of any of the above</p>	<p>Pastoral support/assessments Internal interventions Parental involvement Behaviour panel</p> <p>Recommendations from Behaviour Panel</p> <p>Seek to arrange a managed move to another school Present the students case at the Fair Access Panel Permanent Exclusion</p>

