



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

Positive Behaviour Policy

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The Principles

We believe that, in order to prepare young people to lead lives which contribute to society and are both fulfilled and successful, it is essential that they learn to live by a strong moral code. We will develop this good positive behaviour by:

- ✓ Encouraging students to be ready to learn, respectful and responsible;
- ✓ 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

We have established, in consultation with the Trust, Headteacher, staff, and governors, the policy for the promotion of positive behaviour and will keep it under review. We 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 Headteacher 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 Headteacher.

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 Headteacher, for creating a high-quality learning environment, teaching positive behaviour, and implementing the agreed policies and procedures consistently.

The Headteacher 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 Headteacher 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/carers confirm that they have accessed and agree to abide by all relevant Academy Policies, including the Positive Behaviour Policy.

A range of strategies will be used by staff 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 are 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.

We 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, we 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, we will seek to use additional behaviour strategies and provide a safe space as well as apply sanctions that are appropriate to manage the child's behaviour.

Staff induction, development and support

We will ensure that appropriate high-quality training on all aspects of positive behaviour is regularly provided to support the implementation of the policy. Behaviour training also forms part of staff induction.

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 external agency support.

Review

The Headteacher, 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 Headteacher will keep the Local Governing Body informed.

We will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The outcome of the review will be communicated to all those involved, as appropriate.

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. Ready, respectful and responsible behaviour includes 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 damage to Academy property, name calling, verbal abuse, threatening language, intimidation, physical abuse, bullying and harassment, including racist, sexist, and homophobic abuse. Child-on-child abuse including sexual violence and sexual harassment can be referred to in more detail in the Child Protection Policy.

The Academy regularly communicates the standards of acceptable and unacceptable student behaviour

to students through the Academy rules, assemblies, and Tutor Time.

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

The Academy communicates the standards of acceptable and unacceptable student behaviour to staff through the staff handbook and the staff training programme.

Academy systems and social norms

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 behaviour 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 through certificates and rewards 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 Leads have undertaken training in order to offer advice and support to other members of staff.

All staff are required to complete the Home Office Prevent Awareness training and will receive additional training from the Designated Safeguarding Lead and Sandwell Prevent Officer.

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, 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 witness incident forms.

- 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 12.
- 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. 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 Headteacher in the instance of reasonable certainty.

Referrals

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.

The Academy maintains appropriate records on the use of referrals, using the Academy referral process either online 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 regularly reviews the resources needed to ensure the effective implementation of the Positive Behaviour policy, including staffing reviews, curriculum appropriateness, availability and suitability of external sources and alternative provision.

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 external 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 Detentions

We will apply sanctions for students that fail to meet our behaviour expectations around being ready, respectful, and responsible

Detentions can be set for behaviour that fails to meet our expectations.

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

Where a student behaves in such a manner that disrupts learning, students can be removed from this classroom and sent to a designated 'parking' room.

The student will then be expected to complete a 30-minute detention that day. Students are expected to complete a task during detention and can expect to have a restorative conversation with the relevant member of staff.

Examples of behaviour resulting in a removal from class:

- ✓ Distracting behaviour;
- ✓ Interruptions;
- ✓ Inappropriate comments;
- ✓ Failure to follow instructions;
- ✓ Any behaviour that disrupts learning.

Should a student receive more than one 30-minute detention, then detentions can be combined to form a 60-minute detention at the Academy's discretion.

We will issue detentions for up to 60-minutes for more serious behaviour that is disruptive, both in lesson, or at any time during the Academy day.

Other breaches of the positive behaviour policy will be challenged and recorded by staff on ClassCharts. Behaviour points are issued for these incidents. Once a student accrues 20 behaviour points, students will be issued with a 30-minute detention.

Examples of behaviour that accrue behaviour points:

- ✓ Student turning up late to lesson (-4)
- ✓ Eating or chewing in lesson / corridor (-4)
- ✓ Incorrect Business Dress (-4)
- ✓ Missing equipment (-2)

Students Late to the Academy

If a student is late to the Academy, we will record the student as late to the Academy. Should a student accrue too many lates, we will issue detentions and put in the interventions as follows:

- ✓ 5 lates = 30 minute detention;
- ✓ 10 lates = 30 minute detention and letter home;
- ✓ 15 lates = 30 minute detention, letter home and parent meeting;
- ✓ 20 lates = 60-minute detention, letter home and parent meeting 2;
- ✓ 25 lates = 60-minute detention, letter home and parent meeting 3 (involving Headteacher);

- ✓ 30 lates = 60-minute detention, letter home and parent meeting 4 (involving Governor).

Insufficient Effort

If a student is not putting in suitable effort to complete pieces of work, teachers can set insufficient effort detentions for up to 30-minutes; these will typically be set for the same day.

Communication

Parents/carers will be informed of all detentions through ClassCharts. It is not possible for parents/carers to opt their child out of a detention, or demand that it is rescheduled. Parents/carers are always responsible for their child's safe travel home at the end of a detention, even though it might be inconvenient for them.

Students are expected to take responsibility for knowing if they have a detention by using ClassCharts. A member of staff can support a student in finding out if they have a detention.

Appendix 2 Internal exclusion (Isolation)

For serious breaches in our positive behaviour policy, students can be placed into isolation. Examples of behaviour whereby a student is placed into isolation include (but not exhausted to):

- ✓ Verbal abuse to staff or students;
- ✓ Intimidating or threatening behaviour or language;
- ✓ Fighting, physical assault or physical abuse;
- ✓ Racist or homophobic language or abuse;
- ✓ Other discriminatory behaviour;
- ✓ Possession of vapes or other smoking products;
- ✓ Vandalism;
- ✓ Unsafe behaviour;
- ✓ Persistent defiance or rudeness to staff;
- ✓ Bullying;

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

Isolation is supervised by a behaviour specialist and, at times, members of the Senior Leadership Team 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.

Students working in isolation will finish their day at 4pm.

Students working in isolation do so away from their peers; this will include break and lunch times. Students working in isolation will have access to a restricted menu for lunch and will have their lunch supervised in the isolation room.

Students are allowed appropriate comfort breaks.

Students are allowed a supervised break outside of the room for a leg-stretch and fresh air where appropriate. This will take place away from their peers.

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 our Inclusion Team support, Head of Year, Assistant Head of Year, or Behaviour Mentor;
- ✓ Workshops or meetings with preventative agencies e.g. DECCA, Community police officer, CAMHS, Sandwell Inclusion Support Team, Educational Psychologist and other relevant external agencies;
- ✓ Parents/carers may be invited in by the Head of Year, Assistant Head of Year Curriculum Leader or a member of the Senior Leadership Team at the discretion of the Academy to discuss further

supportive measures.

It may be appropriate for the safety and well-being of students for a student to be placed into isolation whilst an incident is investigated.

It may also be appropriate for students to be taken out of circulation (and placed to work in isolation) if their Business Dress does not comply with Academy standards. This includes inappropriate hair styles, hair colours, acrylic nails and/or nail extensions. The Business Dress policy has further detail.

It is also possible that students are placed into isolation proceeding or following a fixed term suspension from the Academy.

Placing students into isolation is at the discretion of members of the Senior Leadership Team, and the Headteacher's decision is final.

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.

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

- ✓ When requesting a cross-site isolation placement, special requirements are highlighted to be taken into consideration;
- ✓ Parents/carers are informed and understand the expectations regarding the transportation, timings for arrival and departure and lunch arrangements are discussed;
- ✓ A work pack must be available at the host Academy ready for the start of the isolation;
- ✓ The attendance of the student will be checked daily;
- ✓ Students isolated will typically follow a 09:30 to 14:30 day.

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

We follow the DfE Suspension and Permanent Exclusion guidance, September 2023.

The decision to suspend a student is never taken lightly. All aspects of the individual student are considered. In general, the Headteacher's reasons for a suspension are as follows:

- ✓ Physical assault against a student/an adult;
- ✓ Verbal abuse/threatening behaviour against a student/an adult;
- ✓ Use or threat of use of an offensive weapon or prohibited item;
- ✓ Bullying;
- ✓ Racist abuse;
- ✓ Abuse against sexual orientation and gender identity;
- ✓ Abuse relating to disability;
- ✓ Sexual misconduct;
- ✓ Drug and alcohol related;
- ✓ Damage to property;
- ✓ Theft;
- ✓ Persistent or general disruptive behaviour;
- ✓ Inappropriate use of social media or online technology;
- ✓ Wilful and repeated transgression of protective measures in place to protect public health;
- ✓ Unfounded malicious allegations against staff/students;
- ✓ Other offences deemed necessary for sanction.

Suspension Procedure

1. The Headteacher, or in the absence of the Headteacher, the Acting Headteacher, decides to issue a fixed term suspension.
2. The Designated Assistant Headteacher notifies the attendance office and other relevant staff.
3. The suspension letter should be sent on the day the suspension 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 suspension is issued. If the student has a social worker, or is looked-after, the social worker and Virtual School headteacher, will also be notified.
5. For all suspensions, work must be sent within 24 hours of the suspension being issued. Parents/carers may return work and if completed to a satisfactory standard, may wish to request more work from the Academy.
6. On reintegration back into the Academy the Year Team in consultation with the Designated Assistant Headteacher, will decide if the student's needs can be met by:
 - ✓ Adding the student to the SEND register;
 - ✓ Setting up a package of support to prevent reoffending;

- ✓ Re-integration through Inclusion on return to the Academy;
 - ✓ Use of external provision during/following suspension.
7. At the Academy's discretion, a serious individual incident may be sufficient grounds for a permanent exclusion – see Appendix 8.

Appendix 5 Headteacher Warning

If a student shows persistent poor behaviour and attempts to correct their behaviour have failed following sanctions of isolation and fixed term suspension, a student will be escalated to a Headteacher 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 will be invited by telephone or letter, typically giving at least 7 days' notice. Meeting still to take place if they cannot attend. Headteacher warnings can be given as part of re-integration meetings where appropriate.
2. The meeting will typically take place during the Academy day.
3. Head of Year and Designated Assistant Headteacher to provide the student's behaviour profile.
4. During the meeting a written agreement will be produced outlining the actions and the expectations the
5. Academy has of the student's future conduct, signed by all parties.
6. The Headteacher is to be kept informed of the student's progress in the weeks following the meeting.

Failure to heed the advice given by the Headteacher will lead to a First Governor warning.

Appendix 6 First Governors' Warning

If a student shows persistent poor behaviour following a Headteacher warning a student will be escalated to a First Governors' 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 will be invited by telephone or letter, typically giving at least 7 days' notice. Meeting still to take place if they cannot attend. If appropriate, the warning can be given as part of student re-integration meeting.
2. The meeting will typically take place during the Academy day.
3. Head of Year and Designated Assistant Headteacher 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 governor is to be kept informed of the student's progress in the weeks following the meeting.

Failure to heed the advice given by the governor will lead to a Final Governors' warning.

Appendix 7 Final Governors' Warning

If a student shows persistent poor behaviour following a First Governor warning a student will be escalated to a Final Governors' 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 will be invited by telephone or letter, typically giving at least 7 days' notice. Meeting still to take place if they cannot attend.
3. The meeting will typically 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
6. Academy has of the student's future conduct, signed by all parties.
7. 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 Governors' 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 Final Governors' Warning, may be issued as an immediate action.

Appendix 8 Permanent Exclusion

We follow the DfE Suspension and Permanent Exclusion guidance, September 2023.

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

- ✓ There is a single incident deemed by the Headteacher 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 permanent exclusion will be used:

- ✓ Possession of, dealing in or intent to deal in drugs/illegal substances, including Tetrahydrocannabinol (THC) vapes. 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 Headteacher.
- ✓ Arson.
- ✓ Sexual Assault.

Appendix 9 Sanctions for students caught smoking or in possession of smoking products, including e- cigarettes (vapes)

Possession of cigarettes, e-cigarettes or other smoking products will result in students being placed into isolation at the earliest convenience. Such products are illegal for purchase by anyone under 18, can be extremely addictive, and there are health risks associated with them.

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 sanction and repeat incidents could lead to suspension

- ✓ 1 day isolation for first occasion;
- ✓ 2 day isolation for second occasion;
- ✓ 2 day isolation plus suspension for third occasion.

Appendix 10 Sanctions for students caught tampering with fire equipment including setting off the fire alarm

Students who maliciously set off or tamper with fire equipment will receive an automatic fixed term suspension from the Academy.

Repeat offenders' risk permanent exclusion from the Academy.

Appendix 11 Behaviour outside the Academy

The Academy can intervene and impose 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;
- ✓ wearing Academy Business Dress;
- ✓ in some other way identifiable as a student from the Academy.

A student's behaviour outside the Academy can be considered grounds for a suspension or permanent exclusion.

The Academy will deal with incidents on a case by case basis.

Sanctionable misbehaviour at any time could include those that:

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

Appendix 12 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 and this can be at our request;
- ✓ They will keep Q3 Academy Great Barr informed about investigations involving our students;
- ✓ They will support the Wellbeing 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 a well-established protocol, agreed by the Sandwell Police/Schools Panel, to contact the Police for all weapon/drugs related incidents that may lead to permanent exclusions. Children's services may also be contacted.

Appendix 13 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 if 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 Headteacher 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.

Appendix 14 Screening, Searching, and Confiscation

We follow the DfE 'Searching, Screening and Confiscation' advice July 2022.

The Headteacher, and staff authorised by the Headteacher, have the power to search students, or their possessions, where they have reasonable grounds to suspect the student has prohibited items or any other item that is banned by the Academy rules.

Prohibited items are:

- ✓ Knives and weapons;
- ✓ Alcohol;
- ✓ Illegal drugs;
- ✓ Stolen items;
- ✓ Tobacco/cigarettes including e-cigarettes/vapes;
- ✓ Fireworks;
- ✓ Pornography;
- ✓ Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- ✓ 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, aerosols, chewing gum, energy drinks, may be deemed necessary by the Headteacher.

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. 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 logs all incidents where a search has taken place. The Headteacher and Designated Safeguarding Lead will be informed if students are found in possession of a prohibited item. Parent/carers will be informed when a search has taken place.

Academy staff can seize any prohibited item found as a result of a search. They can also seize an item, they consider harmful or detrimental to Academy discipline.

Possession of banned items will result in immediate sanction and in some cases permanent exclusion.

Appendix 15 Mobile phones

Many students choose to bring a mobile phone to the Academy. Mobile phones are a distraction from learning and too often can facilitate bullying.

For this reason, students in Years 7-11 are not permitted to have their mobile phone with them during the Academy day. Should they need to contact a parent/carer in an emergency, they can visit Student Services.

Students are expected to hand their mobile phones into the Academy for safe keeping during morning Tutor Time. Mobile phones are handed in at students' own risk, and our advice is to leave valuables at home. They are then returned to the students during afternoon registration at the end of the day.

Should the mobile phone of a student be seen, heard, or found during the Academy day (i.e. it has not been handed in during morning Tutor Time by the student) then the Academy will confiscate the device for collection by a parent/carer. In addition, the student will receive a 60-minute detention. Parents/carers will be notified through ClassCharts.

Sixth Form students are not expected to hand mobile phones in. If they are seen or heard for whatever reason, they will be confiscated to be collected by a parent/carer.

Sixth Form students are responsible for the safety and security of their mobile phones. They must not be used at any time on the Academy site.