

**Behaviour & Good Character at
Walthamstow Academy
September 2020**

As a student at Walthamstow Academy I pledge to:

Show ambition by...

- Striving to reach the targets my teacher has set.
- Ensuring that every piece of work shows progress.
- Planning for my future and ensuring that I get the qualifications I need to make that future happen.
- Working hard at home as well as in lessons.

Show determination by...

- Focusing on my work during lessons.
- Asking for help when I need it, but trying my hardest on my own first.
- Never giving up when work is difficult.
- Bouncing back from disappointments.

Show respect by...

- Being kind to everyone at Walthamstow Academy.
- Treating others in the way I would want to be treated.
- Actively listening to my teacher / classmates.
- Taking pride in the Academy environment.
- Making a choice not to disrupt the learning of others.
- Showing good character at all times, even when no one is watching.
- Valuing myself and valuing the time I have at the academy.

In return, the staff at Walthamstow Academy pledge to...

Show ambition by...

- Seeking the best in every student.
- Making adjustments to help those who need it, but never lowering our expectations.
- Give feedback regularly and give students dedicated time to make improvements.
- Continuously improving the education of our students.

Show determination by...

- Making the work we set challenging for everyone, so that all our students make progress.
- Giving help and support when it is needed.
- Modelling and encouraging determination.
- Expecting hard work at home and in lessons.

Show respect by...

- Making the academy a safe place for every single student.
- Valuing the input of all students and their opinions.
- Celebrating the diversity of our community and making everyone feel welcome.
- Treating students with equality, using the behaviour and reward system fairly and with consistency.
- Speaking respectfully to students.
- Giving praise and recognising progress whenever we see it.
- Giving sanctions out of care and in the spirit of wanting to help our students.

Recognising good character

We recognise good character to help you understand when you are showing it, and to help you see that showing good character is valuable. Ultimately, we would want you to reach that stage on the character pyramid where good character is its own reward.

Any member of staff can issue you with a P1, a P2 or a P3. These will be given for good work in class and, more generally, for any time good character is shown. The system is summarised below:

Respect point	Given when...	You will receive	The change Respect Score
P3 – “exceptional respect, determination and ambition is who I am”	<p>You show exceptional respect, determination or ambition.</p> <p>This is not an award that can be given for just ‘doing the right thing’. A student must go above and beyond to be eligible.</p>	A letter personally presented by Ms Skae congratulating you on achieving this respect point. Three respect points gained.	+3
P2 – “I show respect, determination and ambition repeatedly as I want to have a great future and impress my teachers”	<p>You show sustained evidence of the respect, determination or ambition that we expect.</p> <p>This award will be given where your progress or attainment puts you at, or near, the top of the class. It can also be given for showing excellent character outside of the classroom.</p>	An email to your parents/carers congratulating you on achieving this respect point. Two respect points gained	+2
P1 – “I have completed work to a good standard and I have shown respect, as I enjoy receiving recognition.”	<p>You show evidence of respect, determination or ambition.</p> <p>You may show some evidence of progress in your work, or be working particularly well during a section of a lesson. It can also be given for showing good character outside the classroom.</p>	One respect point gained.	+1

Respect Assemblies

The final assembly of each half term is a ‘respect assembly’. We use these assemblies to recognise exceptional achievement before New Leaf Monday starts everyone off again from zero. In these assemblies you are congratulated on exceptional attendance, high respect point totals and excellent academic performance.

Sanctioning poor character at Walthamstow Academy.

We issue sanctions to build character and to guide students into doing the right thing at the right time. Our sanctions are not enjoyable, but they are issued fairly, reasonably and with the very best of intentions.

Sanctions in lessons

We usually issue sanctions in lessons because students’ actions are preventing their own learning or the learning of others. This kind of behaviour demonstrates a lack of respect and of ambition. The table below shows the sanctions that could be issued during a lesson.

Sanction	Possible reasons it may be issued in a lesson	What you can expect if this sanction is issued
Warning	<ul style="list-style-type: none"> Talking after having been asked to work in silence. Talking over the teacher or another student. Talking off-task if you have been asked to talk about the work. Not paying attention to the teacher or another student when they are talking to the class. Leaving your seat without permission Whistling, humming or making silly noises. Turning around in your seat. Distracting others by fiddling, e.g. pen clicking Deliberately not following an instruction. Arguing with the teacher about a previous warning or a detention. 	<ul style="list-style-type: none"> The teacher will tell you, calmly and quickly, that you have been given a warning and they will explain what it is for. For example, they may say “David, you were talking when you should have been listening to me, this demonstrates a lack of respect, I am giving you a warning”. They will record the warning on the board at the front of their classroom. You can politely ask the teacher to explain the warning if you do not understand but the teacher may well say that they will explain later in the lesson so that learning is not delayed. You must accept this response without question. You must never argue about the warning or another will be given immediately. If you keep arguing, you will very quickly find you are sent to the PLR since a warning is given for <i>each separate attempt to argue</i>. A warning will result in one respect point being deducted from your total. If more than 10 are given in a week you will be asked to attend an intervention on disrupting learning and your parents will receive a letter.

Detention	<ul style="list-style-type: none"> • Not completing homework. • Not bringing the correct equipment to a lesson. • Not completing an adequate volume of work when the reason is clearly lack of determination. • Using a banned item in class (phone etc.) • Chewing or eating in class. • Being late to the lesson • Incorrect Uniform (e.g. no tie, shirt untucked) 	<ul style="list-style-type: none"> • The teacher will tell you that you have a detention. They will explain calmly and quickly what the detention is for. They may read your name out in a list of others (for example if homework is missing). • You will be asked to write the detention in your homework planner. • If the detention is given in the morning then your P5 teacher should remind you (but if they don't remind you then that does not excuse you from going. If you have been told you have a detention you must attend). • You will go to the Dining Hall at 3.10pm and stay there until 4pm. Your parents will be informed via School Gateway. 2 respect points will be deducted from your total. • <i>Your teacher must tell you in person about a detention. If they haven't told you in person then the detention has been set in error.</i>
Protected Learning Room (PLR)	<ul style="list-style-type: none"> • Being given 3 warnings (you go to the PLR on your 3rd warning). • 'Crossing the line' - this is behaviour which is so seriously disruptive or unsafe it cannot be dealt with through a warning. Examples include: fighting in lessons, vandalism, being verbally abusive to a teacher, using foul language, continually arguing with a teacher, threatening another student. (Note these are just examples). 	<ul style="list-style-type: none"> • Your teacher will tell you that you must go to the Protected Learning Room. • If you are sent because you have received a 3rd warning then they will say "this is now your 3rd warning do you need to go to the PLR" • If the teacher believes your behaviour has "crossed the line" then they will explain this before sending you to the PLR. "Your behaviour is dangerous, for this reason you have crossed the line and I am sending you to the PLR without any further warnings". • Your teacher will let the Protected Learning Room know you are coming. • You will have 5 minutes to arrive there from when the teacher sends this message. • Your experience in the PLR is described later in this document. You will lose 3 respect points from your total.

Sanctions in the corridors and playground

We expect you to show good character and demonstrate our values at all times. We expect our academy to be a safe, civilised and pleasant environment. Where student behaviour does not meet these criteria then sanctions can be issued outside of lessons.

Sanction	Possible reasons it may be issued outside of lessons	What you can expect if this sanction is issued
Detention	<ul style="list-style-type: none"> • Using a banned item (phone etc.) • Chewing or eating outside the dining hall. • Wearing a coat inside (except where coming in from line-up). • Talking at line-up. 	<ul style="list-style-type: none"> • The member of staff will explain calmly why a detention is appropriate. You will be asked to record the detention in your planner, though if this is not possible (perhaps because you do not have your bag with you) then the detention still stands. • If you argue, refuse to give your name or walk away from the member of staff then you will be sent

	<ul style="list-style-type: none"> • Going out of bounds at break or lunchtime (using the 1st or 2nd floors) • Pushing or shoving in the corridor. • Being late to school. • Using foul language. • Incorrect Uniform (e.g. no tie, shirt untucked) • Not walking with pace & purpose in the corridor. 	<p>immediately to the PLR and we will consider an exclusion from school.</p> <ul style="list-style-type: none"> • If the detention is given in the morning then your P5 teacher should remind you (but if they don't remind you then that does not excuse you from going. If you have been told you have a detention you must attend). • You will go to the Dining Hall at 3.10pm and stay there until 4pm. Your parents will be informed via School Gateway. 2 respect points will be deducted from your total.
Protected Learning Room (PLR)	<ul style="list-style-type: none"> • Missing detention. • Fighting (even play-fighting). • Behaviour that deliberately endangers others. • Walking away from an adult or refusing to give them your name. • Being rude to an adult • Threatening others with violence. • Truanting lessons. 	<ul style="list-style-type: none"> • The member of staff will explain calmly why the PLR is appropriate. If you argue, refuse to give your name or walk away from the member of staff then this will increase the amount of time you spend in the PLR. We will also consider an exclusion from school. • The member of staff will make the referral to the PLR as soon as possible after sending you. • Your experience in the PLR is described later in this document. You will lose 3 respect points from your total.

Sanctions outside of the Academy

Being a Walthamstow Academy student means demonstrating our values all the time. Character is who you are when you think no one is watching. The Academy's discipline policy applies outside of the school gates when you are in uniform or even when you are not in uniform if your behaviour brings the Academy into disrepute. The law is quite clear on this point and we will not hesitate to sanction you if your behaviour outside of school does not demonstrate our values. Where complaints are received from members of the public or poor behaviour is otherwise reported to us then we will issue a PLR referral and some form of community service. Conversely, where it is reported to us that students have gone out of their way to demonstrate our values in the community then we will use our reward system to praise good conduct.

We expect you to:

- Arrive and leave the school calmly and with the minimum of noise.
- Show courtesy and consideration to members of the public.
- Always obey road traffic regulations, for example by only crossing roads when it is safe to do so.

- Refrain from any behaviours that would result in a sanction inside of school, for example fighting or using foul language.

More than that we would want you to:

- Go out of your way to help others in the community, for example the elderly.
- Recognise that you are our ambassadors when you leave the school gates.
- Treat everyone with kindness and respect.

List of possible sanctions

The table below shows the possible sanctions that can be recorded on the Academy's behaviour tracking system.

Behaviour Code	When might it be issued?	Examples of why it might be issued.
PLR – Lack of Respect – Dangerous or Violent Behaviour	In the playground, corridor or for behaviour outside the academy.	<ul style="list-style-type: none"> Fighting. Endangering yourself or others deliberately. Vandalism. Exclusion will also be considered depending on severity.
PLR – Lack of Respect - Crossing the line in lesson	In lesson.	<ul style="list-style-type: none"> Abuse towards teacher, violence in classroom, threatening others. Disruption that is so deliberate and serious it cannot be dealt with through a warning. Exclusion will also be considered depending on severity.
PLR – Lack of Respect – 3 rd Warning given	In lesson.	<ul style="list-style-type: none"> Issued on the third warning.
PLR – Lack of Respect – Missed Detention	Will automatically be issued for the next day if you fail to register at detention by 3.20pm.	<ul style="list-style-type: none"> Issued if you do not arrive at detention by 3.20pm.
PLR – Lack of respect – Offensive Language	In the playground, corridor or for behaviour outside the Academy.	<ul style="list-style-type: none"> Swearing in school. Threatening others. Using hate speech (racist, homophobic etc. language) Depending on severity, other sanctions may be issued as well.
PLR – Lack of ambition – Truancy / Leaving without Permission	If you are found to be outside of lesson without permission.	<ul style="list-style-type: none"> Being found outside of the class you are supposed to be in without the teacher's permission
PLR – Lack of Respect – Persistent Incorrect Uniform	By your Head of Year or tutor if you fail to correct a uniform issue despite being asked repeatedly.	<ul style="list-style-type: none"> A detention will be issued for a one off offence. The PLR is for students who refuse to correct their uniform despite having received a detention.
PLR – Lack of Respect – Persistent Bullying	If you are found to have bullied another student following an investigation.	<ul style="list-style-type: none"> Used where there is evidence of bullying taking place over time. Unlikely to be only sanction or only be a single day in the PLR.
Centralised Detention – Lack of Ambition – Late to School	Will automatically be issued for the same day if you arrive after 8.30am	<ul style="list-style-type: none"> If you arrive at school after 8.30am.

Centralised Detention – Lack of Ambition – No Homework	In lesson.	<ul style="list-style-type: none"> • Failure to complete homework by the agreed deadline. • The detention is reissued every day until the homework is produced.
Centralised Detention – Lack of Respect – Poor Corridor Behaviour	In the corridor at break, lunch or between lessons	<ul style="list-style-type: none"> • Pushing, shoving, shouting. • Not walking with pace and purpose at lesson change over. • Being out of bounds (e.g. on the 1st or 2nd floor at break or lunchtime).
Centralised Detention – Lack of Respect – Poor Playground Behaviour	In the playground at break, lunch or between lessons	<ul style="list-style-type: none"> • Pushing, shoving, shouting. • Talking in line up.
Centralised Detention – Lack of Respect – Incorrect Equipment	In lesson.	<ul style="list-style-type: none"> • Lack of PE Kit. • Lack of required equipment for school (list is in Student Planner). • Lack of correct books.
Centralised Detention – Lack of Determination – Poor Quality Work	In lesson.	<ul style="list-style-type: none"> • Consistent lack of effort that does not disrupt others but harms your own learning.
Centralised Detention – Lack of Respect – Incorrect Uniform	In the playground or corridor at break, lunch or between lessons. Also in lessons.	<ul style="list-style-type: none"> • Coat worn inside building unless coming in from line up. • Shirt unbuttoned. • Tie not worn. • Any other incorrect uniform.
Centralised Detention – Lack of Ambition – Late to lesson	In lesson if you fail to arrive by the time the hard bell rings.	<ul style="list-style-type: none"> • Arrival after 2nd bell has rung for period 2 or 4.
Centralised Detention – Lack of Ambition – Failed to Attend Intervention	If you fail to attend an intervention then your tutor will tell you about this detention on the next day	<ul style="list-style-type: none"> • Not going to an intervention after you had been told about it and had agreed to go.
Centralised Detention – Lack of Respect – Overdue Library Book	If you fail to return a library book then your tutor will tell you about this detention on the next day	<ul style="list-style-type: none"> • Keeping a library book past its due date. • This detention is reissued every day until the book is returned.
Centralised Detention – Lack of Respect – Eating or Chewing outside of the Dining Hall	In the playground or corridor at break, lunch or between lessons. Also in lessons.	<ul style="list-style-type: none"> • Chewing gum anywhere in school. • Eating food outside of the dining hall (in lessons or at any other time).
Centralised Detention – Lack of Respect – Use of Banned Item	In the playground or corridor at break, lunch or between lessons. Also in lessons.	<ul style="list-style-type: none"> • Using a banned item in school, most commonly a phone. • Item will also be confiscated and returned after the detention.

How sanctions will be issued

We expect our staff to demonstrate and role model our values for our students. When issuing a sanction, respect for the student will always be borne in mind. Sanctions are issued in a calm voice. In the case of simple sanctions for low-level misbehaviour in class, a very brief explanation of the sanction will be given, this explanation will often be linked to the value that is not being demonstrated.

“I am giving you a warning, you have shown a lack of respect by talking when I was explaining a task to the class”.

This should then be the end of the matter. If you disagree with the sanction then you should not immediately begin to argue. The correct course of action is explained later in this guide.

Where a sanction is for a more serious issue and an investigation has been carried out, then the evidence will be explained clearly and the sanction selected will be justified in terms of the harm the student’s actions have caused.

Investigating suspected breaches of our behaviour policy

Where a student denies an accusation against them, then the matter must be decided using a standard of proof called the *balance of probabilities*. Schools in England are required by law to do this. Deciding on the balance of probabilities means taking all the evidence into account and then deciding what is most likely to have happened. An investigation is a way of gathering this evidence. In the course of an investigation the Academy may choose to:

- Take statements from the accused, witnesses and victims. These statements will usually be taken by a member of staff who will ask questions and then write the student’s answers. The student then signs the statements if they agree it is a true record of their words.
- Check CCTV footage that is relevant to the investigation.

- Confiscate any object that might be relevant to the investigation whilst it is necessary to do so.
- Gather any other relevant evidence to help make a 'balance of probabilities' decision.

What should you do if they think a sanction is unfair?

Occasionally, mistakes are made. We are all human and at these times the best we can do is to try our best to rectify them. It may be that a sanction is given in error, it may be that a sanction was given correctly but not explained properly or it may be that you simply think your actions were not wrong but a member of staff disagrees. These are the key points to bear in mind.

- Arguing, speaking aggressively or making serious accusations without evidence will never get you the outcome you want. Disagreements need to be dealt with calmly and in a spirit of collaboration. We are all on the same side.
- The moment a sanction is given is not usually the right time to challenge it. Long discussions in front of the class wastes learning time and might lead to a further warning or more serious sanction.
- Finding a quiet moment at the end of the lesson or at another point in the school day to calmly and politely talk the issue through is the best course of action.
- If, after trying the point above, you do not feel listened to, then talking to your tutor or Head of Year to ask their advice would be the next thing to do. They will be able to help you to either see why the sanction was issued or to present the good reasons why it should be removed.
- In general, only the member of staff who has issued a sanction can remove it.

The Protected Learning Room (PLR)

Under what circumstances can I be sent to the PLR?

You can be sent to the PLR by any member of staff if they judge on the balance of probabilities that your conduct fits one of the criteria given in the previous section. The PLR is a serious sanction and is reserved for misconduct that is persistent, or is so serious that a detention or a warning would not be sufficient.

What does it mean to be sent to the PLR?

We call this area the Protected Learning Room because it protects the learning of others from the actions of those who are sent there. The room is designed to benefit everybody in school because everybody in school deserves disruption-free learning for every minute of every lesson. They also deserve to enjoy their breaks, lunchtimes and lesson transitions in a safe, friendly and civilized environment. The room benefits those who are sent there because it provides space and time to reconsider the actions that led to the PLR referral. There is also an opportunity when there to talk through the situation and agree how to avoid it happening again.

PLR referrals are:

- **Usually for one whole school day.** So if you are sent to the PLR during period 3 on a Tuesday, you will go back to normal lessons at the start of period 4 on the Wednesday. You will stay until 5pm on the day you are sent to the PLR.
- **Sometimes extended to longer stays.** This is either for very serious breaches of our policy, because you have argued about the referral or because you have not followed the rules of the PLR.
- **About working in silence on maths, English and science.** You will be told which subject to study and at what time. The PLR has resources for each of these subjects. You will use an exercise book whilst in the PLR that is just for that room.
- **About finding a way to improve your behaviour.** During your time in the PLR the member of staff who sent you there will come and see you. They

will talk through the incident with you and agree a positive plan moving forward.

- **Not to be repeated.** Being sent to the PLR is very serious indeed. If you are sent there repeatedly then you can expect to be placed on a report to your Head of Year and for your parents to be asked to come to school to agree a plan to improve your behaviour.

What happens if I refuse to go or if I keep being sent?

The next step on from the PLR is exclusion from school for a fixed period of time. The PLR is a supportive measure the Academy has put in place to prevent such exclusions from occurring.

Further Sanctions

Bullying

Walthamstow Academy supports the right of all members of the Academy community to be free from all forms of bullying, harassment and discrimination. Young people should find the academy a safe place and you ought to be able to feel confident knowing that you will be protected from any form of bullying. We wish to create and maintain a caring and supportive environment at the Academy by making clear that bullying will not be tolerated and that positive steps will be taken to eradicate it.

Some examples of behaviour which the Academy would classify as bullying include:

- actual physical violence such as kicking, hitting, pushing, or the threat of violence; stealing or hiding someone else's property.
- name-calling and hurtful remarks, including those based on race and sexual orientation, or said with the intention of undermining someone's self-esteem.
- open and repetitive 'teasing' in a classroom or group situation. The difference between "banter" and "bullying" is sometimes difficult to

distinguish. It is the victim's perception of the seriousness of such teasing that matters in such cases.

- the above (name calling etc.) is becoming more prevalent through digital media (mobile - texts and prank calls, web-sites or social media like Instagram, Snapchat and email).
- attempting to humiliate or isolate someone by exclusion from a social or sporting group.
- adults using offensive nicknames or commenting about a young person's sexuality or by using sarcasm as a means of humiliating a young person in front of others.
- adults denigrating young people, often by criticising them using language that is personally hurtful.

Every case of bullying of any kind will be followed up to ensure that the victim is given as much support as possible to prevent repetition.

After a report of bullying, there will be an investigation into the incident, so we can discover what occurred and explore the feelings of both the victim and the bully. If it is judged appropriate, all parties will be brought together to explore ways of resolving the situation, particularly in making the bully come to terms with the effect of his/her behaviour. Sanctions against the bully will be considered, especially if the bullying is severe. This will range from a formal warning to temporary or permanent exclusion from the academy.

More information can be found in our full anti-bullying policy on the Academy website.

Community Service

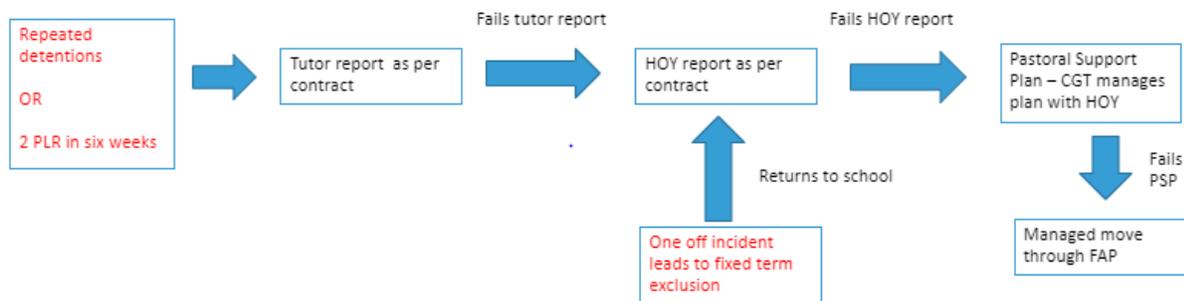
Where appropriate, you may be asked to complete community service. Examples of the type of community service we might ask of you are: litter picking on the Academy site or in the nearby community; helping to clear trays at lunchtime. We will usually use community service as a sanction if your actions have damaged the school community or our reputation in the local area. In this way, you are able to make some amends for their actions.

Specific Interventions

If you are repeatedly receiving a sanction under the same behaviour code (e.g. not handing in homework or being late to school) then the Academy will want to support you to stop receiving this sanction. This means that we might ask the you to stay at school to complete your homework, or we might ask you to participate in a workshop on the importance of being on time for school. These interventions are always designed to be supportive and to bring about long-term improvements in conduct.

The Report System

Heads of Year monitor the number of warnings, detentions and PLR referrals students get. If you are receiving an unusually high number of these, then you will be on report. The report system gives you instant feedback on your behaviour and allows adults (parents and Academy staff) to monitor and look for improvements. The system is summarised in this diagram:



Our report system works on points. You are awarded a score from 1-5 points at the end of every lesson. 5 is for the best possible conduct, 1 is the worst.

The report is monitored through the following system:

Report conditions:

- You must bring your completed report to their Head of Year or tutor between 3.10 - 3.15 EVERY day (regardless of whether you have a detention or PLR referral).

Positive Outcomes:

- If you receive a score of 20-23 in a day you will receive a P1.
- If you receive a score of 24 in a day you will receive a P2.
- If you receive a score of 25 in a day you will receive a P2 and have 1 day removed from the duration of their report.

Negative Outcomes:

- If you receive a score of 19 or lower in a day this will add 1 extra day to the duration of your report.
- If you receive a score of 15 or lower in a day you will automatically receive a Centralised Detention that will be issued the following day.
- If you receive a second score of 15 or lower during the duration of your report, you will automatically receive a PLR referral the following day.
- If you fail to get all 5 periods of the day signed by your teachers this will add 1 extra day to the duration of their report.
- If you lose your report or fail to meet their Head of Year at the end of the day this will add 2 extra days to the duration of your report.

Failing a Report

- If you reach 20 days on your Head of Year report and it has still not been completed, you will have failed your report and will therefore be transferred onto a Pastoral Support Plan.
- If you reach 20 days on Tutor Report and it has still not been completed, you will have failed your report and will therefore be transferred onto a Head of Year report.

Fixed Term Exclusion

Exclusion of any kind is a last resort for the Academy. We only exclude students when there is no other reasonable response to the incident that has occurred. Serious assault, verbal abuse, persistent bullying and bringing the Academy into serious disrepute are examples of instances where exclusion will be used as a sanction.

Fixed term exclusions are issued for between 1 and 15 days after an investigation into the incident that has taken place. Parents will receive a letter informing them of the exclusion and their rights & responsibilities in relation to it.

It is important that exclusions are not repeated and the Academy has a system in place to help excluded students reintegrate into school successfully and not reoffend. All exclusions are accompanied by:

- A reintegration meeting attended by the parent/carer.
- A 15 school day period in which the student reports to the PLR manager at 8am each morning. This is to complete mentoring and monitor the student in case further problems arise.
- An element of restorative justice, where the student who has been excluded is able to find a resolution to the incident and move forward from it.

Permanent Exclusion

In some, very rare, cases a pattern of behaviour or single incident can only be dealt with through a permanent exclusion. As with fixed term exclusions, there will be an investigation and the decision will be recorded in a letter outlining the parent's rights and responsibilities.

Exclusion, and particularly permanent exclusion, is rare at Walthamstow Academy. More information on exclusions can be found in the exclusion policy on our website.

Respite

Where the Academy considers it to be in the best interests of the student concerned, it may be decided that respite is a suitable alternative to a fixed term exclusion. During respite, our students spend 1-5 school days at a neighbouring

school in the borough. They are given work to complete and they are expected to attend their assigned school on each school day of the respite. A student on respite would normally be based in the equivalent of the PLR in the school they were going to.

Pastoral Support Plans (PSPs)

A PSP is the final, and most intensive, stage in our report process. Where a student continues to gain warnings, detentions and PLR referrals despite having been on Head of Year report, they will be considered for a PSP. This involves close monitoring of behaviour, lots of support and regular involvement from parent/carer. If a student is unable to meet the targets set for them on their pastoral support plan then the school will consider a permanent exclusion. Pastoral Support Plans are rare and only used when other means of supporting our students have not worked.