



Positive Behaviour Policy

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The Principles

1. The Q3 Academies Trust believes that, in order to prepare young people to live lives which contribute to society and are both fulfilled and successful, it is essential that they are coached in living according to an appropriate moral code. This will result in good positive behaviour by:
 - ✓ Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - ✓ Ensuring fairness of treatment for all;
 - ✓ Encouraging consistency of response to both positive and negative behaviour;
 - ✓ Promoting early intervention and effective use of support agencies;
 - ✓ Providing a safe environment free from disruption, violence, racism, bullying, and any form of harassment;
 - ✓ Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the Academy's policy and associated procedures.

Roles and Responsibilities

2. The Q3 Academies Trust has established, in consultation with the Chief Executive, Head of School, staff, and parents/carers, the policy for the promotion of positive behaviour and will keep it under review. It will ensure that it is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of positive behaviour.
3. The Head of School is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Head of School.
4. All staff, teaching and non-teaching, are responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. They also have responsibility, with the support of the Head of School, for creating a high-quality learning environment, teaching positive behaviour, and implementing the agreed policies and procedures consistently.
5. The Q3 Academies Trust, Head of School, and staff will ensure there is no differential application of the policy and procedure on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality. They will also ensure the concerns of students are listened to and appropriately addressed.
6. Parents and carers are expected to take responsibility for the positive behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership with the Academy maintaining high standards of positive behaviour and will have the opportunity to raise any issues arising from the operation of the policy.
7. Students are expected to take responsibility for their behaviour and will be made fully aware of the Academy policy, procedure, and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying, and any form of harassment are reported.

Procedures

8. The procedures arising from this policy will be developed by the Head of School in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students, and parents/carers. The procedure will be consistently and fairly applied and promote the idea of personal responsibility.

In signing the Academy and Home Partnership agreement Parents and Carers confirm that they have accessed and agree to abide by all relevant Academy Policies, including the Positive Behaviour Policy.

Rewards and Sanctions

9. An ethos of encouragement is central to the promotion of positive behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that positive behaviour is valued, and clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.
10. A range of strategies will be used to respond to inappropriate behaviour. This will include consequences but will also take into account the personal circumstances of the child in deciding what action is appropriate.
11. A range of consequences are clearly defined in the procedures and their use will be characterised by clarity explaining why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.
12. Q3 Academies believe that positive behaviour management is about helping students to make appropriate and positive choices. Negative behaviour cannot be ignored and must be dealt with appropriately. However, Q3 Academies are aware that not all negative behaviour is a response to inappropriate choices or following the wrong moral code. Research has shown that a child's psychological state may also determine patterns of behaviour; such that in certain circumstances the sanctions approach may not be effective. In recent years much research into attachment disorder has found that children who have suffered some form of trauma in early life may use behaviour as a means of communicating that they feel unsafe or insecure in their environment. Q3 Academy Great Barr will seek to identify such children, and when attachment issues have been identified and recognised will seek to use additional behaviour strategies, such as time out cards, adult mentoring and providing a safe space as well as applying sanctions that are appropriate to manage the child's behaviour.

Training

13. Q3 Academies will ensure that appropriate high-quality training on all aspects of positive behaviour is provided to support the implementation of the policy.

Inter-relationship with other Academy policies

14. In order for the positive behaviour policy to be effective, a clear relationship with other Academy policies, particularly equal opportunities, Anti-Bullying, and restrictive physical intervention (RPI), has been established. The use of reasonable force statement (appendix 12) forms part of the RPI policy.
15. The Academy works positively with external agencies to seek appropriate support to ensure that the needs of all students are met. This support is coordinated by the designated Assistant Vice Principal and the Academy's network of outside agency support.

Review

16. The Head of School, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the positive behaviour policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Head of School will keep the Local Governing Body informed.
17. Q3 Academies will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head of School, staff, and parents/carers.
18. The outcome of the review will be communicated to all those involved, as appropriate.

Published policy statement

19. The Academy's positive behaviour policy has been adopted by Q3 Academies and will be reviewed annually.
20. The Academy has ensured that parents/carers are fully informed of the positive behaviour policy by communicating it through the Academy rules, Academy prospectus, Academy and Home Partnership agreements, and website.
21. The Academy has communicated the positive behaviour policy to all new and existing students through the Academy rules, Academy prospectus, Academy assemblies, and within the curriculum wherever relevant.
22. The Academy will seek to ensure that the policy and procedures are accessible to parents/carers and students by providing these in appropriate languages and formats where requested and available.
23. The Academy will ensure that all staff are consulted regularly about the policy and its implementation.
24. The Academy has communicated the positive behaviour policy to all teaching and non-teaching staff by providing copies of the policy and through the staff training programme including the induction of Newly Qualified Teachers.

Acceptable and unacceptable behaviour

25. The Academy defines acceptable behaviour as that which promotes students to be ready to learn, to be respectful, and responsible at all times, both in terms of their relationships with other students within/outside the Academy, with staff, visitors or other persons within/outside the Academy premises and in the way they conduct themselves around the Academy and approach their learning
26. The Academy has identified examples of unacceptable behaviour as that which disrupts the learning or threatens the health, safety or wellbeing of other members of the Academy community. Examples include name calling, verbal abuse, threatening language, intimidation, physical abuse, bullying and harassment, including racist, sexist, and homophobic abuse. Peer on Peer Abuse including Sexual Violence and Sexual Harassment can be referred to in more detail in the Q3 Academies' Child Protection Policy.
27. The Academy communicates regularly the standards of acceptable and unacceptable student behaviour to students and parents/carers through the Academy rules, Academy prospectus, Academy and Home Partnership agreement, Academy assemblies, and Tutor Time.
28. The Academy communicates the standards of acceptable and unacceptable student behaviour to staff through the staff handbook and the staff training programme.

Recognition, rewards, and sanctions

29. The Academy will promote good and improved behaviour by students through a system of recognition and reward through SIMS and ClassCharts.

The aims of the rewards system are:

- ✓ To develop a praise and reward culture within the Academy;
- ✓ To ensure that all students receive recognition for their success in terms of achievement, effort and attendance;
- ✓ To encourage positive learning behaviours in lessons and around the Academy.

In order to achieve these aims the Academy will:

- ✓ Monitor the use of Q-Points, ensuring they are used consistently, and share the analysis of Q-Points with staff to promote consistent, regular use;
- ✓ Provide certificates which are presented at Celebration Assemblies;
- ✓ Convert rewards to money and deposit this into students' bank accounts when requested in writing upon successful completion of their studies at the Academy;
- ✓ Ensure all staff use Q-Points to reward success.

Procedures:

- ✓ Q-Points will be awarded to students through Class Charts. All students will be eligible for all Q-Points on offer at all times – all good work and behaviour can be rewarded.

The system for spending Q-Points:

- ✓ On successful completion of a student's studied at the Academy, parents/carers can submit a request in writing for half of the student's total Q-Point funds raised to be transferred to the student's The West Brom Building Society Account;

- ✓ The other half of the Q-Points may be spent by the students on a range of items during the last term of the academic year in which they were achieved, ranging from basic stationery to more desirable items if they wish to save for them;
- ✓ Students and staff have contributed to the contents of the Q3 Academy Rewards Catalogue, students will order their items through a central point and they will be delivered to students through their Personal Tutor.

Praise Postcards

Staff may use ClassCharts to submit postcards to recognise the achievements and effort of students. These are distributed during Tutor Time for students to take home.

Bright Stars Evening

This evening is held once a year for students across the Academy. Rewards are presented to students on the recommendation of the Curriculum Leaders, Heads of Year, and members of the Senior Leadership Group.

Governing Positive Behaviour in the Academy

- ✓ The Academy will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination;
- ✓ The Academy will implement a range of strategies to deal with inappropriate behaviour.

Behaviour for Learning Pathway

Our BfL Pathway has been developed by learning from the best practice. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at the Academy and at home, it is usually because the boundaries are very clear and the consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere. At the Academy, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system. The consequences and how they are communicated are detailed in Appendix 1.

The Prevent Duty

We are fully aware of the Prevent Duty and are committed to fulfilling this duty. Our Designated Safeguarding Lead has undertaken training in order to offer advice and support to other members of staff.

All staff are required to complete the Home Office Prevent training.

Early intervention

1. Where it is appropriate to do so, the Academy will involve external agencies for the purposes of student education and guidance.
2. Measures will be discussed to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.
3. Appropriate training will be provided for all staff in order to promote positive and consistent behaviour standards within the Academy.
4. Parents/carers will be contacted promptly by the Academy (normally within 24 hours) to notify them of any reported serious incidents of poor behaviour which have involved their child.

Investigating cases

5. The Academy will investigate, as appropriate, reported incidents of inappropriate student behaviour.
6. The Academy will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including the recording of evidence and the taking of IRFs (Incident Report Forms).
7. The Academy will provide adequate non-contact time for conducting investigations.
 - a. The police and other relevant bodies will be notified of incidents where it is appropriate to do so and use the procedures in Appendix 11.

- b. The Academy will complete investigations within a reasonable timescale and not normally exceeding five days.
- c. The Academy will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- d. A copy of the results of all investigations undertaken will be held on record until such time as required under GDPR regulations. Where an investigation finds that there is no case to be heard, the report may be held by the Academy, but will not be kept within the student's file. In instances of parents/carers requesting to view information held on file, the guidance provided by the Freedom of Information Act will apply.
- e. Where it is clear that bullying has taken place, the Anti-Bullying policy will be used.
- f. Unfounded, malicious allegations against students, staff, and stakeholders of the Academy will lead to serious sanctions. It is crucial that all complaints are addressed to the Head of School in the instance of reasonable certainty.

Training and professional development for all staff

- 1. The Academy has a comprehensive positive behaviour training programme, which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the Academy.
- 2. The Academy reviews regularly the health, safety and welfare of its entire staff and provides for professional and personal support (including counselling and training).
- 3. The Academy provides relevant information and training on behaviour matters to all groups of staff, including:
 - ✓ Examination Invigilators;
 - ✓ Academy Hosts;
 - ✓ Support staff (e.g. Learning Support Assistants, Learning Support Practitioners, etc.);
 - ✓ Other Academy staff (e.g. Quisine staff, maintenance/site staff, etc.);
 - ✓ NQTs during their formal induction period;
 - ✓ Students undertaking programmes of ITT;
 - ✓ Supply staff;
 - ✓ Learning Consultants;
 - ✓ Senior Leadership Group/Executive Group.
- 4. The Academy will provide for the training and development of all staff on Behaviour matters through induction training for all new staff, whole-Academy InSET and specific planned/tailored training.
- 5. The Academy undertakes annual reviews of the continuous professional development needs of all staff.
- 6. Opportunities will be provided for staff to develop their knowledge and skills in relation to such issues as:

- ✓ Effective use of rewards to promote positive behaviour;
- ✓ Implementing the Academy's positive behaviour policy and code of conduct ;
- ✓ Logging and recording of incidents;
- ✓ Lunchtime supervision;
- ✓ Classroom management;
- ✓ Educational visits and trips;
- ✓ The contribution of Teaching and Learning to positive behaviour;
- ✓ Legislation affecting behaviour (e.g. detention, exclusion, child protection, student restraint);
- ✓ Pastoral support;
- ✓ Equal opportunities and anti-discrimination;
- ✓ Techniques for promoting positive behaviour.

Clear roles and responsibilities

7. The Academy ensures that all staff job descriptions include appropriate reference to its Positive Behaviour policy.

Referral

8. The Academy will undertake a review of students' individual needs prior to identifying suitable educational provision, including appropriate strategies and alternative provision.
9. Regular monitoring and review of its internal and external arrangements for student referral and support are undertaken.
10. A database of the main points of referral outside the Academy has been established (including student counselling, education welfare officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, and police).
11. The Academy maintains appropriate records on the use of referrals, using the Academy referral process either online or, if necessary, by paper referral form.
12. The Pastoral Team are informed in full of the outcome of any referral. Referrals for relatively minor matters may be dealt with by any member of staff.

Resources

13. The Academy undertakes an annual review of the resources needed to ensure the effective implementation of the Positive Behaviour policy, including reviews of the following:

Staffing issues:

- ✓ Staffing levels;
- ✓ Staff training and development;
- ✓ Provision for non-contact time;
- ✓ Workload;
- ✓ Health and Safety.

Record keeping:

- ✓ Using Positive Behaviour software (including appropriate staff training) – SIMS and ClassCharts. Within each Year Group detailed records are also kept.

Curriculum review and alternative provision:

- ✓ Alternative education provision for students, including the use of off-site provision (where available);
- ✓ review of curriculum appropriateness;
- ✓ use of curriculum flexibility, including disapplication (where appropriate);
- ✓ On-site facilities wherever possible and appropriate (e.g. access to learning support, mentoring, study support, and curriculum enhancement).

14. The Academy has secured access to appropriate specialist child and family support services through:

- ✓ Behaviour Support Service;
- ✓ Education Welfare Service;
- ✓ Education Psychology Service;
- ✓ Health Service (including mental health services);
- ✓ Social Services;
- ✓ Youth Offending Team;
- ✓ Drug Counselling Agencies;
- ✓ Connexions (Brokerage);
- ✓ Mentors;
- ✓ Local COG (Community Operating Group);
- ✓ Other agencies offering specific, targeted support.

Meeting Needs

Needs assessment/reviews:

1. The Academy has identified an Assistant Vice Principal, to undertake assessments and reviews of the needs of students whose behaviour is disruptive. This is done in conjunction with the Head of Year (HoY) team, Designated Assistant Vice Principal, and relevant outside agencies.
2. The Academy provides appropriate training for all named person(s) responsible for the conduct of assessments and reviews.
3. The Academy ensures that adequate time is given during the normal Academy day for the conduct of student assessments and reviews and for the development and implementation of individual behaviour plans.
4. The Academy ensures that staff receive adequate non-contact time to provide support to individual students.

Curriculum flexibility:

5. The Academy's curriculum is appropriate to the needs of students.
6. The Learning programme provides an opportunity for students to reflect on what is appropriate behaviour and to formulate personal and group strategies to minimise and avoid conflict.

Student involvement:

7. Students are encouraged to take responsibility for their own learning and behaviour. They are aware of what is necessary to succeed in the classroom.
8. Students are also encouraged to take responsibility for developing a positive behaviour culture within the Academy through such measures as citizenship, personal, social, and religious education, and involvement in mediation and assertive resolution.
9. Opportunities are provided for students' positive involvement in the life of the Academy and its community.

Parent/Carer involvement:

10. The Academy ensures that parents/carers are informed promptly of any major concerns regarding their child, and are given the opportunity to be involved in responding to their needs.
11. Opportunities are provided to encourage parental involvement and support for the positive behaviour policy.
12. The Academy liaises with a range of agencies as appropriate, including, health services, police, voluntary sector organisations, religious bodies, and social services.

Reviewing Effectiveness

Record Keeping:

1. The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the positive behaviour policy.
2. The Academy maintains accurate records of behaviour incidents.
3. All staff are advised of the need for timeliness, accuracy, and completeness in the recording of behaviour incidents, and has advised staff of the correct procedures for recording incident reports.
4. Software is used for logging of incidents and monitoring of trends as appropriate.
5. Clerical staff are deployed to undertake routine administration and record keeping.

Monitoring and evaluation

6. The Academy monitors behaviour incidents in order to identify issues and trends and this is reviewed by each Year Team and the Senior Leadership Group.
7. Effective use is made of ICT database facilities to support the implementation of its procedures.
8. Staff receive individual and collective feedback (as appropriate) on behaviour issues, trends and the outcome of referrals.
9. Incidents of disruptive behaviour are monitored in terms of:
 - ✓ The type of incident (including racist, sexist, and homophobic incidents);
 - ✓ Critical days/times in the week;
 - ✓ Critical places within/outside the Academy;
 - ✓ Students involved;
 - ✓ Profile of students involved (ethnicity, gender, age, SEND, PP and Ability Gaps);
 - ✓ Timeliness of response;
 - ✓ Critical times within the lesson;
 - ✓ Times within the day;
 - ✓ Trends over time;
 - ✓ Departments/individuals reporting;
 - ✓ Outcomes.
10. The Academy ensures that its student record keeping systems provide analysis of the impact of its positive behaviour policy on particular groups of students and in respect of year group, special educational needs, disability, ethnic origin, gender, and children in public care.
11. The Academy ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.
12. The policy is evaluated against key improvement objectives which include:
 - i) individual measures:
 - ✓ improvement of individual behaviour;
 - ✓ academic progress of individuals.
 - ii) class/department/whole-Academy measures:
 - ✓ general behaviour patterns;
 - ✓ balance in the use of rewards and sanctions;
 - ✓ staff support and training needs;
 - ✓ curriculum access and academic progress;
 - ✓ equal opportunities;
 - ✓ behaviour trends over time;
 - ✓ effectiveness of the policy in encouraging positive behaviour.
13. Details of issues and trends are provided regularly to staff and each Local Governing Body meeting as a basis for effective decision making.
14. The Academy ensures that behaviour issues are discussed with all parents/carers as part of the whole Academy target setting and review process.

15. The Academy will report to parents/carers details of the implementation of the Positive Behaviour policy.

Sharing good practice

16. The Academy shares information on good practice gleaned from:

- ✓ Reviews of individual practice;
- ✓ Reviews of whole-Academy practice;
- ✓ Reviews of practice in other schools and academies;
- ✓ Reviews of cross-phase practice;
- ✓ Reviews of cross-Year Group practice;
- ✓ Review of outside agency involvement and effectiveness;
- ✓ New staff induction sessions;
- ✓ PGCE & NQT Behaviour sessions.

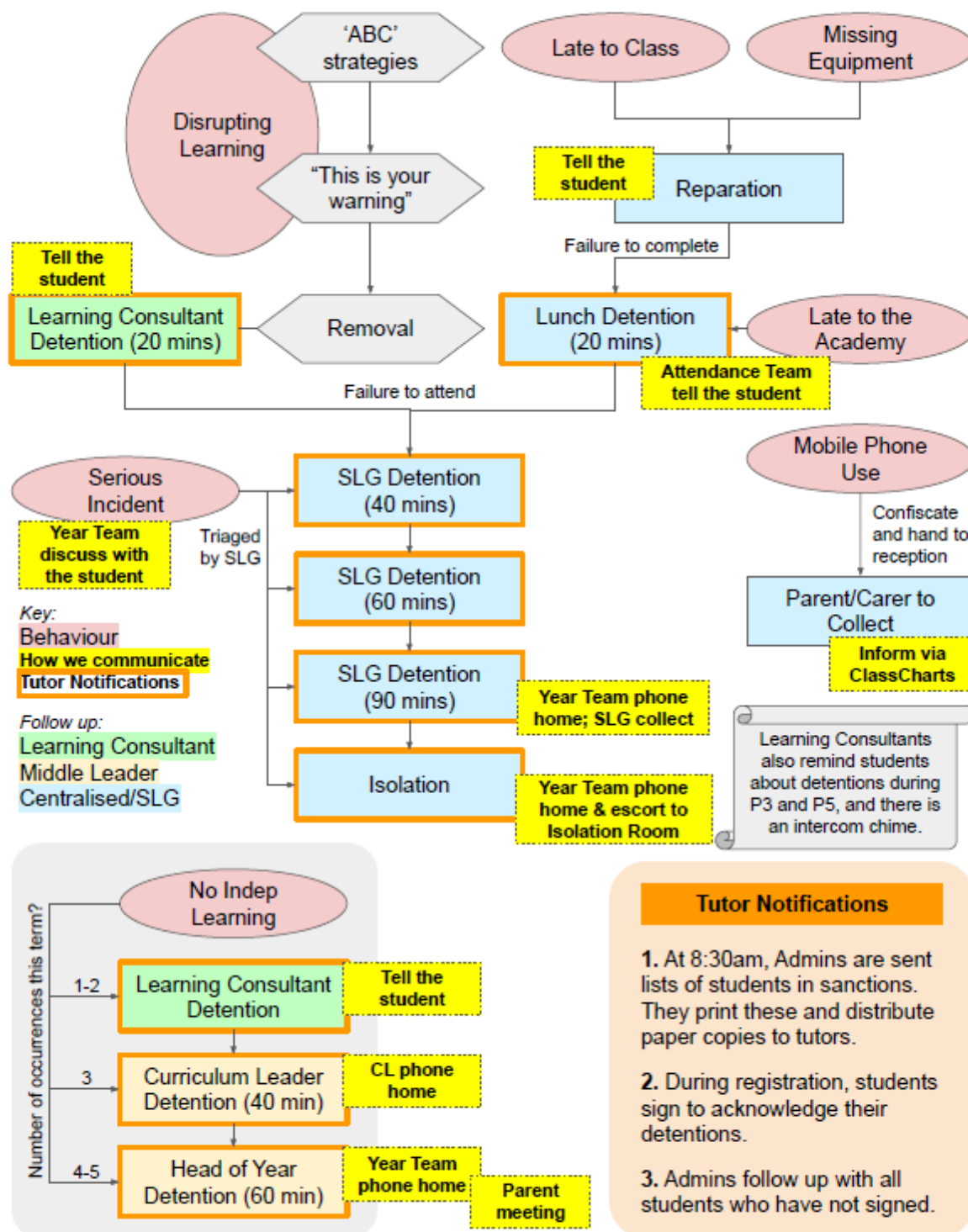
Relevant information is shared with all members of staff and the Local Governing Body to better inform decision making, and to assist in meeting the educational needs of all students at the Academy.

The Local Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.



Behaviour Communication Plan

MISSION: ALL SANCTIONS COMPLETED FIRST TIME



Appendix 2 Isolation

The Inclusion area is manned by a behaviour specialist who will offer support. Isolation is:

- ✓ Generally, for 1, 2 or 3 days;
- ✓ An area where students work in booths in total silence;
- ✓ An area where academic work is completed;
- ✓ An area where corrective behaviour strategies are employed.

It is the responsibility of the HoY to ensure that parents/carers have been made aware.

All Academy sanctions must be addressed with positive actions that may include:

- ✓ One to one with Inclusion support, HoY, Assistant Head of Year (AHoY) or behaviour support.
- ✓ Workshops or meetings with preventative agencies e.g. DECCA, Community police officer, CAMHS, Sandwell Inclusion Support Team, Educational Psychological and other relevant external agencies.
- ✓ Parents/carers may be invited at the discretion of the Academy to discuss further supportive measures.

Appendix 3 Cross Site Isolation

There will be occasions when it is in the child's best interests to broker a cross-site isolation rather than issue a fixed term exclusion.

The following actions must be taken to ensure the cross-site isolation is well organised and communicated to all relevant stakeholders.

1. An email request for the isolation to be sent from the Head of School (HoS) to the hosting HoS. The following staff are to be copied into the email: Chief Executive (CE), the student's Pastoral Leader (PLD/HoY), the relevant Director of Key Stage, Behaviour Lead for each Academy, and the member of staff in charge of the hosting isolation room. The email should include the number of days required, the reason for the isolation and any special requirements or points to be taken into consideration.
2. Capacity of the isolation room to be checked and if available confirmation email to be sent to all staff detailed in (1) above.
3. HoS issuing the isolation to ensure that parents/carers are informed and understand the expectations regarding the transportation, timings for arrival and departure and lunch arrangements.
4. A work pack must be available at host Academy ready for the start of the isolation. The student's PLD/HoY is responsible for co-ordinating the work pack in conjunction with Curriculum Leaders.
5. If there is a change of plan, the HoS must inform the host Academy immediately.
6. The host Academy must immediately inform the student's PLD/HoY if they fail to attend.
7. The Academy issuing the isolation should ensure a staff visit to the student during the period of isolation.
8. Students isolated will follow an altered day structure (usually 09:30 to 14:30).
9. A brief summary sheet must be completed at the end of the isolation and returned to the student's PLD/HoY.

Alternative Provision

The Academy has links with a range of local alternative providers and bespoke support is offered to the Academy to meet the needs of a range of students (see Alternative Provision Policy).

Appendix 4 Fixed Term Exclusion

The decision to exclude a student is never taken lightly. All aspects of the individual student are considered.

In general, the Head of School's reasons for a fixed term exclusion are as follows:

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| Continued disruption to lessons | Sexually inappropriate behaviour to students |
| Continued disruption in Academy | Sexually inappropriate behaviour to staff |
| Defiance of staff | Sexually inappropriate behaviour to others |
| Verbal abuse to students | Possession of drugs |
| Verbal abuse to others | Possession of fireworks |
| Continuous Bullying | Possession of offensive weapon |
| Verbal abuse to staff | Vandalism |
| Racial abuse to students | Theft |
| Racial abuse to staff | Extortion |
| Racial abuse to others | Threatening behaviour |
| Bullying – physical | Possession of alcohol |
| Bullying – verbal | Physical abuse to students |
| Physical abuse to others | Physical abuse to staff |
| Smoking (<i>Including all forms of e-cigarettes</i>) on the site | Repeated smoking (<i>Including all forms of e-cigarettes</i>) in the building and on site |

Unfounded malicious allegations against staff/students;
Other offences that threaten Academy staff or student safety;
Other offences deemed necessary for sanction by the Head of School or member of SLG.

Fixed Term Exclusion Procedure

1. The Head of School or member of SLG decides to issue a fixed term exclusion.
2. The Designated Assistant Vice Principal completes a referral form and gives this to the attendance office.
3. The exclusion letter must be sent on the day the exclusion is issued. One letter is posted, and one given by hand to the student.
4. The Designated Assistant Vice Principal, or another specified person, must telephone the parents/carers on the day the exclusion is issued.
5. For all exclusions, work must be sent within 24 hours of the exclusion being issued. Parents/carers may return work and if completed to a satisfactory standard, may wish to request more work is by the Academy
6. The Year team in consultation with the Designated Assistant Vice Principal, will decide if the student's needs can be met by:
 - ✓ Adding to the SEND register;
 - ✓ Referral to the SAT-SEMH (Special Advisory Teachers for Social, Emotional and Mental Health);
 - ✓ Setting up a Behaviour Modification Programme;
 - ✓ Re-integration through Inclusion on return to the Academy;
 - ✓ Use of external provision during/following exclusion.
7. At the Academy's discretion, serious individual incidents may be treated as one off incidents.

Appendix 5 Head of School Warning

If a student shows persistent poor behaviour and attempts to correct their behaviour have failed following sanctions of isolation and fixed term exclusion, a student will be escalated to a Head of School warning. This shows that a student's behaviour is a considerable risk to either the safety or progress of other students.

Procedure

1. Parents/Carers invited by telephone or letter, giving at least 7 days' notice. Meeting still to take place if they cannot attend.
2. Meeting to take place during the Academy day.
3. HoY and Assistant Vice Principal to provide the student's behaviour profile.
4. During the meeting a written agreement will be produced outlining the actions and the expectations the Academy has of the student's future conduct, signed by all parties.
5. The Head of School is to be kept informed of the student's progress in the weeks following the meeting.

Failure to heed the advice given by the Head of School will lead to a Chief Executive warning.

Appendix 6 Chief Executive Warning

If a student shows persistent poor behaviour following a Head of School warning a student will be escalated to a Chief Executive warning. This shows that a student's behaviour is a considerable risk to either the safety or progress of other students.

Procedure

1. Parents/Carers invited by telephone or letter, giving at least 7 days' notice. Meeting still to take place if they cannot attend.
2. Meeting to take place during the Academy day.
3. HoY and Assistant Vice Principal to provide the student's behaviour profile.
4. During the meeting a written agreement will be produced outlining the actions and the expectations the Academy has of the student's future conduct, signed by all parties.
5. The Chief Executive is to be kept informed of the student's progress in the weeks following the meeting.

Failure to heed the advice given by the Chief Executive will lead to a Final Governor's warning.

Appendix 7 Final Governor's Warning

If a student shows persistent poor behaviour following a Chief Executive warning a student will be escalated to a Final Governor's warning. This shows that a student's behaviour is a considerable risk to either the safety or progress of other students.

Procedure

1. Member of the Local Governing Body contacted to arrange a suitable time.
2. Parents invited by telephone or letter, giving at least 7 days' notice. Meeting still to take place if they cannot attend.
3. Meeting to take place during the Academy day.
4. HoY to provide a written report.
5. During the meeting a written agreement will be produced outlining the actions and the expectations the Academy has of the student's future conduct, signed by all parties.
6. The Local Governing Body will be kept informed of the student's progress in the weeks following the meeting.

Failure to heed to the advice given at a Final Governor's Warning is highly likely to lead to Permanent Exclusion.

In the case of serious incidents or a large number of incidents in a short period of time a Governor's or Chief Executive or Head of School's warning may be issued as an immediate action.

Appendix 8 Permanent Exclusion

This ultimate sanction will be used on the rare occasions when:

- ✓ There is a single incident deemed by the Head of School in consultation with the Chief Executive of the Q3 Academies to be too serious for the student to remain in the Academy;
- ✓ A student's behaviour and actions endanger the health, safety and welfare of the Academy's staff and students;
- ✓ Every other sanction and method of support has failed and the student's positive behaviour and attitude has broken down beyond redemption over a period of not less than six months.

Examples of incidents where permanent exclusion will be used:

- ✓ Possession of, dealing in or intent to deal in drugs/illegal substances (in cases where drugs/illegal substances are not found the recommendation for permanent exclusion will still stand if the findings from the investigation provide strong evidence that there has been a breach of the Academy's Positive Behaviour Policy);
- ✓ Physical abuse to a student or member of staff;
- ✓ Serious actual or threatened violence against another student, member of staff or other adult;
- ✓ Possession of, use of, or intention to use an offensive weapon (this includes items adopted, made or replicated to cause harm) or any object which could cause harm to another student or member of staff. This excludes recognised items carried for religious reasons at the discretion of the Head of School and the Chief Executive;
- ✓ Arson;
- ✓ Sexual Assault.

The final decision to permanently exclude is made by the Chief Executive in consultation with the Head of School, the Assistant Vice Principal, and the relevant Year team.

Appendix 9 Sanctions for students caught smoking

Smoking anywhere on the Academy site (this includes the use of all forms of e-cigarettes) is deemed to be endangering public safety and will lead to an automatic exclusion from the Academy.

1 day for first occasion;
2 days for second occasion;
3 days for third occasion.

Appendix 10 Dealing with the Police

Q3 Academy Great Barr has a close working partnership with the Police. As part of our co-operation with them:

- ✓ We will provide them with information when requested. This is on condition that a badge number and name is provided and the understanding that we will inform parents/carers;
- ✓ They will come in to see students if we request them to do so;
- ✓ They will keep Q3 Academy Great Barr informed, about investigations involving our students;
- ✓ They will support the PSHEE programme;
- ✓ In extremely rare cases the Academy may need to deal with incidents relating to the carrying of weapons or possession of/dealing in drugs;
- ✓ It is good practice to contact the Police for all weapon/drugs related incidents that lead to permanent exclusions.

Appendix 11 The use of reasonable force

(For a detailed explanation of reasonable force please see Restrictive Physical Intervention policy).

The Academy will only use reasonable force as a protective measure in proportion to the perceived risk established. Examples where this may be the case are if staff need to:

- ✓ Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- ✓ Prevent a student behaving in a way that disrupts an Academy event, trip or visit;
- ✓ Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- ✓ Prevent a student from attacking a member of staff or another student, or to stop a fight.

Reasonable force is only used as a last resort after all other de-escalation techniques have been exhausted. However, the Head of School or staff may need to use reasonable force to ensure the health, safety and well-being of students is maintained.

The Academy logs all incidents where reasonable force has been needed.

Screening, Searching and Confiscation

We follow the DfE 'Searching, Screening and Confiscation' guidance. Academy staff can search students with their consent for any item which is banned by the Academy's rules. The Head of School and staff authorised by the Head of School have the power to search students or their possessions, without consent, where they suspect the student has:

1. A weapon(s);
2. Alcohol/cigarettes;
3. Legal or illegal drugs;
4. Stolen items;
5. Fireworks;
6. Pornographic images;
7. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
8. Any electronic device, including mobile phones, that the Academy believe to contain inappropriate material; or are causing a risk to other students or staff.

Searches of students for any items that are banned by Academy rules such as mobile phones or suspected stolen property may be deemed necessary by the Head of School.

Searches of students will take place with a minimum of two members of staff present. The Academy may also invite the police to conduct the search if appropriate. If a student refuses to allow a search for such items, further action will be taken.

The Academy bans all use of mobile phones, drugs, alcohol/cigarettes and weapons.

The Academy logs all incidents where a search has taken place.

Outside the Academy gates

The Academy can intervene and impose punitive sanctions when a student is off-site and has behaved badly. This may include times where the student(s) are:

- ✓ taking part in any Academy-organised or Academy-related activity;
- ✓ travelling to or from the Academy;
- ✓ in some other way identifiable as a student from the Academy.

Misbehaviour at any time could:

- ✓ have repercussions for the orderly running of the Academy;
- ✓ pose a threat to another student or member of the public;
- ✓ adversely affect the reputation of the Academy.