



A C A D E M Y
L A N G L E Y

Positive Behaviour Policy

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Introduction

Q3 Academy Langley is an ambitious secondary school with high expectations of staff, students and the wider community. Children of all ages have the right to learn, all teachers have the right to teach and everyone in the school has the right to feel safe. We therefore have a collective and individual responsibility to respect others, ourselves and the environment.

The values that underpin Q3 Academies' purpose is to seek (and do) what is good, right and true; this leads to us having an unconditional positive regard for others regardless of age, race, religion, gender, sexuality, dis/ability, nationality or any other aspect of a person's identity. These values, combined with rights, responsibilities and routines will lead to good behaviour where everyone is able to work effectively, feeling safe and respected.

We are an inclusive Academy and this policy strives to ensure that inclusion is at the heart of everything we do. In order to maintain good order and appropriate behaviour we recognize the importance of rewards and sanctions. Students' positive behaviour and participation needs to be acknowledged and rewarded; poor behaviour – especially that which interferes with others' learning or that which endangers others' wellbeing – will be sanctioned appropriately.

Policy Aims

The aims of this policy are clearly set out:

- That the core purpose of the Academy is to educate young people and that everyone has the right to learn in a safe and respectful environment unheeded by the actions or words of anyone else;
- That we also have the responsibility to educate young people in the appropriate behaviour, conduct and ways of interacting with one another;
- The behaviours we expect of our young people of all ages and abilities;
- The behaviours which are not acceptable;
- To promote working collaboratively with all stakeholders to ensure the policy is fair and consistently applied;
- Explain the rewards and sanctions that will be applied consistently and fairly.

Policy

Values, principles and standards: what is good, right and true

- The emphasis is on good behaviour and respect for the individual thus enabling high quality teaching and learning for all members of the community;
- Students should be fully aware of and follow the student code of conduct, which outlines how students learn and behave at the Academy and in the community, including online;
- Students are aware that they make a clear choice when deciding how to behave and understand how this impacts on their own and other students' learning;
- The balance should be largely in favour of celebrating and rewarding positive behaviours;

- It should bring about a positive ethos where the emphasis is on rewards;
- Students should be given every opportunity to reflect on their behaviour and learn appropriate and acceptable behaviours;
- Clear, appropriate sanctions are used by all staff when a student chooses behaviour that is inappropriate, unsafe, disrespectful or unkind.

Q3 Academy Langley's Positive Behaviour Policy Objectives

- To promote a positive environment where learning can be effective and staff and students feel safe and respected at all times;
- To encourage and develop a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure the Academy's expectations and strategies are widely known and understood;
- To clearly define acceptable standards of behaviour;
- To encourage the involvement of both home and Academy in the implementation of this policy;
- To create an environment which encourages and reinforces good behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To minimize low level disruption and therefore create a positive climate for learning.

Communication of the Positive Behaviour Policy

We will take active steps to communicate this Positive Behaviour Policy to all stakeholders but especially students, parents/carers, staff and governors. It will also be central to all Transition communications with new students and available to all on the Academy website. Q3 Langley sanctions and rewards will be made clear to students through the Year Teams, assemblies, subject based lessons and tutor-led Life Lessons. Staff will be trained in the Positive Behaviour Policy and are expected to apply it consistently and fairly at all times.

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

Responsibilities and Accountabilities

Behaviour management is a whole Academy priority, which requires a consistent approach by everyone involved in the Academy.

The **Local Governing Body** will assist the senior leadership team in maintaining high standards of behaviour throughout the Academy by holding them to account. They will ensure the policy outlines expectations and will ensure that this is shared with students, staff and parents/carers.

The **Senior Leadership Team** will be responsible for implementing the policy on a daily basis, ensuring that all policy principles and procedures are followed. The Senior Leadership Team will ensure that staff have appropriate training to ensure that they are able to implement the policy.

All **staff** will take professional responsibility to be aware of the policies and practices in place and share in collective responsibility for their implementation. All staff will apply this policy to all students regardless of whether they teach them or not, and regardless of whether they are in a classroom, corridor, office or are outside. They will maintain high expectations of all students, show a positive approach and adopt high standards of behaviour in all areas of the school. Staff will manage students' behaviour positively and proactively using a range of behaviour management techniques and strategies which promote ownership of behaviour and independence. Teaching staff will plan lessons which can be accessed by all learners enabling them to reach their full potential. Staff will reward behaviour in line with the policy and not adopt their own systems.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership with the Academy to maintain high standards of behaviour, leading to self-managing and well-rounded adults. They will have the opportunity to raise any issues regarding the implementation of the policy with the Academy. Parents and carers will sign a home- Academy agreement. Should any parent or carer have a concern, we expect this to be brought to the Academy first to investigate rather than be shared on social media.

Students will take responsibility for their own behaviour and will be expected to be aware of the policy and procedures relating to behaviour, both inside and outside the Academy, particularly on social media. Students will be expected to report all incidents of poor behaviour or bullying to the appropriate staff in a timely fashion in order that these can be addressed. Students are expected to engage positively and honestly with all behaviour management procedures. Students will sign the home-Academy agreement.

Monitoring and Review

This Positive Behaviour Policy has been approved by the Q3 Academy Langley Local Governing Body and the Q3 Academies Board of Trustees. The policy will be reviewed every three years or as required to ensure it remains compliant with Equality legislation and the law.

The LGB will monitor the implementation and impact of this policy in partnership with the SLT.

Rewards and Sanctions

- An ethos of encouragement is central to the promotion of positive behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that positive behaviour is valued, and clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise (both informal and formal) to individuals and groups.
- A range of strategies will be used to respond to inappropriate behaviour. This will include sanctions, but will also take into account the personal circumstances of the child when deciding what action is appropriate.
- A range of consequences is clearly defined in the procedures and their use will be characterised by clearly explaining why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

- Q3 Academies Trust believes that positive behaviour management is about helping students to make appropriate and positive choices. Negative behaviour cannot be ignored and must be dealt with appropriately. However, Q3 is aware that not all negative behaviour is a response to inappropriate choices or following the wrong moral code. If issues have been identified and recognised, we will seek to use additional support (internal and external) to help any student who needs this.
- All rewards and sanctions are awarded on Class Charts, an app which allows for live transmission of rewards and sanctions to parents and carers.

Training

- 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

- 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.
- The Academy works positively with external agencies to seek appropriate support to ensure that the needs of all students are met. This support is coordinated by the Designated Senior Leader and the Academy's network of outside agency support.

Review

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

Published policy statement

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

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

Acceptable and unacceptable behaviour

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

Use of Internet and Mobile Communications

All students must adhere to the Academy's ICT Acceptable Use Policy at all times, whether in the Academy or at home. In addition, it is prohibited to:

- Logon to the Academy system, email or online learning platforms using another person's identity (including friends or parents/carers);
- Use any platform/technology to bully, harass or upset another person (this includes other students, staff and the wider community) during Academy hours. This includes (but is not limited to): email, texts, WhatsApp, Snap Chat, Tik Tok, Twitter, Facebook, and other relevant social media platforms.
- Use any platform/technology to bring the Academy into disrepute;
- Use any platform to express extremist views, including (but not limited to): homophobia, sexism, racism, Prevent-related communication;
- Make, request, send or distribute indecent/illegal images of children or exert any pressure on others to do so;
- Any incidents that take place outside of Academy hours should be reported to the police. The Academy is

not under any obligation to investigate these unless there is reason to believe that Academy could be brought into disrepute.

Examinations

Students must follow the examination rules and procedures set out by Q3 Academies, the exam boards and JCQ.

Prohibited Items

Any items that are prohibited, illegal or age-restricted outside of the Academy are certainly banned from the site. These include (but are not limited) to:

- Alcohol;
- cigarettes, tobacco, rolling papers, lighters and matches;
- drugs, drug paraphernalia (boxes, grinders) and other so called 'legal-highs';
- Prescription medicines (unless stored in the medical room with permission from parents/carers);
- Weapons, offensive weapons or items that could be used to hurt;
- Fireworks;
- pornographic or extremist images;
- stolen items;
- articles or documents that have been or could be used to commit an offence or cause harm;
- Laser pens;
- Permanent marker pens;
- High-sugar or energy drinks;
- Junk food such as take-aways, over-sized bags of crisps or sweets, Pot Noodles, etc.
- Mobile phones or any recording equipment (see above).

The Academy Site

All students must remain on the Academy site during the day, including at break and lunchtimes. The exceptions to this rule are:

- if a student has parental permission to sign out for an authorised appointment;
- if a student has been excluded.

The Academy must establish parental permission through written or verbal consent; students will not be allowed off-site unless this has been obtained.

Students must treat the Academy site with respect at all times. They will not litter, will not damage, graffiti or mark and Academy property at any time. Students will use the toilet areas appropriately and report uncleanliness to Student Reception immediately.

Students should conduct themselves in a safe and sensible manner during the Academy day as well as on the way to and from the Academy.

Students will be made aware through the Year Teams and Tutors which areas are 'out of bounds.' Students must not be in the *out of bounds* areas unless accompanied by a member of staff. Students must not use fire escapes, stairwells or the EvacChairs unless there is an emergency requiring them to do so.

Internal Truancy

Students should only be out of lesson with written permission from a member of staff. Any student out of lesson without permission will be deemed to be *internally truanting*. They will receive an appropriate sanction.

Additional Information

The information on rules and sanctions set out above should be seen as a guide only and is not a fully comprehensive list of sanctions. Students are expected to follow any other rules as set out by the Local Governing Body, head of School or their designate. In all matters the decision of the Head of School or their designate is final.

Recognition, rewards and sanctions

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

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 can be allocated to students via Class Charts. 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; students will spend their Q-Points on these items. Students will order their chosen items through a central point and they will be delivered to students before the end of term.

Bright Stars Evening

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

The West Brom 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 (if they have set up such an account before leaving the Academy).

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 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, as well as the consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere. At school, 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; 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

1. The Academy will investigate, as appropriate, reported incidents of inappropriate student behaviour.
2. 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.
3. The Academy will provide adequate non-contact time for conducting investigations. Additionally:
 - 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 stakeholder at 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 staff and mentors);
 - Other Academy staff (e.g. canteen staff, buildings/grounds maintenance/site staff);
 - Early Careers teachers during their formal induction period;
 - Students undertaking programmes of initial teacher training;
 - PLDs and all Pastoral Staff;
 - 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 online 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:
 - 0 Staffing issues:
 - staffing levels;
 - staff training and development;
 - provision for non-contact time;
 - workload;
 - Health and Safety.
 - 0 Record keeping:
 - Using Positive Behaviour software (including appropriate staff training) – SIMS (Schools Information and Management System) and Class Charts. Within each year group, detailed records are also kept.
 - 0 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 a Senior Leader 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 PLD team, Designated Senior Leaders 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/carers 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 & ECT 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 System - Langley

Behaviour System - Within Lessons/Sessions

Behaviour systems can be supported by using hand raising and SLANT-ing. If students are talking off task, not fully engaged in work, fiddling with equipment when told not to or refuse to follow any 'reasonable request' to behave appropriately, there is a four-stage warning system:

1. **Stage One** – This is a verbal indication that the student is at this stage and needs to address their behaviour.
2. **Stage Two** – This is a second verbal warning. At this point, a strategy (moving groups/tables, removing equipment) should occur to help students refocus their behaviour. A member of staff may visit to speak with the student about their behaviour, to support you in the lesson.
3. **Stage Three** – Students should be taken aside or placed outside, where a conversation takes place, reflecting on their poor behaviour. A 30-minute detention should be recorded on Class Charts, with a phone-call home made to parents/carers. If off-site, Stage Threes can be reported after the session.
4. **Stage Four** – If a student has progressed through all of the stages and cannot remain in the lesson, or behaves in an extreme manner (swearing, violence, racism, homophobia etc.) they must be issued a Stage Four – they will spend the rest of the lesson in Isolation, and will be issued a Head of School Detention.

Consequences of Behaviour Points:

If a student exhibits persistent poor behaviour (report sent through Class Charts) a report card will be issued (see below for guidelines). Below outlines the process that needs to be undertaken – the importance of following this procedure is absolutely critical, to support students in terms of their behaviour.

Tutor Report	10 x Stage 3 and 4s - A Tutor or Subject Report is issued – parental contact is made at the start of the report and at the end of each week by the student's Tutor.
SSC/PLC Report	20 x Stage 3 and 4s - A PLC/SSC report is issued - a meeting with parents/carers is arranged at the start of the report. Each week they are on report, a mentoring programme is initiated (further interventions could be added). Strategies should be put into place from the parent meeting to support the student.
PLD Report	30 x Stage 3 and 4s - (or persistent behaviour concerns). A PLD report is issued - a second meeting with parents/carers is arranged and a PSP set up. Behaviour support (externally) will be introduced and review meetings with parents and external agencies will take place. A range of interventions, personal to the student and their individual needs, will be explored. Avenues such as CAMHS, Early help, Inclusion support, SEND etc. could also be explored.

AVP Report

40 x Stage 3 and 4s – An AVP Report is issued. All the above interventions will still occur and be explored. At this point the Academy will explore additional options for the student. These include (but not limited to): placing the student on a managed move at another local school or Academy; placing the student in an alternative provision; or permanently excluding the student from the Academy.

Ultra De-Qs:

- Ultra De-Qs are used if it is deemed a student has failed to pursue Excellence to such a level of severity that they should be issued an hour-long Head of School Detention.

Chewing Gum:

- Q3 Academy Langley is a chewing gum-free site. Any student found in possession of chewing gum will be dealt with by the PLD/Head of School and issued a Head of School detention.

Mobile devices/Smart watches:

- Students who are found to be in the possession of a mobile device will have it confiscated where it will be taken to Reception for safekeeping. This includes if the student is using the device when leaving or entering the Academy (before the Main Gate). The Head of School will issue a one- hour Head of School detention on a Friday and the student's parent/carers will be contacted. The mobile phone will be given back to student upon the completion of the Friday detention.

Out of school incidents:

Any student who does not follow the Academy ethos outside the Academy hours and whilst in their Business Dress can have an appropriate sanction put into place. This also includes active participants or spectators in a fight or inappropriate incident. Any filming/photos of the incidents will also be dealt with appropriately and police will be informed.

Misbehaviour outside of school may also include anything that could at any time:

- have repercussions for the orderly running of the Academy;
- poses a threat to another student or member of the public;
- adversely affect the reputation of the Academy

Isolation

A student is placed into Right Path if they receive a Stage FOUR in their lesson. It will be at the discretion of the PLD as to whether they remain in Right Path for the remainder of the lesson, the Academy day or part of the Academy day.

A student may also be placed in Right Path if they behave in a manner deemed to be extreme or offensive – swearing, violence, homophobia, racism etc. The decision to place a student in Right Path for this reason can only be sanctioned by a PLD or member of the Senior Leadership Group.

Appendix 2 – Sanctions and Detentions

In the parent/carers agreement it is agreed that students can be held for 15 minutes afterschool no notice.

Detentions:

Equipment and Standards

Students will receive detentions if they are not fully equipped for learning everyday. Every morning it is the responsibility of the Tutor to check equipment and standards. Students are expected to bring the following equipment to the Academy every day:

Standards Checklist
Business Dress (Uniform)
Every day (except Thursday)

- Academy blazer and trousers;
- Academy tie;
- White shirt;
- Academy pin badge;
- Black shoes;
- Black socks;

P.E & Enrichment attire

- Academy tracksuit;
- Academy polo shirt;
- Navy blue sports socks.

Business Dress essentials
Every day

- Academy ID Badge;
- Academy Coat;
- Academy Bag.

Equipment Essentials
Every day

- Writing pen x2;
- Pencil x2;
- Purple R&R pen;
- 30cm ruler;
- Eraser;
- Sharpener;
- Scientific Calculator;
- Glue stick;
- Academy Learning Diary (Planner);
- Quest for Knowledge Booklet;
- Reading Book.

ACADEMY LEARNING DIARY MUST BE SIGNED FOR EACH WEDNESDAY; FAILURE WILL LEAD TO A STANDARD INCURRED.

For every piece of equipment the student does not have, they will receive a 5-minute detention, up to a maximum of 30 minutes. This will be recorded on Class Charts every morning by the Tutor. A phone call will be made if a student has more than 3 items missing.

It is our belief that no student should enter a classroom without being fully equipped for learning. Therefore, the student will be allowed to borrow equipment for the day. If a student is Pupil Premium, they are given the equipment to keep.

Detentions will be held centrally within each year group.

Procedure:

All Detentions at Q3 Academy Langley are centralised within Year Groups.

Issuing and recording the detention is the responsibility of the Learning Consultant or Tutor.

- Detentions are issued in line with the Positive Behaviour Policy (see Appendix 1).
- Detentions are issued at a Stage 3 for a student refusing to follow a reasonable request. If a student is issued a Stage 3, they will receive a 30-minute detention.
- It is the Learning Consultant's responsibility to phone home if this sanction is issued.
- Students will go to the detention in their Year Group detention room.
- For a Stage 3/4, during this detention, students will fill out a Reflection Log, which will allow the student to fully reflect on their actions and other possible routes of behaviour.
- During their detention, the Learning Consultant should come into the detention to talk to the students and go through their reflection.
- If a student fails to attend their detention, further actions will be taken by the PLD/AVP of Behaviour.

Head of School Detentions are for one hour, generally on a Friday after the Academy day.

If a student is issued with a Stage 4, they will also receive a one-hour Head of School Detention, which generally happens on a Friday after the Academy day. During this time, students will also have to complete a Reflection Log. This will be recorded on Class Charts and phone call will be made home by Pastoral Staff/PLD.

Head of School Detentions can also be issued to students as a consequence of other behaviour. This will be decided by the AVP and/or PLD.

The Academy tracks and monitors patterns of behaviour through bespoke programming of certain levels of action; these are called Intel Events on Class Charts (see below for a page from Q3 Academy Langley Almanac):

The Academy tracks and monitors patterns of behaviour through bespoke programming of certain levels of sanction; these are called Intel Events on Class Charts (see overleaf for page from Q3 Academy Langley Almanac):

Class Charts – INTEL EVENTS

Class Charts tracks and monitors the award of Q-Points and sanctions. If students reach certain milestones, a report is sent to the relevant member of staff (via e-mail). For this reason, tracking all behaviour (positive and negative) on Class Charts MUST take place in ALL lessons. If a report is triggered, the following should take place:

<p><u>Standards</u></p> <p>Standards x10 = Inform Tutor</p> <p>Standards x20 = Inform Tutor and Tutor call home</p> <p>Standards x30 = PLC/SSC phone call home</p> <p>Standards x40 = PLD phone call home</p> <p>Standards x50 = Head of School Detention & Parent Meeting</p> <p><u>Stages</u></p> <p>Stage 2 x 40 = Tutor call home</p> <p>Stage 2 x 50 = PLC/SSC phone call home</p> <p>Stage 2 x 70 = Parent meeting (logged on Classcharts)</p> <p>Stage 2 x 100 = Right Path for one day and parent meeting</p> <p>Stage 3 and Stage 4 x10 = Tutor Report (check Behaviour Policy)</p> <p>Stage 3 and Stage 4 x20 = PLC/SSC Report (check Behaviour Policy)</p> <p>Stage 3 and Stage 4 x30 = PLD Report (check Behaviour Policy)</p> <p>Stage 3 and Stage 4 x40 = AVP Report (check Behaviour Policy)</p> <p><u>Incidents</u></p> <p>De-Q x 3 = Head of school detention (Weekly)</p> <p>Head of school detention x 5 = Tutor phone-call home</p> <p>Head of school detention x 10 = PLC/SSC Phone-call home</p> <p>Head of school detention x 15 = PLD phone-call home</p> <p>Head of school detention x 20 = PLD meeting</p>	<p><u>Independent Learning</u></p> <p>Independent learning x 10 = inform tutor and PLC/PLD/SSC/AA</p> <p>Independent learning x 15 = inform tutor and PLC/PLD/SSC/AA – Tutor phone-call home</p> <p>Independent learning x 20 = inform tutor and PLC/PLD/SSC/AA – PLC phone-call home</p> <p>Independent learning x 25 = inform tutor and PLC/PLD/SSC/AA – PLD phone-call home</p> <p>Independent learning x 30 = inform tutor and PLC/PLD/SSC/AA – PLD parent meeting</p> <p><u>Late to the Academy</u></p> <p>Late x 5 = 30-minute detention</p> <p>Late x 10 = 30-minute detention</p> <p>Late x 15 = 30-minute detention</p> <p>Late x 20 = Head of school detention</p> <p>Late x 25 = Head of school detention</p> <p>Late x 30 = Head of school detention</p> <p>Late x 35 = Head of school detention</p> <p>Late x 40 = Head of school detention</p> <p><u>Rewards</u></p> <p>Star of the lesson x 3 (one day) = PLD phone-call home (5 Q points added)</p> <p>Marchant's Merit = Inform tutor – Positive phone-call home</p>
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All Academy sanctions must be addressed with positive actions, which may include:

- One-to-one with Inclusion support, PLC, PLD, 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 to help support.

Appendix 3 – Isolation (Right Path)

The IER is the Internal Exclusion Room, Right Path.

The Right Path Room is an alternative to fixed term exclusions and seeks to rehabilitate students so that they can return to lessons without continuing their poor behaviour. In this area students are expected to work in booths in silence unless they are completing reflection or intervention with the Right Path Lead. A student can be placed here between 1-5 days, but this could be extended depending on the severity of the situation.

Only members of SLT may choose to place students in the IER/RPR and is a solution to reduce Fixed Term Exclusions. If a Stage 4 is issued during a lesson, this can also result in a referral to Right Path.

On occasion, Q3 Academy Langley students may attend other local IER establishments in local schools, and we may also host students from these academies.

Students *must* be provided with suitably accessible but challenging work. **Learning Consultants** are responsible for providing this work. It is the responsibility of the Pastoral Team to telephone parents/carers to inform them of their child's placement in Right Path.

Unless there are exceptional circumstances, agreed with members of SLT, students placed in Right Path will also complete a one-hour Head of School detention, usually held on a Friday afternoon.

Appendix 4 – External Isolation

External Isolation (Any local school) This sanction may be used:

- 1) IF it is felt the severity of the behaviour means the student should not be able to access Q3 Academy Langley for a number of days.

The provision is:

- 1) In Isolation or inclusion room; 2) From 09:30

– 14:30

Q3 Academy Langley will send work for students to complete.

Alternative Provision

If the Academy believes alternative provision needs to be offered to support the student, this can be arranged using the links the Academy has with other providers.

Appendix 5 - Fixed Term Exclusion

Deciding Whether to Exclude a Student

- The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the Positive Behaviour Policy.
- The Academy maintains accurate records of behaviour incidents.
- All staff are advised of the need for timeliness, accuracy and completeness in the recording of Behaviour incidents and has advised staff of the correct procedures for recording statements.
- Class Charts is used for logging of incidents and monitoring of trends as appropriate.
- Administrative staff are deployed to undertake routine administration and record keeping.
- During an investigation, students will be placed into IER or an alternative environment to complete statements until an outcome is finalised.

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 (*Including all forms of* Repeated smoking (*Including all forms of e-cigarettes*) on the site; *e-cigarettes*) 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 Vice Principal.

Fixed Term Exclusion (FTE) Procedure:

1. Head of School or Designated Senior Leader decides to issue a fixed term exclusion.
2. The Designated Assistant Vice Principal/Director for Behaviour completes a referral form and gives this to the Attendance 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 Designated Senior Leader or PLD, 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 Senior Leader, 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;
 - Use of external provision during/following exclusion.
7. At the Designated Assistant Senior Leader's discretion, serious individual incidents may be treated as one off incidents.

Re-Admission

After exclusions, the student will report to the Senior Leader or their PLD, who will re-admit them. Parents/carers **MUST** be present for re-admission meetings.

It is the duty of the re-admitted student to ask their subject Learning Consultants for any relevant work missed and to complete it by the date requested by that teacher.

On their return, students:

- may spend some time in the IER (Right Path) to reflect on their inappropriate behaviour;
- may be placed on report to the PLD;
- may be placed on a specific Behaviour Contract for extremely serious offences or continued disruption.

Exclusions and Looked After Children

For Looked After Children, where the school has concerns about a child's behaviour, the Virtual School Head, the social worker and carers will be informed at the earliest opportunity; we will work with them to put in place behaviour management strategies to ensure challenging behaviour is managed in the most effective way for that individual child.

Where a child is at risk of exclusion, this will include consideration whether an alternative placement may be required and assessing suitability of provision for SEN. Regard is given to the DfE's statutory guidance 'Exclusions from maintained schools, academies and student referral units in England' and, as far as possible, the Head of School will avoid permanently excluding any Looked After Child. When a child leaves care, we recognise that their past experience may continue to impact on their behaviour. The Designated Teacher will ensure support is provided to improve behaviour and with the child's parents or guardian's consent may seek advice from the Virtual School Head.

Exclusions and Special Educational Needs

There are certain factors that should be taken into consideration for children who display disruptive behaviour that is as a result of their Special Educational Need (SEN).

Schools should engage proactively with parents in supporting the behaviour of students with additional needs, with provisions such as:

- Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have.
- Head of School considering the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour.
- The Head, Director for Schools and Local Advisory Boards taking account of their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a student with a statement of SEN or looked after child, it should be in partnership with others (including the Local Authority as necessary) consider what additional support or alternative placement may be required.

The decision to exclude a student must be lawful, reasonable and fair. Schools have a statutory duty under the Equality Act 2010 not to discriminate against students on the basis of protected characteristics, such as disability.

Appendix 6 - Head of School Warning

If a student shows persistent poor behaviour and attempts to correct their behaviour have failed following sanctions of isolation (external or internal) 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. The meeting will still take place if they cannot attend.
2. Meeting to take place during the Academy day.
3. Personalising Learning Director and Designated Senior Leader 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

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, after the Head of School Warning procedure has been carried out.

Procedure

1. Parents/Carers invited by telephone or letter, giving at least 7 days' notice. A meeting is still to take place if they cannot attend.
2. Meeting to take place during the Academy day.
3. Personalising Learning Director and Designated Senior Leader/Director of Behaviour 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 – 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, after the Head of School and Chief Executive Warning procedures have been carried out.

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. A meeting is 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 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

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 (persistent disruptive behaviour).

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.
- any action(s) that in the opinion of the Head of School may endanger students or staff as they go about the business of education.
- 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, imitation or otherwise) 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 Senior Leader/Director of behaviour and the relevant Company team.

Appendix 10 - Sanctions for students caught smoking

Smoking anywhere on the Academy site (this includes the use of all forms of e-cigarettes and vaping) is deemed to be endangering public safety and is prohibited by law for anyone under 18 years of age.

The Academy will supply an appropriate sanction if any student is caught smoking and this may lead to students losing their place at the Academy.

Appendix 11 - Dealing with the Police

Q3 Academy Langley 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 Academy Langley informed about investigations involving our students.
- They will support the Academy with Assemblies and other workshops,
- In extremely rare cases the Academy may need support 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 Confiscation and Search

Staff may lawfully search for mobile phones, electronic devices or any other item, without consent or parental permission, if there is a suspicion that the student has an item or substance prohibited by the Positive Behaviour Policy, or the member of staff has good reason to suspect the device/item may be used:

- Cause harm, threaten or upset;
- Disrupt learning;
- Break Academy rules;
- commit an offence;
- cause personal injury;
- damage property.

Any items, data, files or images that are believed to be illegal will be passed to the Police as soon as practicable.

Any items, data, files or images that are not believed to be unlawful may be deleted or kept as evidence of the Academy's policy.

Searches of students should take place with a minimum of two members of staff present, including one that is the same gender as the student being searched. The Academy may also invite the police to conduct the search if appropriate. If a student refuses to allow a search for such items, further action will be taken.

Power to use Reasonable Force

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. Schools have a legal duty of care for all their students. As such a school cannot have a 'no contact' policy. Where a student is creating a situation where they are threatening the wellbeing of other students or adults in the school, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sought before intervening. A senior member of staff will usually be available should staff need support. Reasonable force may be used to prevent a student from doing the following:

- Committing any offence;
- Causing personal injury to or damage to the property of any person (including the student him/herself);
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the Academy or among any of its students, whether this behaviour occurs during a teaching session or not;

In Q3 Academy Langley, reasonable force may be used to:

- Remove a disruptive student from a classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts the behaviour of or affects the safety of others;
- Prevent a student from attacking a member of staff or another student;
- Stop a fight in the school grounds or on a school trip or visit;
- Restrain a student at risk of harming themselves, in all cases force will only be used when it is reasonable, appropriate and safe to do so. Adjustments will be made depending upon the age and gender of the student, if they are disabled or not or whether they have Special Needs or not.

Where reasonable force has been used, parents will be informed and an incident form completed.

Note - it is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary:

- When a student is being congratulated or praised — handshake.
- Demonstration of how to use a musical instrument.
- Demonstration of exercises or techniques during P.E lessons or sports coaching.
- To give first aid.

All complaints about the use of force will be thoroughly and speedily investigated in line with the Academy's complaints policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably. Suspension of a member of staff is not an automatic response to a complaint being made.

Note - Violent or abusive behaviour may constitute a criminal act, and the Police may be called if appropriate. (For a detailed explanation of reasonable force, please see Restrictive Physical Intervention policy).