



**A C A D E M Y  
G R E A T B A R R**

# Positive Behaviour Policy

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Approved by:	LGB Great Barr
Ratified by QAT Board:	January 2022
Next review date:	This policy is currently under review as part of the Trust merger process with The Mercian Trust. The policy details contained within the document have previously been ratified by the board and remain in place whilst the merger review is being undertaken.

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## **The Principles**

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**

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.

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.

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.

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.

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.

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**

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 completing the Academy admissions process, 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**

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.

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.

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.

Q3 Academies Trust believes 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. We 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**

Q3 Academies Trust 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**

In order for the positive behaviour policy to be effective, a clear relationship with other Academy policies has been established, particularly the Child Protection, Anti-Bullying, and Business Dress Policies.

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 Senior Leader, and the Academy's network of outside agency support.

### **Review**

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.

Q3 Academies Trust 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.

The outcome of the review will be communicated to all those involved, as appropriate.

### **Published policy statement**

The Academy's Positive behaviour policy has been adopted by the Q3 Academies Trust and will be reviewed annually.

The Academy has ensured that parents/carers are fully informed of the positive behaviour policy by communicating it through the Academy website.

The Academy has communicated the positive behaviour policy to all new and existing students through the Academy website.

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 available.

The Academy will ensure that all staff are consulted regularly about the policy and its implementation.

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 Early Career Teachers.

### **Acceptable and unacceptable behaviour**

The Academy defines acceptable behaviour as that which promotes students to be ready to learn, respectful, and responsible at all times. This is in terms of their relationships with other students, with all staff and visitors to the Academy premises. Ready, respectful, and responsible behaviours include how students conduct themselves around the Academy and how they approach their learning.

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 Child Protection Policy.

The Academy communicates regularly the standards of acceptable and unacceptable student behaviour to students and parents/carers through the Academy rules, assemblies, and Tutor Time.

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**

The Academy will promote good and improved behaviour by students through a system of recognition and reward through 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;
- ✓ Celebrate the achievement of Q-Points at designated times in the year;
- ✓ Ensure all staff use Q-Points to reward success.

#### **Procedures:**

- ✓ All students are eligible for Q-Points, and these are awarded by staff through ClassCharts;
- ✓ Heads of Year will monitor the Q-Points of students and use assemblies to regularly recognise student behaviour and academic work that goes above and beyond.

#### **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.

## **Creating a positive classroom environment**

Creating a positive classroom culture enables great learning to take place. Outstanding questioning, explaining and modelling is dependent on students exhibiting behaviour that is ready, respectful, and responsible. Explicit expectations and clear boundaries are in place; consequences for disruptive behaviour in the classroom, along with other sanctions, 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**

Where it is appropriate to do so, the Academy will involve external agencies for the purposes of student education and guidance.

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.

Appropriate training will be provided for all staff in order to promote positive and consistent behaviour standards within the Academy.

Parents/carers will be notified of any reported serious incidents of poor behaviour which have involved their child through ClassCharts, or by email or telephone call.

## **Investigating cases**

The Academy will investigate, as appropriate, reported incidents of inappropriate student behaviour.

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 Incident Report Forms.

The Academy will provide adequate non-contact time for staff to conduct 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 10.
- 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 the student leaves the Academy. Where an investigation finds that there is no case to be heard, the report will be held by the Academy but will not be kept within the student's file. In instances of parents/carers requesting to view statements 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 all complaints are addressed to the Head of School in the instance of reasonable certainty.

### **Developing Capacity**

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.

The Academy reviews regularly the health, safety and welfare of its entire staff and provides for professional and personal support (including counselling and training).

The Academy provides relevant information and training on behaviour matters to all groups of staff, including:

- ✓ Examination Invigilators;
- ✓ Lunchtime supervisors;
- ✓ Support staff (e.g. learning support assistants, classroom assistants and mentors);
- ✓ Other Academy staff (e.g. canteen staff, buildings/grounds maintenance/site staff);
- ✓ Early Career teachers during their formal induction period;
- ✓ Students undertaking programmes of initial teacher training;
- ✓ Learning Consultants;
- ✓ Senior Leadership Group/Executive Group.

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.

The Academy undertakes annual reviews of the continuous professional development needs of all staff.

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;
- ✓ 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**

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

## **Referral**

The Academy will undertake a review of students' individual needs prior to identifying suitable educational provision, including appropriate strategies and alternative provision.

Regular monitoring and review of its internal and external arrangements for student referral and support are undertaken.

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).

The Academy maintains appropriate records on the use of referrals, using the Academy referral process either on line or, if necessary, a paper referral form.

The Pastoral Team are informed in full of the outcome of any referral. Referrals for relatively minor matters may be dealt with by a teacher or Personal Tutor.

## **Resources**

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 (Schools Information and Management System) and ClassCharts.

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).

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);
- ✓ Social Services;
- ✓ Youth Offending Team;
- ✓ Drug Counselling Agencies;
- ✓ Connexions (Brokerage);
- ✓ Mentors;
- ✓ Local COG (Community Operating Group);
- ✓ Other agencies offering specific, targeted support.

## **Meeting Needs**

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 Pastoral team, Designated Assistant Vice Principal, and relevant outside agencies.

The Academy provides appropriate training for all named person(s) responsible for the conduct of assessments and reviews.

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.

The Academy ensures that Learning Consultants receive adequate non-contact time to provide support to individual students.

## **Curriculum flexibility**

The Academy's curriculum is appropriate to the needs of students.

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**

Students are encouraged to take responsibility for their own learning and behaviour. They are aware of what is necessary to succeed in the classroom.

Students are also encouraged to take responsibility for developing a positive behaviour culture within the Academy through such measures as PSHE, RSHE, Religious Studies, and involvement in mediation and assertive resolution.

Opportunities are provided for students' positive involvement in the life of the Academy and its community.

## **Parental/Carer involvement**

The Academy ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

Opportunities are provided to encourage parental involvement and support for the positive behaviour policy.

The Academy liaises with a range of agencies as appropriate, including, health services, police, voluntary sector organisations, religious bodies, and social services.

## **Reviewing Effectiveness**

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the positive behaviour policy. The Academy maintains accurate records of behaviour incidents.

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 IRFs (Incident Report Forms).

ClassCharts is used for logging of incidents and monitoring of trends as appropriate, and clerical staff are deployed to undertake routine administration and record keeping.

### **Monitoring and evaluation**

The Academy monitors behaviour incidents in order to identify issues and trends and this is reviewed regularly by the pastoral team and the Senior Leadership Group.

Effective use is made of ICT facilities to support the implementation of its procedures.

Staff receive individual and collective feedback (as appropriate) on behaviour issues, trends and the outcome of referrals.

Incidents of disruptive behaviour are monitored in terms of:

- ✓ The type of incident (including racist, sexist, and homophobic incidents);
- ✓ Critical places, for example within lesson, out of lesson or 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.

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.

The Academy ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.

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.

Details of issues and trends are provided regularly to staff and each Local Governing Body meeting as a basis for effective decision making.

The Academy ensures that behaviour issues are discussed with all parents/carers as part of the whole Academy target setting and review process.

## **Sharing good practice**

The Academy shares information on good practice gleaned from:

- ✓ Reviews of individual practice;
- ✓ Reviews of whole-Academy practice;
- ✓ Reviews of practice in other Academies;
- ✓ Reviews of cross-phase practice;
- ✓ Reviews of cross-year group practice;
- ✓ Review of outside agency involvement and effectiveness;
- ✓ New staff induction sessions;
- ✓ PGCE & ECT 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.

## **Appendix 1 Sanctions**

Students failing to meet our behaviour expectations around being ready, respectful, and responsible will be sanctioned.

### **Detentions**

Detentions can be set for behaviour that fails to meet our expectations of students to be ready, respectful and responsible.

Personal Tutors, Learning Consultants, Curriculum Leaders, Heads of Year, Assistant Heads of Year, and members of the Senior Leadership Group will typically set detentions if required.

Examples of behaviour resulting in a detention):

- ✓ Failing to have the correct equipment;
- ✓ Disruptive behaviour in class leading to a removal;
- ✓ Being late to the Academy;
- ✓ Being late to lesson;
- ✓ Disruptive behaviour in the Academy;
- ✓ Disrespectful or irresponsible behaviour.

Typically detentions of up to 20 minutes will be completed on the same day as they are issued. Detentions longer than 20 minutes will usually not be scheduled for the same day.

Heads of Year will issue detentions for up to an hour for more serious behaviour that is disruptive, both in lesson, or at any time during the Academy day.

A Senior Leadership Group (SLG) detention is a serious sanction and lasts for up to 90 minutes.

Parents/carers will be informed of all detentions through ClassCharts.

### **Internal Exclusion**

Internal exclusion (isolation) is a serious sanction and more details can be found in Appendix 2.

### **Cross-site Isolation**

Cross-site isolation is not possible due to COVID-19 restrictions. Appendix 3 details the procedures involved should restrictions be lifted and cross-site isolation be possible in the future.

### **External Exclusion**

Both suspension (Fixed Term Exclusion) and expulsion (permanent exclusion) will operate as normal. More details in Appendix 4 and 8 respectively.

## **Appendix 2 Isolation**

Referral for isolation is agreed by a member of the Senior Leadership Group.

Isolation is manned by a behaviour specialist and SLG who will offer support. Isolation is:

- ✓ generally for one to three days;
- ✓ an area where students work independently in booths in total silence;
- ✓ an area where academic work is completed;
- ✓ an area where corrective behaviour strategies are employed.

Parents/carers will be informed of isolation through ClassCharts and will typically be followed up with a telephone conversation from the pastoral team.

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

- ✓ One to one with Inclusion support, Head of Year, Assistant Head of Year, 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 in by the Head of Year, Assistant Head of Year Curriculum Leader, or member of the Senior Leadership Group 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 suspension (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 (CEO), the student's Pastoral Leader (HoY/PLD), Behaviour Lead for each Academy, Director of Key Stage at 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 re 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 subject 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 typically follow a 9.30 to 14.30 day.
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 Suspension (Fixed Term Exclusion)

### SUSPENSION

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 suspension are as follows:

Persistent disruptive behaviour	Sexually inappropriate behaviour
Repeated defiance of staff	Threatening behaviour
Verbal abuse	Possession of drugs
Bullying	Possession of fireworks
Vandalism	Possession of offensive weapon
Racial abuse	Possession of alcohol
Theft	Extortion
Physical abuse against a student	Physical abuse against an adult

Abuse against sexual orientation, gender identity or disability

Smoking (*Including all forms of e-cigarettes*)

Possession of an e-cigarette or smoking product

Unfounded malicious allegations against staff/students;

Other offences that threaten Academy staff or student safety;

Inappropriate behaviour related to COVID-19;

Other offences deemed necessary for sanction.

#### Suspension (Fixed Term Exclusion) Procedure

1. The Head of School or in the absence of the Head of School, the Acting Head of School 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 should be sent on the day the exclusion is issued. One letter is posted, and one given by hand to the student.
4. A specified person, should call 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 from 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**

### **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. Head of Year and Designated 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**

### **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. Head of Year and Designated 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 Governor's Warning**

### **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/carers 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. Head of Year 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 Expulsion

### EXPULSION

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 Trust 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 usually not less than six months.

Examples of incidents where expulsion 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 expel is made by the Chief Executive in consultation with the Head of School and other relevant staff.

## **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 suspension 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 may need to 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 Inspire 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**

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. Pornography;
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 may be deemed necessary by the Head of School.

Searches of students should take place with a minimum of two members of staff present, at least one being of the same gender as the student being searched where possible and at the request of the person being search. 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:

- ✓ 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.

## **Appendix 12 Behaviour related to COVID-19**

The Academy still expects all students to be responsible in following routines and expectations in place to minimise the spread of COVID-19.

Depending on government guidelines, students may be once again required to adhere to strict rules regarding movement around the building, maintaining bubbles and hygiene.

Any student found to be deliberately or persistently failing to follow our expectations will be sanctioned heavily. If, once the incident has been investigated, there is reasonable certainty that the behaviour was deliberate, malicious or persistent in nature this will lead to a suspension.

Examples of unsafe behaviour:

- ✓ Persistent failure to follow hygiene rules and expectations
- ✓ Deliberate coughing, sneezing or spitting towards another person or group of people;
- ✓ Behaving in any manner that causes unrest or increased anxiety due to the COVID-19 pandemic.