

Stage 0 Classroom teacher	Stage 1 Form Tutor	Stage 2 Head of Year / Assistant HoY	Stage 3 Head of Key Stage	Stage 4 Deputy Head	Stage 5 Deputy Head / Head teacher
Threshold <10 negatives	Threshold 10 negatives per Half Term	Threshold 20 negatives per Half Term	Threshold 35 negatives per Half Term	Threshold 50 negatives per Half Term*	Threshold 75 negatives per Half Term**
Other Risk Indicators <ul style="list-style-type: none"> 96% + attendance On track Positive engagement (learning habit grades) Minimal conduct points Good punctuality 	Other Risk Indicators <ul style="list-style-type: none"> 90-96% attendance Off-track Variable engagement (learning habit grades) Poor punctuality 	Other Risk Indicators <ul style="list-style-type: none"> Below 90% attendance Very off-track Poor engagement (learning habit grades) Poor punctuality Internal suspension(s) 	Other Risk Indicators <ul style="list-style-type: none"> Below 90% attendance Significant & sustained underachievement Negative engagement (learning habit grades) Internal / External suspension(s) Poor punctuality 	Other Risk Indicators <ul style="list-style-type: none"> Severe absenteeism 50% Regular pattern of truancy / unexplained absence Significant & sustained underachievement Negative engagement (learning habit grades) Multiple external suspensions Persistent poor punctuality 	Other Risk Indicators <ul style="list-style-type: none"> Emotional school based refusal Dangerous behaviour Poses risk to others Extreme disengagement Multiple external suspensions / long external suspension
Diagnostics <ul style="list-style-type: none"> Quarterly assessment results Quality of book work Quality of planner Literacy screening Assessment for Learning 	Diagnostics Pastoral stage 0, and: <ul style="list-style-type: none"> Attendance % No. lates to school Conduct points 	Diagnostics Pastoral stage 1, and: <ul style="list-style-type: none"> Stage 1 reports outcomes Reintegration meeting paperwork 	Diagnostics Pastoral stage 2, and: <ul style="list-style-type: none"> Stage 2 reports outcomes 	Diagnostics Pastoral stage 3, and: <ul style="list-style-type: none"> Stage 3 reports outcomes 	Diagnostics Pastoral stage 4, and: <ul style="list-style-type: none"> Stage 4 reports outcomes
Possible Interventions <ul style="list-style-type: none"> Differentiation Adaptive teaching Learning Culture Etiquette Literacy Programme Pastoral Programme Modified Seating Plans Top of the Pile Marking Study Club Positive support card Referral to Head of Dept./Head of Key Stage Subject support card Teacher-home contact 	Possible Interventions Pastoral stage 0, and: <ul style="list-style-type: none"> Daily detentions Tutor support card Tutor-home contact Compulsory study club Weekly planner / book check Attendance procedure (at risk of Persistent Absenteeism) 	Possible Interventions Pastoral stage 1, and: <u>Academic:</u> <ul style="list-style-type: none"> Intervention classes Set change <u>Pastoral:</u> <ul style="list-style-type: none"> Time out HOY support card HOY/AHOY-home contact Internal mentoring referral School counsellor referral <u>Attendance:</u> <ul style="list-style-type: none"> Attendance procedure (Persistent Absenteeism) 	Possible Interventions Pastoral stage 2, and: <u>Pastoral:</u> <ul style="list-style-type: none"> SLT support card Individual Behaviour Plan (IBP) School counsellor AHT-home contact Inclusion team-home contact Intervention referral (e.g. referral to SAFE, CAMHS) <u>Attendance:</u> <ul style="list-style-type: none"> Attendance procedure (Persistent Absenteeism) 	Possible Interventions Pastoral stage 3, and: <u>Academic</u> <ul style="list-style-type: none"> Reduced curriculum <u>Pastoral</u> <ul style="list-style-type: none"> Personal Support Plan (PSP) Intervention referral (e.g. Clinical psych, Behaviour consultant) Liaison with SENCo (where appropriate) <u>Attendance:</u> <ul style="list-style-type: none"> Attendance procedure (Local Authority attendance team) 	Possible Interventions Pastoral stage 4, and: <ul style="list-style-type: none"> Daily home contact Trust managed move Alternative provision <p>Students at this stage will be at risk of Permanent Exclusion, including for persistent disruption</p>

* this is likely to trigger an internal suspension for persistent disruption

** this is likely to trigger an external suspension for persistent disruption

Note: the stages, including the possible interventions, have been designed to be indicative not prescriptive