



**A C A D E M Y**  
**T I P T O N**

# Positive Behaviour Policy

Policy Owner:	Nick Hamilton
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## **The Principles**

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

## **Roles and Responsibilities**

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

7. Students are expected to take responsibility for their behaviour and will be made fully aware of the Academy policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### **Procedures**

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

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

### **Rewards and Sanctions**

9. An ethos of encouragement is central to the promotion of positive behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that positive behaviour is valued, and clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

### **Awarded through ClassCharts**

10. A range of strategies will be used to respond to inappropriate behaviour. This will include consequences but will also take into account the personal circumstances of the child in deciding what action is appropriate.
11. A range of consequences are clearly defined in the procedures and their use will be characterised by clarity explaining why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.
12. Q3 Academies 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. Q3 Academy will seek to identify such children, and when attachment issues have been identified and recognised will seek to use additional behaviour strategies, such as time out cards, adult mentoring and providing a safe

space as well as applying sanctions that are appropriate to manage the child's behaviour.

## **Training**

13. The 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**

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

## **Review**

16. The Head of School, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the positive behaviour policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Head of School will keep the Local Governing Body (LGB) informed.
17. The 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.
18. The outcome of the review will be communicated to all those involved, as appropriate.

## **Published policy statement**

19. The Academy's positive behaviour policy has been adopted by the Q3 Academies Trust and will be reviewed annually.
20. The Academy has ensured that parents/carers are fully informed of the positive behaviour policy by communicating it through the Academy rules, Academy prospectus, Home-Academy Partnership agreements, newsletters, website and other channels.

21. The Academy has communicated the positive behaviour policy to all new and existing students through the Academy rules, Academy prospectus, Academy assemblies and within the curriculum wherever relevant.
22. The Academy will seek to ensure that the policy and procedures are accessible to parents/carers and students by providing these in appropriate languages and formats where available.
23. The Academy will ensure that all staff are consulted regularly about the policy and its implementation.
24. The Academy has communicated the positive behaviour policy to all teaching and non-teaching staff by providing copies of the policy and through the staff training programme including the induction of Newly Qualified Teachers.

### **Acceptable and unacceptable behaviour**

25. The Academy defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within/outside the Academy, with staff, visitors or other persons within/outside the Academy premises.
26. The Academy has identified examples of unacceptable behaviour as that which disrupts the learning or threatens the health, safety or wellbeing of other members of the Academy community. Examples include name calling, verbal abuse, threatening language, intimidation, physical abuse, bullying and harassment, including racist, sexist, and homophobic abuse. Peer on Peer Abuse including Sexual Violence and Sexual Harassment can be referred to in more detail in the Q3 Academies Trust's Child Protection Policy.
27. The Academy communicates regularly the standards of acceptable and unacceptable student behaviour to students and parents/carers through the Academy rules, Academy prospectus, student diaries, Home-Academy Partnership agreement, Academy assemblies, Tutor time, and Academy newsletters.
28. The Academy communicates the standards of acceptable and unacceptable student behaviour to staff through the staff handbook and the staff training programme.

### **Recognition, rewards and sanctions**

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

The aims of the rewards system are:

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

In order to achieve these aims the Academy will:

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

#### Procedures

- Q-Points to be allocated to students via ClassCharts. All students will be eligible for Q-Points on offer at all times – all good work and behaviour will be rewarded.
- There will be a league table of Q-Points, updated weekly and shared in Company assemblies.

#### The system for spending Q-Points

- Half of all Q-Points will be banked at the end of Year 11 – 1 Q-Point = £0.01;
- The other half of the Q-Points may be spent by the students on a range of items during the last term of the year, ranging from basic stationery to more desirable items if they wish to save for them;
- Students and staff have contributed to the contents of the Q3 Academy Rewards Catalogue, and students will spend their Q-Points on these items; students will order their items through a central point and they will be delivered to students through their Personal Tutor.

#### Praise Postcards

Each Company will send out Praise Postcards throughout the year; these are posted to reward excellent work, effort, or improvement.

#### Bright Stars Evening

This evening is held once a year for students across the Academy. Rewards are presented to students on the recommendation of the Curriculum Leaders, Personalising Learning Directors, and members of the Senior Leadership Team.

#### West Bromwich Building Society Account

When Q-Points are allocated to a student they will be entered onto a central database allowing a running total to be maintained. On leaving the Academy half of the total amount raised will be transferred into the student's bank account.

## Governing Positive Behaviour in the Academy

1. 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;
2. The Academy will implement a range of strategies to deal with inappropriate behaviour.

## **Behaviour for Learning Pathway**

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

### **The Prevent Duty**

We are 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.

Staff receive WRAP training (workshop to raise awareness of Prevent) from Sandwell Local Authority's Prevent Duty Coordinator. All staff are required to complete a Channel Awareness module.

### **Early intervention**

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

### **Investigating cases**

5. The Academy will investigate, as appropriate, reported incidents of inappropriate student behaviour.
6. The Academy will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including the recording of evidence and the taking of witness incident forms.
7. The Academy will provide adequate non-contact time for conducting investigations.

- a. The police and other relevant bodies will be notified of incidents where it is appropriate to do so and use the procedures in Appendix 11.
- b. The Academy will complete investigations within a reasonable timescale and not normally exceeding five days.
- c. The Academy will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- d. A copy of the results of all investigations undertaken will be held on record until such time as 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 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**

### Training and professional development for all staff

1. The Academy has a comprehensive positive behaviour training programme, which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the Academy.
2. The Academy reviews regularly the health, safety and welfare of its entire staff and provides for professional and personal support (including counselling and training).
3. The Academy provides relevant information and training on behaviour matters to all groups of staff, including:
  - ✓ Examination Invigilators;
  - ✓ 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);
  - ✓ Newly qualified teachers during their formal induction period;
  - ✓ Students undertaking programmes of initial teacher training;
  - ✓ Supply teachers;
  - ✓ Learning Consultants;
  - ✓ Senior Leadership Group/Executive Group

4. The Academy will provide for the training and development of all staff on Behaviour matters through induction training for all new staff, whole-Academy InSET and specific planned/tailored training.
5. The Academy undertakes annual reviews of the continuous professional development needs of all staff.
6. Opportunities will be provided for staff to develop their knowledge and skills in relation to such issues as:
  - ✓ Effective use of rewards to promote positive behaviour
  - ✓ Implementing the Academy's positive behaviour policy and code of conduct
  - ✓ Logging and recording of incidents;
  - ✓ Lunchtime supervision;
  - ✓ Classroom management;
  - ✓ Educational visits;
  - ✓ The contribution of Teaching and Learning to positive behaviour;
  - ✓ Legislation affecting behaviour (e.g. detention, exclusion, child protection, student restraint);
  - ✓ Pastoral support;
  - ✓ Equal opportunities and anti-discrimination;
  - ✓ Techniques for promoting positive behaviour.

#### Clear roles and responsibilities

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

#### Referral

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

## Resources

13. The Academy undertakes an annual review of the resources needed to ensure the effective implementation of the Positive Behaviour policy, including reviews of the following:
  - i) Staffing issues:
    - ✓ staffing levels;
    - ✓ staff training and development;
    - ✓ provision for non-contact time;
    - ✓ workload;
    - ✓ Health and Safety.
  - ii) Record keeping:
    - ✓ Using Positive Behaviour software (including appropriate staff training) – SIMS (Schools Information and Management System) and ClassCharts. Within each company detailed records are also kept.
  - iii) Curriculum review and alternative provision:
    - ✓ Alternative education provision for students, including the use of off-site provision (where available);
    - ✓ review of curriculum appropriateness;
    - ✓ use of curriculum flexibility, including disapplication (where appropriate);
    - ✓ On-site facilities wherever possible and appropriate (e.g. access to learning support, mentoring, study support and curriculum enhancement).
14. The Academy has secured access to appropriate specialist child and family support services through:
  - ✓ Behaviour Support Service;
  - ✓ Education Welfare Service;
  - ✓ Education Psychology Service;
  - ✓ Health Service (including mental health);
  - ✓ Social Services;
  - ✓ Youth Offending Team;
  - ✓ Drug Counselling Agencies;
  - ✓ Connexions (Brokerage);
  - ✓ Mentors;
  - ✓ Local COG (Community Operating Group);
  - ✓ Other agencies offering specific, targeted support.

## Meeting Needs

### Needs assessment/reviews

1. The Academy has identified an Assistant Headteacher with responsibility for Behaviour and Welfare, to undertake assessments and reviews of the needs of students whose behaviour is disruptive. This is done in conjunction with the Pastoral team, SLT and relevant outside agencies.

2. The Academy provides appropriate training for all named person(s) responsible for the conduct of assessments and reviews.
3. The Academy ensures that adequate time is given during the normal Academy day for the conduct of student assessments and reviews and for the development and implementation of individual behaviour plans.
4. The Academy ensures that Learning Consultants receive adequate non-contact time to provide support to individual students.

#### Curriculum flexibility

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

#### Student involvement

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

#### Parental/Carer involvement

10. 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.
11. Opportunities are provided to encourage parental involvement and support for the positive behaviour policy.
12. The Academy liaises with a range of agencies as appropriate, including, health services, police, voluntary sector organisations, religious bodies and social services.

## Reviewing Effectiveness

### Record Keeping

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

### Monitoring and evaluation

6. The Academy monitors behaviour incidents in order to identify issues and trends and this is reviewed weekly by each company team and the Senior Leadership team.
7. Effective use is made of ICT database facilities to support the implementation of its procedures.
8. Staff receive individual and collective feedback (as appropriate) on behaviour issues, trends and the outcome of referrals.
9. Incidents of disruptive behaviour are monitored in terms of:
  - The type of incident (including racist, sexist and homophobic incidents);
  - Critical days/times in the week;
  - Critical places within/outside the Academy;
  - Students involved;
  - Profile of students involved (ethnicity, gender, age, SEND, PP and Ability Gaps);
  - Timeliness of response;
  - Critical times within the lesson;
  - Times within the day;
  - Learning styles adopted;
  - Trends over time;
  - Departments/individuals reporting;
  - Outcomes.
10. The Academy ensures that its student record keeping systems provide analysis of the impact of its positive behaviour policy on particular groups of students and in respect of year group, special educational needs, disability, ethnic origin, gender and children in public care.
11. The Academy ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.

12. The policy is evaluated against key improvement objectives which include:
  - i) individual measures:
    - improvement of individual behaviour;
    - academic progress of individuals.
  - ii) class/department/whole-Academy measures:
    - general behaviour patterns;
    - balance in the use of rewards and sanctions;
    - staff support and training needs;
    - curriculum access and academic progress;
    - equal opportunities;
    - behaviour trends over time;
    - effectiveness of the policy in encouraging positive behaviour.
13. Details of issues and trends are provided regularly to staff and each LGB meeting as a basis for effective decision making.
14. The Academy ensures that behaviour issues are discussed with all parents/carers as part of the whole Academy target setting and review process.
15. The Academy will report to parents' details of the implementation of the Positive Behaviour policy.

#### Sharing good practice

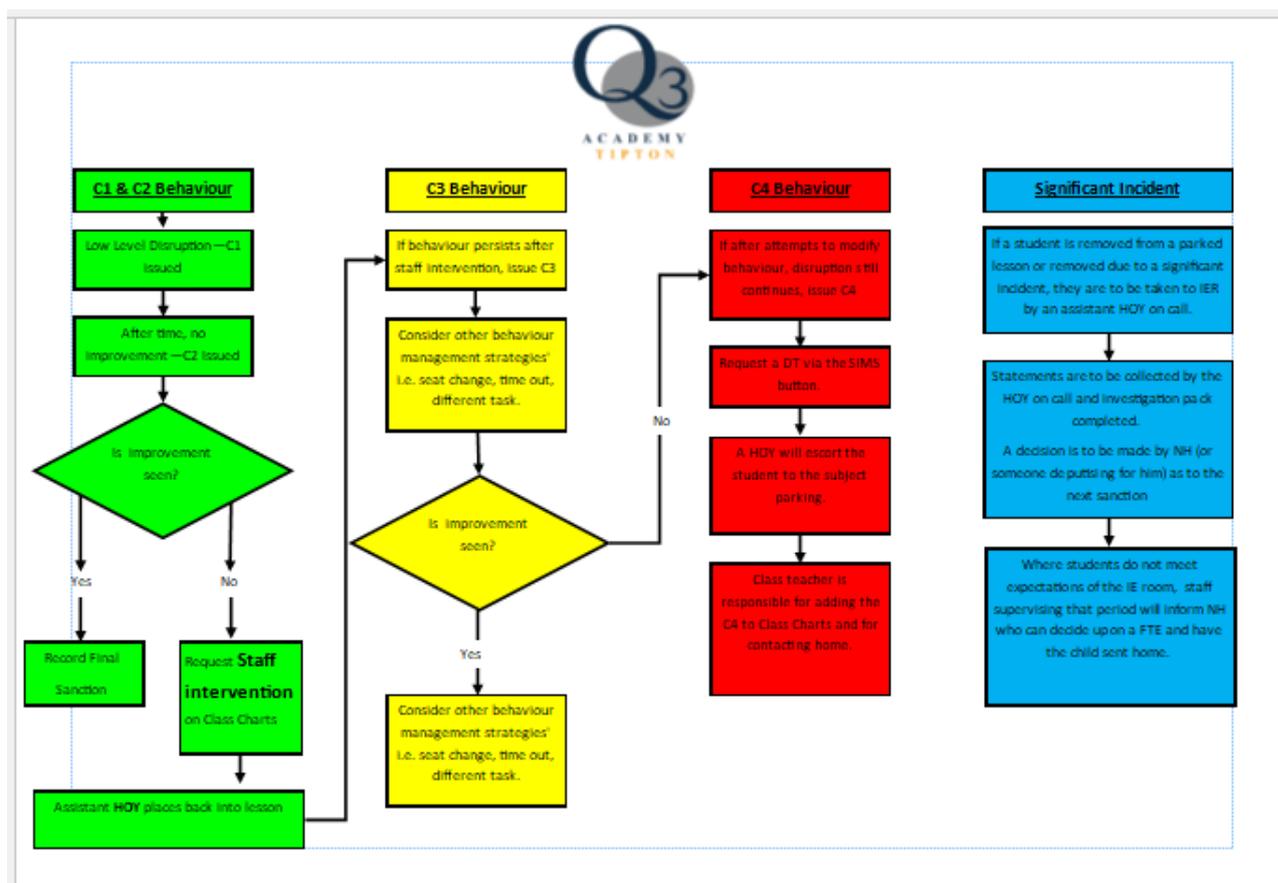
16. The Academy shares information on good practice gleaned from:
  - Reviews of individual practice;
  - Reviews of whole-Academy practice;
  - Reviews of practice in other Academies;
  - Reviews of cross-phase practice;
  - Reviews of cross-Company practice;
  - Review of outside agency involvement and effectiveness.
  - New staff induction sessions
  - PGCE & NQT Behaviour sessions

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

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

## Appendix 1

### Behaviour for Learning Pathway



#### **C1 - first warning.**

This is a signal to the student that their behaviour is unacceptable, is affecting learning and therefore needs to change. Please have a quiet conversation with the student making it crystal clear what the student has done wrong, what your expectations are and what the consequences will be if they continue.

Use ClassCharts to record that the verbal warning has taken place. -1 behaviour point will be issued.

#### **C2 – second formal warning.**

This is a signal to the student that their behaviour is still unacceptable, is affecting learning and therefore needs to change. Please have a quiet conversation with the student making it crystal clear what the student has done wrong, what your expectations are and what the consequences will be if they continue.

Use ClassCharts to record that the second verbal warning has taken place. -2 behaviour points will be issued.

#### **CLASS INTERVENTION**

This is a signal to the student that their behaviour is unacceptable, is affecting learning and therefore needs to change.

Use ClassCharts to record that the verbal warning has taken place. NO behaviour points will be issued.

Assistant Head of Year will attend the call and withdraw the student from the lesson to do class intervention so the teacher can continue with their lesson without interruption. When the Assistant Head of Year is satisfied that the student is ready to return; they will be integrated back into lesson with the expectation that the student will not get to C3.

### **C3 – subject detention**

**30 minute after-hours detention** if the student's behaviour does not improve or there are further incidents within the lesson.

The Learning Consultant must notify the parents/carers of the after-hours detention by either phone call or email – please see the guidance regarding setting an after-hours detention.

Use ClassCharts to record that an after-hours detention has been issued. Add a note to record the reason why. -3 behaviour points will be issued.

### **C4 – removal from lesson.**

Park the student if the student's behaviour does not improve or there are further incidents within the lesson. A student is removed from the Learning Room and 'parked' within the curriculum area, i.e. Curriculum Leader lesson, 'A' Level lesson. Students should NOT be sent to Year Team Offices, Inclusion or to the SEN Department unless specific arrangements are in place for the particular student.

Before 'parking' a student you should have:

- issued a C1, C2, Class Intervention and a C3

Only if the student is persistently disrupting the learning of others should they be removed.

Use ClassCharts to record that a student has been parked. -4 points will be issued.

## Appendix 2

### Post Academy Detention

#### Procedure:

1. The detention is the responsibility of the Learning Consultant.
2. Detentions to be served on a specified day chosen by the Learning Consultant. Detentions can be from 15 minutes up to 90 minutes.
3. Supervision will be carried out by the Learning Consultant and detentions can be set by any member of teaching staff.
4. If the detention is missed a reminder will be given by the Learning Consultant to the student and a telephone call home will be made to inform parents. Detentions missed will result in longer detentions.
5. Parents/carers will be informed of detentions by either, text message, email, letter or telephone call, with a minimum of 24 hours' notice. With the agreement of parents or carers detentions may be issued within this time frame.
6. Students that fail to attend a senior team detention on Friday will be given a day in isolation except in cases where absence is authorised, in that case the detention will be rescheduled for the following Friday. Parents will be informed by phone call if a student is placed in isolation.

#### Reasons for putting students in detention include (but this is not exhaustive):

1. Persistent lack of homework
2. Persistent lack of equipment
3. Persistent lack of student diary
4. Persistent incorrect use of student diary
5. Missing a break or lunchtime detention
6. Persistent lateness to lessons
7. Poor behaviour outside the classroom
8. Lateness to the Academy after the start time of 8.45am (a 10 minute after-hours detention for the first offence and a 30 minute after-hours Academy detention for each subsequent late).

The Academy can issue immediate detentions outside of the Academy day if this is deemed necessary by the Pastoral Team, Senior Leadership group or Executive group. Instances of these detentions will only occur if all other possibilities have been exhausted regarding the standard detentions or in exceptional circumstances deemed so by the Head of School.

#### Other behaviour sanctions

The Academy employs a range of additional sanctions when the positive behaviour policy is breached.

These may include:

- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks, such as writing an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-Business Dress day.
- Missing break times or 15 minutes of lunchtimes.

- Academy based community service or imposition of a task – such as picking litter or weeding Academy grounds; tidying a classroom; helping clear up the dining hall after meals; or removing graffiti.
- Regular reporting including early morning reporting; scheduled Business Dress and other behaviour checks; or being placed “on report” for behaviour monitoring.

## Appendix 3

### Isolation

Referral for isolation comes from the Assistant Headteacher.

The Right Path Room is in the Inclusion area and is manned by a behaviour specialist who will offer support. Isolation is,

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

It is the responsibility of the Pastoral Team to telephone parents/carers.

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

- One to one with Inclusion support, Pastoral Team, 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 may be invited in by a member of the Pastoral Team at the discretion of the Academy to discuss further supportive measures.

## **Appendix 4**

### Post Academy Provision

This sanction may be used if:

1. A student continues to misbehave despite isolation being used.
2. An incident is deemed serious, but not serious enough for a fixed term exclusion.

The provision is:

1. In Inclusion
2. From 12pm – 5pm

### 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 5

### Fixed Term Exclusion

#### FIXED TERM EXCLUSION

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

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

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

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

#### Fixed Term Exclusion Procedure

1. The Head of School or Designated Assistant Headteacher decides to issue a fixed term exclusion.
2. The Designated Assistant Headteacher completes a referral form and gives this to the administrative office.
3. The exclusion letter **must** be sent on the day the exclusion is issued.
4. The Designated Assistant Headteacher, or another specified person, must telephone the parents/carers on the day the exclusion is issued.
5. For all exclusions work must be sent within 24 hours of the exclusion being issued. Parents may return work and if completed to a satisfactory standard may wish to request more work is sent by the Academy.
6. The Pastoral team in consultation with the Designated Assistant Headteacher, will decide if the student's needs can be met by:
  - Adding to the SEND register;
  - Referral to the SAT-SEMH (Specialist 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 Designated Assistant Headteacher's discretion, serious individual incidents may be treated as one off incidents.

## **Appendix 6**

### 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. A member of the Pastoral Team, and/or the 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 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 7**

### 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. A member(s) of the Pastoral Team, and/or the 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 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 8**

### 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 LGB contacted to arrange a suitable time.
2. Parents invited by telephone or letter, giving at least 7 days' notice. Meeting still to take place if they cannot attend.
3. Meeting to take place during the Academy day.
4. A member(s) of the Pastoral Team, and/or the Designated Assistant Headteacher 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 LGB 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 9

### Permanent Exclusion

#### **PERMANENT EXCLUSION**

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

- There is a single incident deemed by the Head of School in consultation with the Chief Executive of the Q3 Academies 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 not less than 6 months.

Examples of incidents where permanent exclusion will be used:

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

The final decision to permanently exclude is made by the Chief Executive in consultation with the Head of school, the Designated Assistant Headteacher and the relevant member of the Pastoral team.

## **Appendix 10**

### Sanctions for students caught smoking

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

1 day for first occasion

2 days for second occasion

3 days for third occasion.

## Appendix 11

### Dealing with the Police

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

- We will provide them with information when requested. This is on condition that a badge number and name is provided and the understanding that we will inform parents/carers.
- They will come in to see students if we request them to do so.
- They will keep Q3 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 12

### The Use of Reasonable Force

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

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

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

Reasonable force is only used as a last resort after all other de-escalation techniques have been exhausted. Occasionally, 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

Academy staff can search students with their consent for any item which is banned by the Academy's rules.

The Head of School and staff authorised by the Head of School have the power to search students or their possessions, without consent, where they suspect the student has:

1. A weapon(s)
2. Alcohol/cigarettes
3. Legal or illegal drugs
4. Stolen items
5. Fireworks
6. Pornographic images
7. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

8. Any electronic device, including mobile phones, that the Academy believe to contain inappropriate material; or are causing a risk to other students or staff.

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

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

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.