



ACADEMY
GREAT BARR

Positive Behaviour Policy

Policy Owner:	Mr J Webster
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The Mercian Trust Behaviour Principles Statement

We are a family of provisions committed to helping each other increase opportunities and improve outcomes for students throughout Walsall and the West Midlands community. We all have an ambitious commitment to ensuring high behavioural standards for all students, and this statement sets out to present the broad values and principles that underpin the behaviours that are expected and promoted in all our settings. Because of this ambitious commitment, we prioritise our efforts to address social mobility and social justice for disadvantaged and vulnerable children. This statement reflects the belief that effective learning and personal development relies on good standards of behaviour and that some students, including those who are most vulnerable, may display behaviours that require specific and sometimes innovative approaches to support and challenge their behaviour.

Actual, practical application of these principles is the responsibility of the Headteachers in each setting, who will ensure that the behaviour policy, behaviour system and any decisions taken regarding behaviour reflect these principles.

Principles

The concern of the Trust and each individual setting is the safety, behaviour, attendance, wellbeing, and education of all students; actions taken in response to student behaviour are with the intention of supporting the student's regular attendance, wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

Each setting prioritises equality of opportunity, belonging and inclusion and will ensure that all members of the community are able to enjoy the activities of the setting free from discrimination. The provision will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding, and kindness throughout the community in everyday practice.

Each setting aims to foster a collective ethos amongst all members of the community and ensure that all students, staff, and visitors always feel safe in the environment through a high-quality provision of care, support and guidance.

All students have a right to achieve their fullest academic and personal potential and feel they are valued members of the community, and should be free from bullying, discrimination and distracting peer behaviour.

Each setting ensures that the Behaviour Policy is consistently applied by all staff. Good behaviour is acknowledged and rewarded and where sanctions are exercised, they are in line with the Positive Behaviour Policy and are applied after due consideration of the principles outlined in this document. Through the Trust's commitment to improvement and innovative practice, all staff are committed to being curious about the reasons for negative behaviour and can draw on a range of effective action to support behaviour change. Each setting offers comprehensive and structured support to students displaying challenging behaviour and will consider students' wellbeing and any SEND.

Any kind of violence, threatening behaviour or abuse between peers, or by members of the community towards staff, will not be tolerated. If a parent/carer does not conduct themselves properly, the setting reserves the right to ban them from the premises and, if the parent/carer continues to cause disturbance, they may be liable to prosecution. Put simply, staff and students will live life to the full in the pursuit of what is good, right, and true. In doing so, they will behave well and realise their potential and make a positive contribution to their families and the local, national, and international community.

Q3 Academy Great Barr Principles

We believe that, 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.

These attributes are taught through our CARE values and underpin our expectations of the students.

- ✓ Community: this means that students take pride in themselves, their environment, and their learning.
- ✓ Ambition: this means being ready to learn with all equipment and with high expectations for themselves and others.
- ✓ Respect: this means being courteous and visibly kind to others and showing respect for our environment.
- ✓ Excellence: this means that all students strive for the best possible outcomes and display the positive behaviours we expect to see.

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 us 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 in respect of protected characteristics. They will also ensure the concerns of students who 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 of school. They will be encouraged to work in partnership with us in 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 in light of our policies, procedures, 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 our admissions process, parents/carers confirm that they have accessed and agreed to abide by all relevant Q3 Academy Great Barr 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 consider 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.

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.

Whilst Q3 Academy Great Barr reserves the right to suspend or permanently exclude students at our discretion, we will consider each case individually and make reasonable adjustments to ensure that the best decision for the child/ren involved is reached.

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 Q3 Academy Great Barr policies

For the Positive Behaviour Policy to be effective, a clear relationship with other Q3 Academy Great Barr policies has been established, particularly the Safeguarding and Child Protection, Anti-Bullying, and Uniform policies.

We work 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 Leaders for Behaviour and Inclusion.

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

Q3 Academy Great Barr 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 relationship with other students, with all staff, and visitors. Community-focused, Ambitious, Respectful, and Excellent behaviour includes how students conduct themselves around the site, and how they approach their learning.

We have identified examples of unacceptable behaviour as that which disrupts learning or threatens the health, safety, or wellbeing of other members of the community. Examples include damage to property, name calling, verbal abuse, threatening language, intimidation, physical abuse, bullying and harassment, (including racist, sexist, homophobic, and transphobic abuse). Peer on peer abuse including sexual violence and harassment is referred to in more detail in the Safeguarding and Child Protection Policy.

We regularly communicate the standards of acceptable and unacceptable student behaviour to students through our rules, assemblies, and Tutor Time.

We have ensured that parents/carers are fully informed of the Positive Behaviour Policy by publishing it on the policies page of our website.

We communicate the standards of acceptable and unacceptable student behaviour to staff through the staff handbook and the staff training programme.

Q3 Academy Great Barr systems and social norms

We 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 Q3 Academy Great Barr;
- ✓ 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 Q3 Academy Great Barr.

To achieve these aims Q3 Academy Great Barr 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 Q3 Academy Great Barr:

We will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination. We 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 to offer advice and support to other members of staff. All staff complete the Home Office Prevent Awareness training.

Early intervention

Where it is appropriate to do so, we 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 to promote positive and consistent behaviour standards.

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

Investigating cases

We will investigate, as appropriate, reported incidents of inappropriate student behaviour, and 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 report 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. We will complete investigations within a reasonable timescale and not normally exceeding five days.
- c. We will ensure that appropriate feedback from any investigation undertaken is provided to relevant people 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 our setting. In instances of parents/carers requesting to view incident reports, 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 school will lead to serious sanctions. It is crucial that all complaints are addressed to the Headteacher in the instance of reasonable certainty.

Referrals

We 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.

We maintain appropriate records on the use of referrals, using the Q3 Academy Great Barr referral process either online or, if necessary, a paper referral form.

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

Resources

We regularly review 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

We share information on good practice gleaned from:

- ✓ Reviews of individual practice;
- ✓ Reviews of whole-school practice;
- ✓ Reviews of practice in other settings;
- ✓ Reviews of cross-phase practice;
- ✓ Reviews of cross-Year Group practice;
- ✓ Review of external agency involvement and effectiveness;
- ✓ New staff induction sessions;
- ✓ ITT & 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 Q3 Academy Great Barr.

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

Appendix 1 Detentions

We will apply sanctions for students that fail to meet our behaviour expectations around our CARE values of Community, Ambition, Respect, and Excellence.

Detentions can be set by any member of staff for behaviour that fails to meet our expectations.

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. Students may be 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 our 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 day.

Other breaches of the Positive Behaviour policy will be challenged and recorded by staff on ClassCharts. Behaviour points are issued for these incidents.

Examples of behaviour that accrue behaviour points:

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

Students Late to Lesson

If a student arrives late to lesson three times in a rolling period of any 7-days (which includes weekends) they will be issued with a 30 minute same-day detention.

Further sanctions may be applied at our discretion for additional incidents of lateness or for repeated patterns of lateness to lessons. These additional sanctions will be communicated to parents/carers where applicable.

Student Late to the Academy

If a student is late, we will record the student as late. They will then be issued with a same day break-time detention. Failure to attend the break-time detention will result in it being upscaled to a 30-minute after school detention.

Further sanctions may be applied at our discretion for additional incidents of lateness or for repeated patterns of lateness. These additional sanctions will be communicated to parents/carers where applicable.

Incomplete/Missing homework

There is an expectation that homework set will be completed by the deadline. Failure to do so three or more times in a 7-day rolling period (this will include weekends) will result in a 30-minute detention being issued.

Further sanctions may be applied at our discretion for additional incidents of failing to complete homework or submitting homework after the given deadline. These additional sanctions will be communicated to parents/carers where applicable.

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 ask 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.

Detention Scheduling

Detentions will set for the same day they have been issued. If a student already has a detention for that day it will be scheduled for the next available day.

From 1st December 2025 until 13th February 2026 detentions issued will be scheduled for the next day. This will allow parents/carers the opportunity to arrange transport from the Academy during the darker evenings.

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 may be 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, homophobic, or transphobic 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 or the behaviour and welfare team.

All 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, Police, 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 our discretion to discuss further support.

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 uniform does not comply with our standards. This includes inappropriate hair styles, hair colours, acrylic nails and/or nail extensions. The Uniform policy has further detail.

It is also possible that students are placed into isolation preceding or following a fixed term suspension.

Placing students into isolation is at our discretion, 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 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/school 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

Q3 Academy Great Barr has links with a range of local alternative providers, and bespoke support is offered 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, August 2024.

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, but not limited to:

- ✓ Physical assault;
- ✓ Verbal abuse/threatening behaviour;
- ✓ 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 member of staff authorised by/acting on behalf of the Headteacher, decides to issue a fixed term suspension.
2. The Attendance Office and other relevant staff are notified.
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 will call the parents/carers typically on the day the suspension is issued. If the student has a social worker, or is in care, the social worker and Virtual School Headteacher, will also be notified.
5. For all suspensions, work will be provided 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, the Year Team in consultation with relevant staff, 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;
 - ✓ Use of external provision during/following suspension.
7. At our discretion, a serious individual incident may be sufficient grounds for a permanent exclusion – see Appendix 8.

Appendix 5 Senior Leader for Behaviour/Headteacher Warning

If a student shows persistent poor behaviour, and attempts to correct their behaviour have failed, following sanctions of isolation and fixed term suspensions, a student will be escalated to a Senior Leader for Behaviour or Headteacher warning. This shows that a student's behaviour is a considerable risk to either the safety or progress of other students and/or themselves.

Procedure

1. Parents/Carers will be invited by telephone or letter, typically giving 7 days' notice. The meeting will still 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 day.
3. The student's behaviour profile will be shared at the meeting.
4. During the meeting a written agreement will be produced outlining the actions and the expectations for the student's future conduct, and the agreement will be signed by all parties.
5. 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 and/or themselves.

Procedure

1. Parents/Carers will be invited by telephone or letter, typically giving 7 days' notice. The meeting will still 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 day.
3. The student's behaviour profile will be shared at the meeting.
4. During the meeting a written agreement will be produced outlining the actions and the expectations for the student's future conduct, and the agreement will be 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 and/or themselves.

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 7 days' notice. The meeting will still take place if they cannot attend.
3. The meeting will typically take place during the day.
4. The student's Head of Year will provide a written report for the meeting.
5. During the meeting a written agreement will be produced outlining the actions and the expectations for 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 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, August 2024.

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 at the school.
- ✓ A student's behaviour and actions endanger the health, safety and welfare of Q3 Academy Great Barr 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 can 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 Positive Behaviour Policy.
- ✓ Physical abuse;
- ✓ Serious actual or threatened violence;
- ✓ 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/Vaping anywhere on the 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 purposefully or 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 Q3 Academy Great Barr

We can intervene and impose sanctions when a student is off-site and has behaved badly. This may include:

- ✓ taking part in any school-organised or school related activity;
- ✓ travelling to or from school;
- ✓ any actions whilst wearing Q3 Academy Great Barr uniform;
- ✓ when a student is in some way identifiable as a student from Q3 Academy Great Barr.

A student's behaviour outside Q3 Academy Great Barr can be considered grounds for a suspension or permanent exclusion.

The school 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 Q3 Academy Great Barr;
- ✓ pose a threat to another student or member of the public;
- ✓ facilitate bullying (including cyber-bullying);
- ✓ adversely affects the reputation of Q3 Academy Great Barr.

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 may 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 our education programmes;
- ✓ In extremely rare cases, the school 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

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

We record 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 Q3 Academy Great Barr rules.

Prohibited items are, but not limited to:

- ✓ Knives and weapons;
- ✓ Alcohol;
- ✓ Illegal drugs;
- ✓ Stolen items;
- ✓ Tobacco/cigarettes including e-cigarettes/vapes;
- ✓ Fireworks;
- ✓ Pornography/sexual imagery;
- ✓ 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 school believes to contain inappropriate material; or are causing a risk to other students or staff.

Searches of students for any items that are banned, 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 school 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.

We log 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.

Q3 Academy Great Barr 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 Q3 Academy Great Barr 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 school. 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 day or use them on site. Should they need to contact a parent/carer in an emergency, they can visit their Year Team office or Student Services.

Students are expected to hand their mobile phones in 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 day (i.e. it has not been handed in during morning Tutor Time by the student) then we 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.

GB6th students are not expected to hand mobile phones in. However, if they are seen or heard, they will be confiscated to be collected by a parent/carer.

GB6th students are responsible for the safety and security of their mobile phones. They must not be used around the site.

Appendix 16 Reports

Q3 Academy Great Barr reserves the right to place a student on one of the reports listed below should the behaviour and/or conduct of a student fail to meet the standards and expectations that we have.

- ✓ Personal Tutor report
- ✓ Assistant Head of Year report
- ✓ Head of Year report
- ✓ SLT report
- ✓ Positive Behaviour report
- ✓ Punctuality report
- ✓ Organisational report

Students may be placed on report when the given number of behavioural incidents reaches the thresholds below.

- ✓ 5 incidents = Personal Tutor report
- ✓ 10 incidents = Assistant Head of Year report
- ✓ 15 incidents = Head of Year report
- ✓ 20 incidents = SLT report
- ✓ Positive/Punctuality/Organisational reports will be issued at staff discretion.

Any student placed on report will be expected to achieve the targets agreed on the report for a period of at least 10 consecutive days. The report will be handed to the teacher at the start of each lesson to be signed and then shared with the relevant member of staff each day for checking. Parents/carers are also expected to sign reports daily.

The 10 consecutive days will restart for any student that loses their report.

We reserve the right to place students on a report that does not follow the tariff above if required to support and correct the behaviour of an individual student.

Appendix 17 Drugs, drug paraphernalia, illegal substances and alcohol

Any student found to be in possession, or where we have strong suspicion to be in possession, of the following items (the list below is not exhaustive) could be subject to range of sanctions, including suspension and permanent exclusion (each case will be judged by its individual context and to ensure the decision made has the child's best interest in mind):

- ✓ Cannabis (herbal);
- ✓ Tetrahydrocannabinol (THC) vapes;
- ✓ Alcohol;
- ✓ Drug paraphernalia (grinders, bongs, pipes, rolling papers, doob tubes, etc.);
- ✓ Tetrahydrocannabinol (THC) gummies/sweets.

Where there is sufficient evidence the Headteacher reserves the right to issue sanctions up to and including suspension or permanent exclusion, even if the student is not in physical possession of the prohibited item.

In instances where illegal substances are found this information will be reported to the Police and may lead to further action.

Any illegal substances will be confiscated and disposed of in the correct manner.