



## Behaviour Policy

September 2020

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<b>Associated documents:</b>
<b>The 'Phoenix Way'</b>
<b>Links to:</b>
<ul style="list-style-type: none"><li>• <b>Safeguarding Policy</b></li><li>• <b>E-Safety Policy</b></li><li>• <b>Anti-Bullying Policy</b></li><li>• <b>Social Media Policy</b></li><li>• <b>Curriculum Policy</b></li><li>• <b>Reasonable Force Policy</b></li><li>• <b>Code of Conduct</b></li><li>• <b>Home-Academy Agreement</b></li><li>• <b>Data Protection Policy</b></li></ul>

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

Education We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

### Financial We

are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

### **Our values**

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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## Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they are **warm but strict**. They encourage pupils to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of the 'The Phoenix Academy Way'.

## **1 Legal framework and definitions**

- 1.1 This policy has due regard to statutory legislation, including, but not limited to
- the Education and Inspections Act 2006
  - the Health Act 2006
  - the Equality Act 2010
  - the Education Act 2011
  - the Education (Independent School Standards) Regulations 2014
  - the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
  - the Immigration Act 2016
  - the General Data Protection Regulation (GDPR)
  - the Data Protection Act 2018
  - School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 This policy also has due regard to DfE guidance, including, but not limited to
  - *Behaviour and discipline in schools 2016*
  - *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England 2017*

## **2 Scope of this policy**

- 2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.
- 2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- 2.3 For the purpose of this policy the reference to ‘Teacher’ includes all paid staff responsible for the supervision of pupils. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.
- 2.4 For the purpose of this policy the reference to ‘pupils’ includes all learners in our academies.

## **3 Academy curriculum**

- 3.1 The curriculum has a vital role to play in developing pupils’ positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 3.2 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are.
- 3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.

3.4 Teaching styles and approaches to managing behaviour reflect our commitment to the warmstrict philosophy. Pupils respond better to praise and encouragement than punishment.

#### **4 Roles and responsibilities**

##### **4.1 Staff members will**

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use our reward system and hierarchy of sanctions to promote good behaviour
- use the rules and consequences outlined in this policy clearly and consistently
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter poor behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work
- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

##### **4.2 Pupils will**

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies through their exemplary behaviour
- be polite and respectful of others in the surrounding community

- work to the best of their ability and effort at all times, completing all the work assigned to them
- cooperate with other pupils and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other
- not act in a manner which is disruptive to the learning of others
- under no circumstances put the health and safety of others at risk.

#### 4.3 **Parents/carers will**

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.

### **5 Classroom behaviour**

- 5.1 Expectations and standards for behaviour are clearly displayed in all classrooms.
- 5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A Procedure for Rewards.
- 5.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Sanctions.

### **6 Pupils' conduct outside of the classroom**

- 6.1 Whilst using the corridors and surrounding area of our academy buildings, pupils must act in a responsible and respectful manner, as would be expected in a classroom.
- 6.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when
  - pupils are taking part in any academy- organised or academy related activity

- pupils are travelling to or from our academies
- pupils are wearing academy uniform
- pupils are in some way identifiable as a pupil at one of our academies
- pupils' behaviour could have repercussions on the orderly running of our academies
- pupils' behaviour poses a threat to another pupil or member of the public □ pupils' behaviour could adversely affect the reputation of our academies.

## 7 Sanctions for poor behaviour

- 7.1 Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.
- 7.2 Punishments are issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the expected standard, staff members will sanction the pupils in question.
- 7.3 In order for a punishment to be lawful, we ensure that the decision to issue a sanction to a pupil is
- made by a paid member of staff, or a member of staff authorised to do so by the Principal
  - made on the academy premises or whilst the pupil is under the charge of a member of staff
  - reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.
- 7.4 The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.
- 7.5 Sanctions
- relate to a specific task or action and will be applied clearly
  - are issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for
  - reinforce **our** core values and ethos
  - do not focus repeatedly on the same issue without progress □ do not have a negative effect upon others.
- 7.6 The aim of issuing sanctions is to correct the behaviour. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.
- 7.7 We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.
- 7.8 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:

- a) an assessment to establish a clear analysis of the pupil's needs
- b) a plan setting out how the pupil will be supported
- c) the required action to provide the support
- d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.

7.9 We consider a pupil's special educational needs when dealing with their behaviours.

7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.

7.11 There is an expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.

7.12 The full set of sanctions that we use are set out in Appendix B – Procedure for Sanctions.

## **8 Use of suspensions (fixed period exclusion) and permanent exclusions**

8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a pupil from our academy.

8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.

8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as

"the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

8.4 The decision to exclude a pupil is a serious one and will only be taken

- in response to serious or persistent breaches of this policy, **and**
- if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

8.5 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a 'fixed-term' exclusion. A fixed-term exclusion is a serious sanction.

8.6 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.

8.7 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member

of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of “prohibited items” listed in 9.2 or banned items. Where a pupil is involved in breaking the law the Police will be informed.

- 8.8 Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 8.9 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will
- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
  - allow the pupil to give their version of events
    - consider if the pupil has special educational needs (SEN).
- 8.10 All suspensions (fixed period exclusions and permanent exclusions are managed in line with the Department for Education’s latest [statutory guidance](#) to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

## **9 Use of detention**

- 9.1 Detention (including detention outside of academy hours) is used as a sanction in our academies.
- 9.2 In setting a detention outside normal academy hours we adhere to the following statutory legislation. A detention can be given on a) any academy day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days’.
- 9.3 Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents by telephone call as soon as is possible as is practical after the decision has been made to give a detention to a pupil. If it is not possible to contact a parent and there are other designated contacts on file, and we have been given permission to contact them, we would update them with the intention to further seek to update the parent as soon as possible ). Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:
- Whether the detention is likely to put the pupil at risk.
  - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
  - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy detention where the pupil can get home safely.

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.
- 9.4 With lunchtime detentions, staff allow twenty minutes for the pupil to eat, drink and use the toilet.

## **10 Confiscation of Inappropriate Items**

- 10.1 Members of staff are able to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely). Items confiscated by academy staff will be passed to the Principal or their representative for "safe keeping". The Principal will then communicate with the child's parents/carers to arrange their return.
- 10.2 Members of staff can exercise their power to search **without consent** for "prohibited items" including
- knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- 10.3 Weapons and knives and child pornography are given to the police as soon as reasonably practical.
- 10.4 Other items which are confiscated are returned to the pupil's parent. It is anticipated that this should take place within the week that the action was taken, were possible. Parents will be advised of why the item is unsuitable and advised against allowing this item to return to school with their child.)
- 10.5 A log is kept to record all confiscated items (see Appendix C).

## **11 Power to use reasonable force and right to search pupils**

- 11.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 11.2 Members of staff can seek pupil consent to search .Force cannot be used to search for these items.
- 11.3 The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Please refer to our Use of Reasonable Force Policy for further details.

- 11.4 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should call the police and isolate the pupil until such time that the police can carry out the search.
- 11.5 There must always be two members of staff present when a pupil is searched and we aim to ensure that at least one of these members of staff is the same gender as the pupil.
- 11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.
- 11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 11.8 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our safeguarding policy.
- 11.9 We keep a log of any searches that take place, detailing the name of the pupil, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

## **12 Seclusion and isolation rooms**

- 12.1 Disruptive pupils can be placed in an area away from other pupils for a limited period, in our The Quiet Room (inclusion room 1)
- 12.2 Phoenix has one calming down room called The Quiet Room which is furnished with cushions and a wall chalk board, when the need arises it can also be provided with a table and chair should they be required for pupils working out of class. The Quiet Room will be used;
- 12.3 If restrictive physical intervention by staff can cause the child's level of arousal to escalate, leading to increased danger of physical harm to members of staff or the pupils themselves. Pupils are encouraged to accept this opportunity to avoid a physical intervention however on occasions, staff will refer, sometimes forcibly, a student to the 'Quiet Room' to reduce presented and potential risks. It is not to be used as a sanction or punishment.
- 12.4 If allowing the pupil to roam freely may lead to the pupil absconding and putting themselves in danger.
- 12.5 If releasing the pupil into a fully furnished room may lead to extensive property damage.
- 12.6 The Quiet Room is also sometimes used as a quiet withdrawal room for pupils who need a less stimulating environment in which to calm and reflect.
- 12.7 It should be underpinned by a clear analysis of the risks presented at the time and in line with the 'best interest principle'.
- 12.8 They will be supervised by an adult at all times to ensure safety.
- 12.9 We will only ever use isolation that prevents a pupil from leaving a room of their own free will in exceptional circumstances and where the pupil's safety is at risk by leaving the room.
- 12.10 We consider pupil wellbeing before placing a pupil in isolation and have due regard for any safeguarding, pupil welfare and health and safety consideration for each individual.
- 12.11 Appendix B – Procedures for Sanctions specifies how long a pupil may be kept in seclusion or isolation following an **internal exclusion**. Pupils are not kept in isolation for more time than is necessary.

12.12 It is very important that pupils are given suitable academic work to undertake whilst spending time away from their peers but this time may also afford an opportunity for the pupil to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion. Pupils in isolation are given time to eat or use the toilet.

### **13 Bullying**

13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.

13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.

13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

### **14 Drugs, tobacco, alcohol and illegal substances**

14.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.

14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.

14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.

14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.

14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

### **15 Weapons**

15.1 The law recognises three categories of offensive weapon:

- Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
- Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
- Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.

15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.

- 15.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.
- 15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.
- 15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.
- 15.6 Confiscated weapons are given to the police as soon as reasonably practicable.
- 15.7 Parents are informed of their child's involvement in any activity related to weapons.

## **16 Mobile phones**

- 16.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.
- 16.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

## **17 Academy Uniform**

- 17.1 All pupils are expected to wear the full academy uniform in order to ensure equality and high standards are not compromised.
- 17.2 All new starters will receive a free Sweatshirt/Cardigan, Polo Shirt and Book Bag upon entry to the academy and further uniform can be purchased directly from the school office using our cashless system.

## **18 Child protection and safeguarding**

- 18.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see Safeguarding Policy).

## **19 Outside agencies**

- 19.1 Our academy is part of a wider community of support and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.
- 19.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.

## **20 Staff training and support**

- 20.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.

- 20.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.
- 20.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

## **21 Record keeping and data protection**

- 21.1 We keep a record of incidents of misbehaviour and positive behaviour.
- 21.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by
- Gender
  - Ethnicity
  - EAL
  - Pupil premium
  - SEND
  - Disability
  - Age
  - Religion
  - Sexuality
  - Children Looked After.
- 21.3 We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.
- 21.3 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our data protection policy.

## Appendix A Procedure for Rewards

### 1. Rewards Policy

This covers section 5 -15 of the Behaviour Policy

At Phoenix Academy trust we believe that the pupils should have their hard work, perseverance and creativity rewarded. We also believe that our pupils should have their positive contribution to the school climate recognised and that it is not always possible for all pupils to meet the behaviour expectations we have outlined in 4.2 of the Behaviour policy.

### 2. Rewards for good behaviour :

- **Praise** will be given verbally and in writing where a pupil has worked hard, persevered or shown creativity.  
Praise is seen as essential to re-inforce good behaviour and to build clear expectations of future behaviour.  
Praise will be generally framed in reference to the hard work that achieved it.  
Praise will normally be given in front of peers unless this is unsuitable for the pupil's needs.  
Praise will be balanced against criticism at a ratio of 5: 1. Pupils will be given praise 5 times for every 1 criticism.
- **Celebratory assemblies** will be held each term and certificates for achievement are given for outstanding achievement, effort and creativity.
- **School trips** are part of the long term goal and expectation setting we use to motivate pupils and provide an incentive for sustained engagement.  
They are also part of our wellbeing provision for pupils. Parents are informed about trips well in advance to enable them to take forward their role in fulfilling 4.3 of the Behaviour Policy.
- **Fortnightly topic based assembly** is where there is a reflection of learning and achievement of past two weeks for all school.
- **Attendance** : it is recognised that pupils whose attendance is higher can and do achieve more. For pupils with 100% attendance a certificate is awarded at our celebratory assemblies. However, we also recognise that many other factors affect pupils and so a dedication to attendance certificate can also be awarded here.  
Rewards can be removed or suspended dependent on pupil's behaviour.

## Appendix B – Procedures for Sanctions

### Sanctions Policy

Phoenix Academy Trust takes the following position with regard sanctions:

1. Sanctions are used to change behaviour and we want to understand what that behaviour is communicating.
  - At all times due regard is paid to the protected characteristics under the Equality Act 2010 for our pupils, as well as the need to consider any child in Local Authority Care individually when addressing their behaviour. Reference will also be had to any Education, Health And Care Plan, Personal Education Plans.
2. At Phoenix we :
  - Do not operate a zero tolerance approach to behaviour as that is too inflexible for our pupils and is in fact counterproductive as it focuses on behaviour of breaking rules, being punished and being guilty. This only helps to associate pupils with those behaviours which feeds into a negative cycle of behaviours.
  - Consider that behaviour is a form of communication and we use the process outlined in 7.8 of the Behaviour Policy to understand this. This is supported by our professional knowledge of our pupil.
  - need to be focused on understanding our pupils as children and not see them as blank slates to be written onto.
  - Do not use a detention unless this is agreed with the pupil's parent or carer
  - Record all sanctions given

### 3. Behaviour that can be sanctioned:

#### **Violence to other pupil or staff or object- verbal/ physical- also includes destruction of property**

- Will result in removal from class; Discussion and understanding process to be used to find out the reasons for the behaviour. As of 7.11 of the Behaviour Policy part of this process incorporates a brief restorative justice component where possible.
- Dependent on frequency, severity or post incident attitude **8**. Of the Behaviour Policy may be followed.
- Staff can also take minutes from a pupil's free time. Though we have limited this to a **maximum of 50% of a pupil's daily allotment** as the complete removal of free time is counterproductive to achieving our physical activity goals for children.
- All incidents are recorded.
- Any concerns about safeguarding issues being a factor in behaviour should be noted and discussed with SENDCO

### **Use of offensive language (racism, homophobia, transphobia, islamophobia)-**

- Teachers will address this instantly and request that the statement is not repeated and why this is offensive.
- If there is refusal to do this then the pupil is asked to leave the room with the Intervention Team supporting. Again, why this is wrong will be explained. Dependent on frequency, severity or post incident attitude **8**. Of the Behaviour Policy may be followed. IN cases such as this the teacher will highlight the need to address attitudes as part of our British values lessons.
- If this has directly affected another pupil or has been targeted at them then a brief restorative justice process is followed – when this is possible.
- Staff can also take minutes from a pupil's free time. Though we have limited this to a maximum of 50% of a pupils daily allotment as the complete removal of free time is counterproductive.
- All incidents are recorded on internal systems and in the pupils intervention folder
- Any concerns about safeguarding issues being a factor in behaviour should be noted and discussed with SENDCO

### **Swearing**

- Teachers will address this instantly and request that the statement is not repeated and why this is offensive.
- If the Pupil is not able to engage constructively the teachers will use the preventative strategies to de-escalate the situation.
- If the pupil is still not able to engage then they will be removed from class by the Intervention Team.
- Discussion and understanding process to be used to find out the reasons for the behaviour.
- Staff can also take minutes from a pupil's free time. Though we have limited this to a **maximum of 50% of a pupil's daily allotment** as the complete removal of free time is counterproductive to achieving our physical activity goals for children.
- All incidents are recorded.
- Any concerns about safeguarding issues being a factor in behaviour should be noted and discussed with SENDCO

### **Leaving class without permission-**

- Discussion and understanding process to be used to find out the reasons for the behaviour.
- Staff can also take minutes from a pupil's free time. Though we have limited this to a **maximum of 50% of a pupil's daily allotment** as the complete removal of free time is counterproductive to achieving our physical activity goals for children.
- All incidents are recorded.
- Any concerns about safeguarding issues being a factor in behaviour will be noted and discussed with SENDCO

### **Ignoring instructions-general disruption**

- Discussion and understanding process to be used to find out the reasons for the behaviour.
- Staff can also take minutes from a pupil's free time. Though we have limited this to a **maximum of 50% of a pupil's daily allotment** as the complete removal of free time is

counterproductive to achieving our physical activity goals for children. □ All incidents are recorded.

- Any concerns about safeguarding issues being a factor in behaviour will be noted and discussed with SENDCO
- **Persistent Rule Breaking**
- Discussion and understanding process to be used to find out the reasons for the behaviour.
- Staff can also take minutes from a pupil's free time. Though we have limited this to a **maximum of 50% of a pupil's daily allotment** as the complete removal of free time is counterproductive to achieving our physical activity goals for children.
- Dependent on frequency, severity or post incident attitude **8**. Of the Behaviour Policy may be followed.
- All incidents are recorded.
- Any concerns about safeguarding issues being a factor in behaviour should be noted and discussed with SENDCO

**Appendix C – Search and Confiscation Log**

Date	Pupil Name	Search Y/N	Reason for search	Searched by (Confirm 2 members of staff)	List Item(s) found or state nothing found	List items confiscated	Confiscated by?	Where are the items stored?	Police informed Date/time and by whom	Parent informed? Date/time and by whom

