



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 & Anti Bullying Policy

Behaviour & Anti Bullying Policy - Document Status			
Date of review completion	January 2024	Named Responsibility	CCCS Committee (AM)
Date of Policy Adoption by Governing Body	February 2024	Next Review Date	January 2025
Policy Basis	Model policy taken from The School Bus and adjusted for HTA		

Contents

Faith, Aspiration & Unity	1
Behaviour & Anti Bullying Policy	1
1. Aims	3
2. Legislation and statutory requirements.....	3
3. Definitions	3
4. Bullying	4
5. Social, emotional and mental health (SEMH) needs	
6. Roles and responsibilities	6
7. Pupil code of conduct	7
8. Rewards and sanctions	7
Student Planner	8
Conduct Log	9
9. Behaviour management	11
10. Pupil transition	12
11. Training.....	12
12. Monitoring arrangements.....	12
13. Links with other policies.....	12
Appendix 1: written statement of behaviour principles.....	13
Appendix 2 : Standards Cards and Behaviour Pathways etc.	14

1. Aims

This policy aims to:

Provide a consistent approach to behaviour management

Define what we consider to be unacceptable behaviour, including bullying and discrimination

Outline how pupils are expected to behave

Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Outline our system of rewards and sanctions

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](#)

[Keeping Children Safe in Education](#)

[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](#).

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

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

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

All bullying allegations will be investigated promptly. Please be aware however, we need time to investigate.

How pupils, parents and staff can report incidents of bullying

Parents can contact the school via telephone or email to alert staff to bullying concerns

Students can report concerns to any member of staff, use the online Heart System or email a trusted member of staff

- **How the school investigates allegations of bullying**

All allegations will be investigated

Written statements will be taken from staff and students

Feedback will be given to parents/carers as soon as it is available

Sanctions and support will be issued inline with the offence

- **Monitoring - the school records, analyses and monitors incidents of bullying**

All concerns/ allegations will be recorded on CPOMS

- **How the school supports pupils who have been bullied, and those vulnerable to bullying**

Pastoral support will agree a package of support with students and parent/carers

- **Whole-school proactive strategies to prevent bullying**

Constant review and implementation of new support and trends

Student safeguarding team

Anti-bullying week activities

PSHE Lessons

- **How the school trains staff and governors in preventing and handling bullying**

Regular CPD for staff

Student voice (listening to the views of students)

Bullying – Child on Child abuse

Child on Child in any form will not be tolerated at Holy Trinity Academy and peer abuse related incidents will be dealt with seriously. Each incident will be investigated thoroughly, and parents will be kept fully informed of the outcome of such investigations.

Child on Child abuse may be defined as any deliberately hurtful behaviour, usually repeated over a period of time which intentionally hurts another student or group physically or emotionally, where it is difficult for those being bullied to defend themselves and is often motivated by prejudice. Examples of unacceptable behaviour include:

- Physical assault

- Verbal abuse, by name calling, teasing or making offensive remarks
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours

Child on Child abuse may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, sexist, sexual or that which has a focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability.

What should you do if Child on Child abuse is taking place?

If you are receiving Child on Child abuse or you know of someone else being abused – **TELL SOMEONE**. School cannot do anything to help if we have no knowledge of what is going on. Not all signs are visible to school.

Pastoral support will be offered to the victim and perpetrator and all instances will be recorded on CPOMS

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

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

6.3 Staff

Staff are responsible for:

Implementing the behaviour policy consistently

Modelling positive behaviour

Providing a personalised approach to the specific behavioural needs of particular pupils

Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

Support their child in adhering to the pupil code of conduct

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

7. Pupil code of conduct

At HTA, we have high expectations of behaviour and conduct

Pupils 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

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

Praise

Achievement points

Letters or phone calls home to parents

Special responsibilities/privileges

Enrichment

10:10 Award

School trips

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

Ticking the student's standard card

Applying the classroom strike system

Issue detentions and support catch up sessions for students not completing homework/revision at home

Afterschool detentions for behaviour, no homework completed or lack of effort completing homework

Placing students on subject or tutor monitoring report

Referring the pupil to a senior member of staff

Emails or phone calls home to parents

Meetings with parents

Agreeing a behaviour contract

Detention system (appendix 2)

- 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 supervised by Head of house or 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.

Student Planner

The Student Planner will be used to inform parents of any detentions set by staff. It is the responsibility of the parent/carer to monitor their child's planner daily. The planner is the property of school. If lost or damaged it will be charged at cost price.

Reflection room

We may use the reflection room in response to students choosing not to follow school rules or standards (one off issue, serious or persistent breaches) of this policy. Pupils may be sent to the reflection room during lessons if they are disruptive or un co-operative. Pupils will be expected to complete work set for them. On occasion students will have to complete independent study - if like for like work is not easily accessible. If a child is removed for behavioural reasons or last minute un co-operation of school standards, we will not disturb the learning of other students by expecting the teacher to stop teaching to supply work.

Our reflection room is used for many purposes. Whilst in this room students are expected to be silently working. The strike system will be applied. Students not following the strike system in the reflection room will be at risk of a fixed term exclusion.

Conduct Log

Behaviour concerns should be recorded on our internal recording systems. Tutors, Heads of Year and Pastoral leads will monitor students' behaviour patterns.

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

[\(https://holytrinity.academy/uniform-and-appearance/\)](https://holytrinity.academy/uniform-and-appearance/)

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 2-hour hour detention will be given each day until the student returns to lessons.

Daily breaches of the same rule will be defined as persistent defiance towards school rules. Sanctions will apply

- Loss of social time
- Afterschool detentions
- Reflection

Mobile phones/smart watches and other devices

Mobile phones/smart watches and devices are not allowed in school. Students may wish to use phones on the journey to and from school. These 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, heard or used, in school it will be confiscated. A 2-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 2-hour detention will be issued.

9. Zero-tolerance approach to sexual harassment and sexual violence

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Restorative justice
- Internal exclusion
- External exclusion
- Managed move to another education setting
- Permanent exclusion

10. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

11. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

12. Behaviour management

12.1 Classroom management (appendix 2)

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 pupils to be engaged

Display the pupil code of conduct

Develop a positive relationship with pupils, which may include:

- Greeting pupils 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
- Using positive reinforcement

12.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

Causing disorder

Hurting themselves or others

Damaging property

Incidents of physical restraint must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents (see appendix 3 for a behaviour log)

12.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. They will be disposed of or handed into the police.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

12.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

13. Pupil transition

If changes are needed staff members hold transition meetings to discuss strategies in supporting the needs of students.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

14. Training

Our staff are provided with training on managing behaviour.

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Supporting Students with Medical Conditions Policy

Child on Child Abuse Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2 : Standards Cards and Behaviour Pathways etc.

Classroom Management



Strike 1 / name on the board

Strike 2 // 30 minute detention

Strike 3 /// 60 minute detention

- **If you receive 4 strikes, you are removed from the lesson, placed in the reflection room and receive a 2 hour detention**
- **Parents will be given 24 hour notice of detention via the student**

Strikes will be given for any behaviour that is **or** can be a barrier to learning of you or others.

Defiance, disruption, rudeness to staff, poor behaviour towards others and lack of work.

HTA School Standards Card – 3 signatures will equate to 1 hour detention

HTA Standards Card				
Name		Form		
U n i f o r m	Blazer			
	Tie worn correctly			
	Top Button			
	Shirt un-tucked			
	Footwear			
	Correct Trouser/skirt			
E q u i p m e n t	Pen			
	Pencil/Eraser			
	Ruler			
	Planner/Timetable			
	Required material for lesson			
	Calculator			
	Reading book			
	Glue Stick			
A p p e a r a n c e	Jewellery			
	Decorative Headband			
	Coat/hat			
	Headphones			
	Phones			
	Make up/Nail varnish			
Other				
Staff Signature				
Date				

Please note: This is a sample card. Changes can and will be made termly.

BEHAVIOUR PATHWAY

Student support		
Form tutor	Daily	Report cards, phone calls home,
Pastoral Support Mental Health Lead	Daily	Report cards, 1-1 support, Involvement with external agencies, parental engagement
Heads of year	Daily	Behaviour support for learning
All Staff	Daily	High standards of teaching
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, short term medical, behaviour
External Agencies	When required	School Counsellor, School nurse, CAHMS

Behaviour in and around school		
Behaviour Type	Tired sanction	Support
Standards card (3 ticks)	30-minute lunch time detention	Resources are available to buy/borrow from pastoral
Persistent Lateness to school	Loss of social time After school detentions	Educational welfare officer will contact home to support
Persistent breaches of School uniform/appearance guidance	Loss of social time Detentions Reflection Escalated to defiant behaviour	Support in removing items of jewellery/make up Borrowing of uniform
Classroom Management	Strike System	Individual support plans in place for SEND students
Missed Homework/non completion of homework	30/60 minute detention 30 minute support detention (complete homework)	Learning gaps filled during the detention. Teacher led. Opportunity for staff and students to discuss areas for concern
Breaches of behaviour standards	Detention Internal reflection Alternative provision – short breaks External suspension	HOY support and involvement
Swearing in or around school	Detention internal reflection Alternative provision – short break External suspension	Pastoral input Re-integration meeting
Swearing at or about a member of staff	Alternative provision break 3 day suspension	Re-integration meeting Restorative justice

Discriminatory Language Racial abuse	3 days reflection Alternative provision break 3 days external suspension	1-1 pastoral restorative justice Re-integration meeting
Dangerous behaviour in and around school	Detention internal reflection Alternative provision break external suspension	Pastoral support/HOY involvement Re-integration meeting
Defiant behaviour	Internal reflection Alternative short break External suspension Manage move to another school Permanent exclusion	Seek to involve 1-1 pastoral/HOY support Re-integration meeting External agencies
Persistent disruptive behaviour	Detention Internal reflection Alternative short break External suspension 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	Alternative short break External suspension	
Physical assault – pupil		Severity dependent
Physical assault – Teacher	Exclusion – pending an investigation to further issue more sanction	Severity dependent
Child on Child abuse Bullying	Investigation Restorative justice Internal reflection External exclusion	1-1 pastoral support
Sexual abuse/Harassment	Investigation Internal reflection External exclusion	1-1 support external agency support

- 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</p> <p>Engagement in HTA onsite alternative provisions incentives</p> <p>Internal interventions</p> <p>Parental involvement</p> <p>Behaviour panel</p> <p>Recommendations from Behaviour Panel</p> <p>Seek to arrange a managed move to another school</p> <p>Present the students case at the Fair Access Panel</p> <p>Permanent Exclusion</p>
<p>One off incidents of serious misconduct</p>	<p>Off site intervention</p> <p>Suspension</p> <p>Managed move to another school</p> <p>Permanent Exclusion</p>

