



Positive Behaviour Policy

ACADEMY

Q3 Academy

POSITIVE BEHAVIOUR POLICY

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The Principles

1. The Governing Body 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 young people are coached in living according to an appropriate moral code, resulting in good positive behaviour by;
 - Promoting good positive behaviour and discipline;
 - 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 Governing Body has established, in consultation with the Principal, 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 Principal 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 Principal.
4. All staff, teaching and non teaching are responsible for ensuring that the policy and procedures are followed, and 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 Principal, for creating a high quality learning environment, teaching positive behaviour and implementing the agreed policies and procedures consistently.
5. The Governing Body, Principal 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 Principal 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 and that every member of the Academy has a responsibility towards the whole community.

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 are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups
10. Sanctions are needed to respond to inappropriate behaviour.
11. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of 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.

Training

12. The Governing Body 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

13. In order for the positive behaviour policy to be effective, a clear relationship with other Academy policies, particularly equal opportunities, special educational „restrictive physical intervention and anti-bullying, has been established.
14. The Academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. This support is coordinated by the Strategic Director responsible for behaviour and the Academy's network of outside agency support.

Review

15. The Principal, 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 Principal will keep the Governing Body informed.
16. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal, staff and parents.
17. The outcome of the review will be communicated to all those involved, as appropriate.

Published policy statement

- 1.1 The Academy's positive behaviour policy has been adopted by the Governing Body and will be reviewed annually.
- 1.2 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, student learning diaries, newsletters and other channels.

- 1.3 The Academy has communicated the positive behaviour policy to all new and existing students through the Academy rules, Academy prospectus, student learning diaries, Academy assemblies and within the curriculum wherever relevant.
- 1.4 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.
- 1.5 The Academy will ensure that all staff are consulted regularly about the policy and its implementation.
- 1.6 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

- 1.7 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, and with visitors or other persons within/outside the Academy premises.
- 1.8 The Academy has identified examples of unacceptable behaviour as that which disrupts the learning or threatens the health, safety or well being 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.
- 1.9 The Academy communicates regularly the standards of acceptable and unacceptable student positive behaviour to students and parents/carers through the Academy rules, Academy prospectus, student learning diaries, Home-Academy Partnership agreement, Academy assemblies and Academy bulletins.
- 1.10 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

- 1.11 The Academy will promote good and improved behaviour by students through a system of recognition and reward.

The aims of the rewards are as follows,

- 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, improvement and attendance.
- To ensure rewards are given fairly and consistently across all companies.
In order to achieve these aims,

Each Company will:

- monitor the use of Company Credits, ensuring they are used consistently.
- provide certificates and present them in assembly.

The Academy will:

- Convert rewards given to money for students bank accounts.

- Provide rewards for 100% attendance.

Procedures

Company Credits

- A number of credits are given to each Company.
- These are allocated by the Strategic Director on a half termly basis to members of staff.
- Members of staff will be given an appropriate number of stickers.
- Members of staff MUST use their allocation.
- They are awarded to students for one piece of outstanding work, excellent effort over a number of lessons, improved work over a number of lessons.
- All students have access to the credits.
- When giving a credit the member of staff will record the credit on the system and give the student a sticker to put on their work. If it is not possible to record this on the system staff will keep a record of credits given. Each half term this record will be given to the Senior Member of staff responsible for rewards.

Certificates

Students will receive certificates for gaining specific numbers of credits. The Personalising Learning Champion in each Company is responsible for ensuring certificates are generated based on information held on the system. Certificates will be presented in Company assemblies. Certificates will be awarded as follows,

- BRONZE CERTIFICATE- 50 per term
- SILVER CERTIFICATE- 25 per term
- GOLD CERTIFICATE- 5 per term

Awarded based on credits awarded each term i.e. Top 5 across the school get the Gold.

Well done Postcards

Each company will have 500 postcards to be sent during the year. The Strategic Director will allocate these to staff. These should be posted and they can be sent to reward excellent work, effort or improvement.

Strategic Director Awards

These are certificates awarded by the Strategic Director. They are awarded at the discretion of the Strategic Director. The following are examples:

- A particularly impressive piece of work- staff should send students to the Strategic Director.
- Outstanding achievement either within the Academy or outside.
- Service of some kind- being a good citizen.

Coffee and cakes with the Principal

Available to students on the recommendation of the Strategic Directors Bright Stars Evening

Held once a year for students across all companies.

Attendance

Students will be rewarded for their excellent attendance as follows;

- Each week students with 100% attendance for the previous week will be entered into a prize draw.
- Each draw will be in the Company Assembly.
- Each term students with 100% attendance will receive a certificate.

West Bromwich Building Society Account

When company Credits are allocated to a student they will be entered onto a central data base allowing a running total to be maintained. On leaving the Academy the total amount raised will be transferred into the students account.

1.12 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.

1.13 The Academy will implement a range of strategies to deal with inappropriate behaviour.

There are 5 levels in the Behaviour for Learning Plan. (Appendix 1)

Level 1

Dealt with by the Learning Consultant. The Academy expects Learning Consultants to take responsibility for ensuring good behaviour in their classrooms. They are expected to deal with incidents in whatever way they see as appropriate. They can telephone parents/carers although an email for information to the Personal Learning Director for the Student's Company is essential if this is done.

Level 2

Dealt with by the Curriculum Leader/Lead Professional or Personalised Learning Director.

If an incident occurs in the classroom which the Learning Consultant regards is serious and must be referred on, this **MUST** go in the first instance to the subject (Curriculum Leader or Lead Professional).

If an incident occurs outside the classroom the referral goes to the students company (Personalised Learning Director).

At this level or at Level 3 after school detention may be used. (Appendix 2)

Level 3

Dealt with by the Strategic Director. For a serious one off incident or a history of repeated offences, the Personalised Learning Director will refer a Student to the Strategic Director for their Company.

At this level support is essential and referral to the Inclusion Centre may be an appropriate method. The Strategic Director will use appropriate sanctions which include after-school detention, inviting parents or carers for a meeting or referral to Stage 4.

Level 4

Dealt with by the Strategic Director with responsibility for Behaviour. Serious incidents or persistent misbehaviour will be referred to the Strategic Director responsible for behaviour. When making a decision 2 aspects are considered;

- The incident itself and the need for consistent sanctions
- The student's behavioural history

At this level support is essential and the student may be added to the SEN list for Behaviour, referred to the Inclusion Centre or considered by outside agency support.

The sanctions available are isolation (Appendix 3), 12.30 – 5.30 provision (Appendix 4) or referral to Level 5 for exclusion.

Level 5

Dealt with by the Executive. For serious incidents the Strategic Director responsible for Behaviour may decide that exclusion is appropriate (Appendix 5). The decision will be made by the Principal or, in her absence, a Vice Principal.

It may be appropriate to give a student a Governors Warning (Appendix 6). A behaviour contract will result from this meeting.

In extreme circumstances the recommendations at this level will be Permanent Exclusion (Appendix 7).

Additional Sanctions – Smoking (Appendix 8).

Early intervention

- 1.14 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.
- 1.15 Where it is appropriate to do so, the Academy will involve external agencies for the purposes of student education and guidance.
- 1.16 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.
- 1.17 Appropriate training will be provided for all staff in order to promote positive and consistent behaviour standards within the Academy.
- 1.18 Parents/carers will be contacted promptly by the Academy and normally within 24 hours to notify them of any reported serious incidents of poor in which their child has been involved.

Investigating cases

- 1.19 The Academy will investigate, as appropriate, reported incidents of student behaviour.
- 1.20 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 statements.
- 1.21 The Academy will provide adequate non-contact time for conducting investigations.
- 1.22 The police and other relevant bodies will be notified of incidents where it is appropriate to do so and use the procedures in appendix 9
- 1.23 The Academy will complete investigations within a reasonable timescale and not normally exceeding five days.

- 1.24 The Academy will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- 1.25 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.
- 1.26 Where it is clear that bullying has taken place, the anti-bullying policy will be used.

Developing Capacity

Training and professional development for all staff

- 2.1 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.
- 2.2 The Academy reviews regularly the health, safety and welfare of its entire staff and provides for professional and personal support (including counselling and training).
- 2.3 The Academy provides relevant information and training on behaviour matters to all groups of staff, including:
- 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;
 - Class teachers;
 - Senior Leadership Group/Executive Group
- 2.4 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.
- 2.5 The Academy undertakes annual reviews of the continuous professional development needs of all staff.
- 2.6 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

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

Referral

- 2.8 The Academy will undertake a review of students' individual needs prior to identifying suitable educational provision, including appropriate strategies and alternate provision.
- 2.9 Regular monitoring and review of its internal and external arrangements for student referral and support are undertaken.
- 2.10 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)..
- 2.11 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.
- 2.12 The personal tutor is informed in full of the outcome of any referral. Referrals for relatively minor matters may be dealt with by the subject teacher.

Resources

- 2.13 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) is used. 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).
- 2.14 The Academy has secured access to appropriate specialist child and family support services through:
- Behaviour Support Service;
 - Vine Trust;
 - Education Welfare Service;

- Education Psychology Service;
- Health Service (including mental health);
- Social Services;
- Youth Offending Team;
- Drug Counselling Agencies;
- Connexions (Brokerage);
- Mentors;
- MEA – Mentoring for Educational Achievement
- Other agencies offering specific, targeted support.

2.15 The need for peer mentoring and peer meditation has been identified and students have been trained to carry out these roles.

Meeting Needs

Needs assessment/reviews

- 3.1 The Academy has identified a Strategic Director with responsibility for Inclusion, to undertake assessments and reviews of the needs of students whose behaviour is disruptive. This is done in conjunction with the company team, the Inclusion Director and relevant outside agencies.
- 3.2 The Academy provides appropriate training for all named person(s) responsible for the conduct of assessments and reviews.
- 3.3 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.
- 3.4 The Academy ensures that Learning Consultants receive adequate non-contact time to provide support to individual students.

Curriculum flexibility

- 3.5 The Academy's curriculum is appropriate to the needs of students.
- 3.6 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

- 3.7 The students are encouraged to take responsibility for their own learning and behaviour. They are aware of what is necessary to succeed in the classroom.
- 3.8 The 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.
- 3.9 Opportunities are provided for students' positive involvement in the life of the Academy and its community.

Parental/Carer involvement

- 3.10 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.

- 3.11 Opportunities are provided to encourage parental involvement and support for the positive behaviour policy.
- 3.12 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

- 4.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the positive behaviour policy.
- 4.2 The Academy maintains accurate records of behaviour incidents.
- 4.3 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.
- 4.4 ICT is used for logging of incidents and monitoring of trends as appropriate.
- 4.5 Clerical staff are deployed to undertake routine administration and record keeping.

Monitoring and evaluation

- 4.6 The Academy monitors behaviour incidents in order to identify issues and trends and this is reviewed weekly by each company team and the Executive team.
- 4.7 Effective use is made of ICT database facilities to support the implementation of its procedures.
- 4.8 Staff receive individual and collective feedback (as appropriate) on behaviour issues, trends and the outcome of referrals.
- 4.9 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, SEN);
 - Timeliness of response;
 - Critical times within the lesson;
 - Times within the day;
 - Learning styles adopted;
 - Trends over time;
 - Departments/individuals reporting;
 - Outcomes.
- 4.10 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.
- 4.11 The Academy ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.

4.12 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.

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

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

4.15 The Academy will report to parents details of the implementation of the positive behaviour policy.

Sharing good practice

4.16 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.

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

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

Behaviour for Learning

Level 1

DEALT WITH BY
THE LEARNING
CONSULTANT

- Some examples (not exhaustive !)
- Talking over others
 - Forgetting equipment
 - Dressed inappropriately
 - Use of inappropriate language
 - Moving around the learning environment
 - Lateness
 - Eating / Chewing and/or Drinking

Level 2

DEALT WITH BY
THE CURRICULUM
LEADER / LEAD
PROFESSIONAL
and/or
PERSONALISING
LEARNING
DIRECTOR

Escalation of Level 1
and other issues

Level 3

DEALT WITH BY
THE STRATEGIC
DIRECTOR

Escalation of Level 2
and other issues

Level 4

DEALT WITH BY DL
(Supported by Senior Executives)
Escalation of Level 3
and other serious
issues

Level 5

CHIEF EXECUTIVE
Fixed and Permanent
Exclusions

Appendix 2

AFTER-SCHOOL DETENTION

Procedure:

1. The detention is the responsibility of the company team. Referral form will be given to the company team by the Curriculum Director or Lead Professional
2. Detentions to be served on a specified day chosen by company team – **Detentions from 15 minutes up to one hour.**
3. Supervision will be carried out by company staff
4. If the second detention is missed a reminder will be given by the company team to the student and a telephone call home will be made to inform parents. Detentions missed will result in longer detentions.
5. Students will be informed of detentions by the detention slip which should be given to them by their personal tutor or Personalising Learning Director, **with a minimum of 24 hours notice.**

Reasons for putting students in detention:

1. Persistent lack of homework (3 times missed)
2. Persistent lack of equipment (3 times missed)
3. Persistent lack of planner (3 times missed)
4. Persistent incorrect use of learning diary.
5. Missing a break or lunchtime detention.
6. Truancy.
7. Persistent lateness to lessons, (by department, twice over 5 minutes late or by Personal Tutor, persistent referrals).
8. Poor behaviour outside the classroom.

Appendix 3

Isolation

Referral for isolation comes from the Strategic Director for the Company to the Strategic Director with responsibility for behaviour.

The isolation room is in the Inclusion Centre is manned by a behaviour specialist who will offer support. Isolation is,

- Generally for 1, 2 or 3 days.
- An area where students work in booths in total silence.
- An area where academic work is completed.

It is the responsibility of the Strategic Director of the Company (or the PLD) to telephone parents/carers.

Appendix 4

After School Provision

This sanction may be used if,

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

The provision is,

- In the Inclusion Centre
- From 12.30 to 5.30pm.
- Held on Tuesday, Wednesday and Thursday.

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 principal 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	Sexually inappropriate behaviour to others
Verbal abuse to students	Possession of drugs
Verbal abuse to others	Possession of Fireworks
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	Smoking in the building or repeated smoking on the site
Physical abuse to students	
Physical abuse to staff	
Physical abuse to others	

Fixed Term Exclusion Procedure

1. Principal or Vice Principal decides to issue a fixed term exclusion.
2. Strategic Director responsible for Inclusion completes referral form and gives this to the office.
3. The exclusion letter **must** be sent on the day the exclusion is issued. One letter is posted, and one given by hand to the student.
4. The Strategic Director, or another specified person, must telephone the parents/carers on the day the exclusion is issued.
5. Work must be sent within 24 hours of the exclusion being issued. For an exclusion of over 3 days further work **must** be sent.
6. The company team in consultative with the Strategic Director responsible for Behaviour, will decide if the students needs can be met by:
 - Adding to the SEN register.
 - Production of a BLP.
 - Referral to the Senat B.
 - Setting up a Behaviour Modification Programme;
 - Re-integration through the Inclusion Centre on return to the Academy;
 - Use of external provision during/following exclusion

Appendix 6
Governor's Warning

GOVERNOR'S WARNING

The meeting is organised by the Strategic Director with responsibility for Inclusion for students who have:

1. Been excluded 3 times in an academic year.
2. Committed a serious offence when such a warning is seen as appropriate.
3. Been identified as at serious risk of disaffection or permanent exclusion.

Procedure

1. A Senior Member of the Governing Body contacted to arrange a suitable time.
2. Parents invited by 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. Personalising Learning Director to provide a written report.
5. During the meeting a written agreement will be produced outlining the fact that this is the student's final warning and the expectations the Academy has of the student's future conduct, signed by all parties.
6. The Senior Member of the Governing Body to be kept informed of the students progress in the weeks following the meeting.

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

Appendix 7

Permanent Exclusion

PERMANENT EXCLUSION

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

- A single incident is deemed 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:

- Dealing in drugs/illegal substances.
- Physical abuse to a student or member of staff.
- Possession of, use of or intention to use an offensive weapon 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 Principal and the Governing Body.
- Arson.
- Sexual Assault

The decision to permanently exclude is made by the Principal in consultation with the Strategic Director responsible for Behaviour and the relevant company team.

Appendix 8

Sanctions for students caught smoking

- Smoking in the building- automatic 2 day exclusion.
- Smoking on site, outside the building.
- First time, letter home, after school detention
- Second time- 1 day exclusion
- Third time-3 day exclusion

APPENDIX 9

DEALING WITH THE POLICE

Q3 Academy has a close working relationship with the Police. As part of our cooperation 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 Headstart programme.