

# MANAGEMENT OF BEHAVIOUR POLICY

Policy: September 2018

Policy to be reviewed: September 2019

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## Rationale

The aim of this policy is to ensure that all members of the school community feel safe, valued and able to enjoy their time at PHOENIXPLACE. This can only be derived through safe, positive behaviours from students and staff. This policy sets out the schools powers to deal with negative behaviour or behaviour that might prevent students from learning or feeling safe at PHOENIXPLACE. The school must comply with statutory guidance, including DfE guidance 'Behaviour and Discipline in Schools, January 2016', and has a legal duty to comply with the Equality Act 2010, in respect of safeguarding and in respect of students with Special Educational Needs (SEN).

At PHOENIXPLACE it is believed that all learners can learn behaviour that is appropriate and right within the constraints of cultural norms. For this to take place acceptable behaviour should be modelled and explained to learners. The best way to achieve appropriate and cooperative behaviour that enables the school to function as an alternative education provision is through reinforcing positive behaviour by highlighting and rewarding good behaviour and taking action to prevent and stop inappropriate behaviour through clear communication, good teaching and support, rewards & sanction procedures highlighted in this policy.

## Working Together

We believe that in order to enable high quality teaching and learning to take place, cooperative and appropriate behaviour in all aspects of school life is necessary. This policy embraces the concepts of "Every Child Matters". This policy, therefore, should contribute significantly to the elements of staying safe, being healthy, enjoying and achieving and making a positive contribution as it seeks to create an inclusive caring, learning environment. This policy promotes the following principles:

- All members of PHOENIXPLACE have the right to feel safe
- All members of PHOENIXPLACE have the right to be respected
- All members of PHOENIXPLACE have a right to learn free from disruption, violence, bullying and any form of harassment
- The school promotes values including honesty, fairness and respect, within a caring and nurturing environment
- The school promotes self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring equality and fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Encouraging a positive relationships with parents/carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures

As a school we strongly believe in the statement that "working together we achieve more" and it is with this in mind that the school recognises the importance of working with parents/carers other agencies and more importantly recognising the contribution our learners can make in the development of a safe, well ordered learning environment.

In order to foster a safe and supportive environment for our young people we ask that both parents/carers and students sign a Home/School agreement that sets out what we will each commit to do. We expect all students and parents/carers to sign this agreement as part of their place at PHOENIXPLACE.

This policy outlines expectations of students and how staff will deal with behaviour outside these expectations, ensuring a positive, calm and rewarding environment.

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## Our Learning Environment

The PHOENIXPLACE Community consists of all students, staff and volunteers who take part in the daily life of PHOENIXPLACE. It is of vital importance that staff (and students) are aware that the way in which we talk to each other, interact with each other and how we overall treat each other all contribute to a positive, safe environment.

## Our Ethos & Respect

***When we respect ourselves and others we create a positive, safe and happy environment where we can learn effectively and reach our full potential.***

Young people come to PHOENIXPLACE with different (often negative experiences) with mainstream schooling. They may have had prolonged absences or experienced extreme anxiety in the high-pressure atmosphere of a mainstream setting. Many of our students have had considerable lengths of time out of education and therefore our ethos is to provide a flexible, negotiated approach in a setting where students can have the space that they need to undo some of the difficult feelings that they may have left from their previous experiences in education.

We aim to build student self-esteem and engage the students in the learning process again.

We appreciate that this may take some time and may initially feel like an impossibility to some students. However, we are a community of individuals with the common belief that we can offer a viable alternative with small group and 1:1 teaching.

We are a school that believes in hard work, fairness, respect, honesty and kindness. We ask that each student agree to support their peers as well as treating all students and members of staff with respect. Students should also behave respectfully towards equipment, the building and grounds.

The below list are examples of signs of disrespect:

- Swearing and insults towards others
- Damaging school or individual property
- Using social media or technology in a way that is illegal, unsafe or excludes, disrespects or breaks the trust of others
- Being dishonest
- Arriving late or unprepared to lessons, not being apologetic for this
- Refusing to attend lessons or school
- Speaking over others or not listening when they speak
- Physical violence or inappropriate contact, language or actions
- Touching or taking other people's belongings without permission or damaging other people's belongings

This policy sets out our expectations of student behaviour and conduct in the classroom and around the school and how staff can encourage and model appropriate behaviour in order for there to be a positive learning experience. This policy has 3 key elements:

1. Conduct in the classroom
2. Conduct in the school building and community
3. Approaches to, or methods of behaviour management

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## Conduct in the classroom

*At PHOENIXPLACE we believe that:*

- *The work and progress of all learners in lessons is important.*
- *All staff should encourage, celebrate and reward the efforts & achievements made by learners in lessons*
- *All learners must have the opportunity to concentrate and do well in lessons*

Expectations for Students' Behaviour & conduct in classrooms and around school	How staff will help/support students to reach expectations
<p><i>At PHOENIXPLACE we want our students;</i></p> <ul style="list-style-type: none"> <li>- To work well in class without disturbing others</li> <li>- To show respect and treat other members of the school community with politeness and consideration</li> <li>- To take care of own and other people's property, including school property</li> <li>- To co-operate with instructions, corrections and sanctions from staff</li> <li>- To deal with any difficulties or disagreements in a calm, reasonable and honest manner</li> <li>- To manage own feelings and behaviour as well as possible</li> <li>- To cooperate with other students for good behaviour and achievement</li> <li>- To show respect to other learners by listening to them when they are contributing to class discussions</li> <li>- To refrain from using language that could be deemed to discriminate against others by age, disability, gender, sex, race, religion or belief and gender or sexual orientation</li> <li>- To stay on school premises between the hours of 9.15am and 3.00pm unless given permission to leave by a senior member of staff. (Parents/carers will be called if students leave site without permission)</li> <li>- To refrain from damaging school property or equipment, (students may be expected to reimburse the school for any damage caused)</li> <li>- To respect others boundaries, do not touch others without their permission, respect others' belongings</li> </ul>	<p><i>To support student behaviour objectives, staff are expected to;</i></p> <ul style="list-style-type: none"> <li>- Put in place individual behaviour plans/strategies</li> <li>- Tell learners clearly what is expected of them</li> <li>- Praise, encourage, celebrate and reward both work and behaviour such that all students know that their efforts and achievements are recognised and appreciated e.g. share achievements in assembly, positive phone calls home</li> <li>- Remind students of 'Classroom Expectations' and 'Behaviour Steps', giving fair warnings and predictable consequences for poor behaviour, using the minimum levels of sanction in the first instance</li> <li>- Respond to poor behaviour in a supportive and fair manner</li> <li>- Support students through discussion/reflection regarding their behaviour such that they can begin to have control over it</li> <li>- Teach necessary interpersonal and study skills</li> <li>- Provide educational opportunities to promote a sense of real achievement</li> <li>- Use the best principles of teaching and classroom management to maximise enjoyment of learning and minimise distractions</li> <li>- Provide enjoyable experiences with other students that lead to and develop friendships</li> <li>- Promote a safe community where no student is unduly pressured by either adults or other students</li> <li>- Communication students progress with parent/carers</li> </ul>

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## Conduct in the school buildings and grounds.

*At PHOENIXPLACE we believe that:*

- We should respect and constantly work to improve the environment of the school.
- There should be a calm and orderly atmosphere in and around the school building.

Learners will, therefore, be expected to observe the following standards:

- Walk in a calm manner around the school
- Place all litter in the bins provided
- Eat breakfast & lunches in the designated eating area and nowhere else in the building and grounds
- Treat toilet facilities with respect
- Use leisure equipment [such as badminton, computers] correctly and only with a member of staff present
- Treat the building, displays and equipment with due care.
- Show respect to our local community, especially those who live next to the school
- Smoking is not permitted on or around school site

## Conduct in Off Site Visits.

*At PHOENIXPLACE we believe that Offsite educational (other) visits:*

- enhance curricular and recreational opportunities for our pupils;
- provide a wider range of experiences for our pupils than could be provided on the school site alone;
- promote the independence of our pupils and enable them to make progress in new learning environments

Learners will, therefore, be expected to observe the following standards:

- To follow instructions from ALL staff members on off site visits
- To **behave in a way that positively represents the school** including positively engaging with fellow PP students
- To not encourage poor behaviour and inform staff of any such behaviour
- To engage/participate in all educational activities provided
- To be respectful and adhere to the Offsite establishments rules especially regarding keeping safe.
- To respect the property at any Off Site establishment
- To act in a responsible way travelling to and from the Off Site visit
- To understand poor behaviour will not be tolerated and sanctions may occur eg exclusion and/or police involvement, trip bans,
- To not enter any shops without intent to buy

Students,parents/carers must understand that **staff have the duty and responsibility (and the school reserves the right) to report any criminal activity to the Police and/or advise establishments of their right to do so.**

Participating in Off Site visit with the school is regarded as being 'in school' and therefore personal phones/devices will not be permitted during the visit

If I present poor behaviour the student/s will be escorted back to school and parent/carer will be informed.

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## Approaches to, or methods of behaviour management

At PHOENIXPLACE we believe that:

- All members of the school community deserves to be treated with respect
- Students can achieve & make good progress
- All learners and staff should feel/be safe

## General Style of Managing Behaviour

The school's general management of behaviour style is based on the principles of high expectations and setting a positive atmosphere in school. Discipline is a staff led activity whereby we seek to lead, guide, direct, or manage a learner's behaviour. It aims to lead a learner towards self-control and personal accountability.

### Goals of Discipline:

- To develop learners self-discipline and self-control
- To enable learners to be on task with their learning
- To enhance a learner's self esteem
- To encourage accountability for behaviour
- To encourage individual learners to recognise and respect the rights of others
- To affirm cooperation as well as responsible independence towards learning
- To promote the values of honesty, fairness and respect of others
- To enable rational conflict resolution

### Guidelines for staff:

Outright confrontation and 'no win' situations should be avoided, as a controlled reprimand can be most effective. If a situation cannot be so resolved, however, then it may prove desirable to involve a senior member of staff.

Positive expectation is essential. The priority is that all staff should encourage and maintain the highest possible standards of work, recreation and behaviour, as is inherent in the school's' basic aims. It is essential that learners are provided with a stable, supportive, learning environment.

We expect our staff to work within a framework of *preventative*, *corrective* and *supportive* approaches to discipline that is used as the basis for consistent and reasonable dealings with learners.

Preventative Discipline:	Corrective Discipline:	Supportive Discipline
<p><i>Staff should ensure that the classroom/school environment is conducive to learning</i></p> <ul style="list-style-type: none"> <li>● Positive working &amp; learning environment</li> <li>● Clear classroom rules</li> <li>● Clear expectations about work and consistency in approach</li> <li>● Maintaining an attractive, clean, tidy room. Well planned with adequate resources</li> <li>● Providing interesting wall displays, preferably of learners' own work (displayed work must show marking/feedback)</li> </ul>	<p><i>When a learner behaves inappropriately the following responses are deemed to be appropriate:</i></p> <ul style="list-style-type: none"> <li>● Tactically ignoring some behaviours</li> <li>● Simple directions or warnings</li> <li>● Defusing conflict and de-escalation</li> <li>● Restating classroom rules</li> </ul>	<p><i>It is the teacher/staff's, responsibility to re-establish good working relationships:</i></p> <ul style="list-style-type: none"> <li>● Follow up disruptions later</li> <li>● Encourage learners whenever possible</li> <li>● Develop a reward system</li> <li>● Develop and maintain a climate of respect</li> <li>● Apply a team approach for solving problems</li> </ul>

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<ul style="list-style-type: none"> <li>• Being prompt to the classroom and beginning lessons on time</li> <li>• Carefully prepared stimulating lessons to generate responsible behaviour and to earn respect</li> <li>• Extending and motivating all learners so that they are all given opportunities to achieve their own full potential</li> <li>• Keeping everyone occupied and interested for the whole lesson</li> <li>• Encouraging creative dialogue</li> <li>• Appropriate curriculum for individual learners, marking work promptly and constructively</li> <li>• Setting up a time out area and awareness of students' needs for time-out</li> <li>• Tutor teams will assist with preventative discipline by directly discussing student behaviour with their students on a daily basis.</li> </ul> <p>Achieving the above must be a priority for all teachers as there are clear links between the content and delivery of the school curriculum and the motivation and behaviour of its learners.</p>	<ul style="list-style-type: none"> <li>• Giving simple choices</li> <li>• Using 'Time Out'</li> <li>• Using 'Planned Intervention'</li> <li>• Following through on 'Behaviour Steps' – encouraging students to get back on track</li> <li>• allowing the student reflection time ( a few minutes) to self correct/regulate behaviour, and 2) Always leaving the door open for the student to re-join learning</li> </ul>	<ul style="list-style-type: none"> <li>• Recording incidents and successes on appropriate paperwork and sending it to the appropriate senior manager so it can be monitored and responded to accordingly</li> <li>• Maintain contact with parents/carers and relevant professionals</li> <li>• Classroom walk-throughs from SLT and quality assurance through classroom observations</li> </ul>
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## Rewards

*At PHOENIXPLACE we believe that the following should be recognised and celebrated consistently:*

- *Effort, progress and achievement by learners in lessons*
- *Good attendance and punctuality by learners*
- *Significant improvements in behaviour, attendance & punctuality*
- *Service to the school or the local community by learners*

The aim of the reward system is to recognise effort and success at all levels in all areas of school life.

Always try the positive approach before applying sanctions. All staff have a responsibility to give praise, during lessons and at other times, when they are with learners.

Regular recognition of effort, performance and behaviour is important in developing students' confidence and self-esteem. There are many ways to reward learners who are succeeding or improving:

Rewards should be based as much as possible on the public recognition of achievement and the sense of pride it brings rather than simply on material rewards. However in practice, rewards include

- Recognition for good effort in class and around the school – e.g. displays
- Certificates
- Tutor Group rewards to motivate individuals within the group eg credits
- Calling parents/carers /relevant people of notable successes
- Positive comments written on good work or stickers
- Special rewards provided by staff for exceptional achievement
- Recognition in assemblies
- Special mentions on school website or newsletter

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## Classroom Discipline Procedure

All staff must aim to use the framework of *preventative*, *corrective* and *supportive* approaches to discipline to deal with incidents in the first instance (pg5). However all breaches of discipline from **stage three onwards** will be logged via incident reports which are kept in the office and in the student records. (See 'Behaviour Steps' process – Appendix 1).

Stage one:	Stage two:	Stage three:	Stage four:
<p>The student will be given a verbal warning.</p> <p>Staff will support students in making amends, making the right choices and returning to order.</p> <p>Behaviour Steps followed to Orange</p>	<p>If the student is not positively responding to the 'Behaviour Steps' they will be asked to leave the learning area as so not to further disrupt the learning of others and be spoken to by the teacher/staff.</p> <p>If needed the student can have time out in another part of the building for a fixed period of time.</p> <p>It is expected that the student is able to reflect on their behaviour and return to the learning environment following classroom expectations</p>	<p><b>An incident report MUST be completed at this stage</b></p> <p>The student will be removed from the classroom (area) and be accompanied to a designated area with a member of staff/;</p> <p>The amount of time and activities of the student must be agreed, and a member of staff may need to stay with the student;</p> <p>Student's parent/carer will be notified by phone or letter at this stage.</p> <p>A tutor sanction is imposed. If the sanction is education offsite the following day/s (this may be organised for students to reflect on their behaviour). Tutor/Isa will collate a file of work for the student and ensure work is completed to an acceptable standard and marked</p> <p>a reintegration meeting must be organised with student, parent/carer to discuss expectations and set further targets where necessary</p>	<p><b>An incident report MUST be completed at this stage.</b></p> <p>The student may be excluded from the school for up to three days, parents/carers and referrers will be notified by phone and by a letter outlining the incident.</p> <p>Where possible parents/carers will be asked to pick up their child. If they are unable to do so the student will be sent home by public transport. Students should carry an oyster card at all times.</p> <p>A member of staff will ensure that the student gets onto an appropriate mode of public transport. If deemed necessary students will be taken home by a member of staff.</p> <p>Tutor/Isa will collate a file of work for the student and ensure work is completed to an acceptable standard and marked</p> <p>A reintegration meeting will be organised with student, parent/carer</p>

**Depending on the severity of the incident and student can jump straight to a stage 4**

## Sanctions

The staff of PHOENIXPLACE are committed to using a conciliatory approach to managing problems and incidents. Most of our students have been subject to difficult and upsetting experiences in school. We believe that treating our students as responsible individuals, we will equip them for life beyond education including teaching them how to successfully manage relationships, be assertive and better understand how to be part of a group.

This requires all students to take responsibility for themselves and their own actions and to commit to working towards creating better relationships, even with people who are not necessarily like them. We do not require students to become 'best friends' with other students but teach our students that part of life, particularly in the world of work, is being around people that may be different to you; it is important to show them respect and tolerance and expect the same in return.

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ALL staff have the right to expect a certain level of acceptable conduct from a student. If a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the staff member can impose a sanction on that student.

Teachers have overall responsibility for managing behaviour in the classroom and are expected to deal with low-level incidents of disrespect or rule breaking using the 'Behaviour Steps' as a visual guide for the student. The member of staff is encouraged to report any serious incidents to the SLT.

It is the responsibility of all staff within the school to teach appropriate behaviour as the opportunity arises. A consistency of approach helps learners understand the boundaries of expectation.

Types of incidents and sanctions – *list is not exhaustive*

Incidents	Serious Incidents	Very Serious Incidents
<p><i>Behaviour managed by students tutor/teacher/TLSA</i></p> <ul style="list-style-type: none"> <li>→ Talking over teacher others in class</li> <li>→ Pushing/teasing/play fighting</li> <li>→ Interrupting the teacher</li> <li>→ Misuse of equipment</li> <li>→ Lack of respect</li> <li>→ Not following instructions</li> <li>→ Lateness to lesson</li> <li>→ Avoiding work</li> <li>→ Wasting learning time</li> <li>→ Arguing/cussing peers/swearing</li> <li>→ Disrupting the lesson and learning environment</li> </ul>	<p><i>Serious incidents are, without exception, dealt with Tutors or by Senior Leaders. These include:</i></p> <ul style="list-style-type: none"> <li>→ Continuation of the above incidents</li> <li>→ Truancy from school &amp; lessons</li> <li>→ Extreme rudeness to staff</li> <li>→ Smoking on school premises</li> <li>→ Refusal to comply with other sanctions</li> <li>→ Theft</li> <li>→ Bullying – e.g. making derogatory comments, being mean to other students</li> </ul>	<p><i>These incidents are, without exception, dealt with by Tutors and by Senior Leaders. They include:</i></p> <ul style="list-style-type: none"> <li>→ Persistence of serious incidents</li> <li>→ Serious incidents of bullying e.g. homophobic,</li> <li>→ Sexual contact</li> <li>→ Racial abuse/comments</li> <li>→ Sexual harassment</li> <li>→ Fighting</li> <li>→ Bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)</li> <li>→ Involvement with drugs or alcohol</li> <li>→ Physical aggression towards a member of staff will be treated with the utmost severity – Students will not be allowed to return to class in this instance and below sanctions may be imposed</li> </ul>
<p><b>Sanctions may include</b></p>	<p><b>Sanctions may include</b></p>	<p><b>Sanctions may include:</b></p>
<ul style="list-style-type: none"> <li>• Detention</li> <li>• Withhold rewards e.g. trips</li> <li>• Withdrawal from group/work in isolation</li> </ul> <p>The following may also occur</p> <ul style="list-style-type: none"> <li>• Meeting with student and mediation with all concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Education off site (EOS) with a member of staff at a library</li> <li>• Withdraw from group/work in isolation in a designated area</li> <li>• Withdrawal from trips etc</li> <li>• Possible exclusion</li> </ul> <p>The following will occur</p> <ul style="list-style-type: none"> <li>• Meeting parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• Education off site with a member of staff</li> <li>• Fixed term exclusion</li> <li>• Permanent exclusion</li> <li>• Police involvement</li> </ul> <p>The following will occur</p> <ul style="list-style-type: none"> <li>• On-going monitoring</li> <li>• Contact with parent/carer/referring authority by phone or letter and/or organised meetings</li> </ul>



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## Unacceptable behaviour/'Zero Tolerance'

Incidents of vandalism, bullying, persistent disrespect towards staff, disorderly, abusive or defiant conduct in the buildings or grounds will be referred directly to the Headteacher for action through the school's discipline procedures.

- Learners will always be given a chance to consider their behaviour through the use of a time out period – students welcome to ask to take time out if they feel they are becoming angry.
- They will be encouraged to make apologies to staff/other learners and show they can keep the school rules

**Violence at PHOENIXPLACE will not be tolerated. If a student acts in a violent or aggressive manner then they may be excluded from the provision. In serious cases, the student may be permanently excluded.**

### Disrespect = 5 minute detention

We treat all our students with respect and we believe that all students should also respect those who are supporting and teaching them. However if a student displays disrespect towards any member of staff e.g. talking rudely, shouting, not following instructions when asked, that staff member has the right to issue a sanction.

Staff members must make it clear to the student how they have disrespected them and how the student should have shown respect, the student may have a chance to turn their behaviour around e.g. staff can apply behaviour steps (depending on the severity of disrespect). If a student does not turn this around staff will issue a 5 minute detention for disrespecting a member of staff

## Fixed Term Exclusions/Withdrawal of Placements

Where the behaviour of a student seriously violates the school rules, or where the continued presence of the student is a serious threat to the safety of others, it may be considered necessary to exclude that student for a fixed term of three days. Both the referring authority and parent/carer is informed of this action and the reason for the exclusion. Work is provided by the school for any learner who is excluded for any length of time and is sent to the student's home.

If a student is excluded their parent/carer will always be informed and asked to collect their child. If this is not possible the student will be escorted home or onto a bus. The referring agency (and social services if applicable) will also be notified. The safety of the student between school and home is always taken into account

Should a student have two or more fixed term exclusions for persistently violating the school rules, or where the continued presence of the student is a serious threat to the safety of others then it may be necessary to withdraw the placement at PHOENIXPLACE. This decision can only be made by the Headteacher [or senior leader] in conjunction with the relevant referring organisation. The school's Senior Advice Team will also be informed about the decision.

## Behaviour, Attendance Support Plan & Contract (BASPC)

PHOENIXPLACE reserves the right to put a young person on a BASPC at any time. The BASPC is the next stage on from student individual behaviour strategy plans, which all students will have as part of their tutor structures.

This process of support requires much more detail in support and will involve parents and where possible the referring authority. We believe this is an effective way of improving areas of concern as it allows the young person to understand, and focus upon, what needs to change. The young person will continue on the plan until they;

- a) Show significant signs of improvement in the areas outlined on the plan and
- b) There are no other remaining behaviour concerns.

BASPCs will be reviewed every half term or sooner as agreed with parent/carer and referring authorities. Students who do not show respect to school staff & follow targets in the plan will not be removed from the plan.

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Parents must sign the plan to show that they have read the comments and will discuss them with their child. If parents have any concerns then they can request a meeting at any time to review the plan.

## Physical restraint

When learner behaviour presents a serious danger of them causing significant harm to themselves, to others, or to property, or there is a major threat to good order, staff may need to take physical control until such time as the learner is able to take back control for themselves.

Parents and students will be made aware, during the induction period, that staff are entitled to use reasonable force to control or restrain students who pose a physical or emotional risk to themselves or others.

Staff receive 'Positive Handling' training which mainly focuses on defusing conflict situations however staff are informed of how to appropriately restrain a student if the circumstances are necessary. (Positive Handling training completed January 5<sup>th</sup> 2017)

## Malicious accusations against staff members

We aim to build strong and positive relationships with students. However there may arise an exceptional circumstance where a student makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the student which will usually result in permanent exclusion or managed move.

## Mobile Technology/devices

- Students must hand in their mobile phones/devices to the office each day on signing in without question before entering the rest of the building.
- It is the school policy that student must sign in on arrival and allow checks (wanding) to be made to ensure devices are not brought into the school.
- Phones will be returned to students at the end of the day or if a student has to leave early with parent/carer permission outside the main door.

## Banned items

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school. Students suspected of bringing in any item in the banned items under 'Prohibited items' may be searched without consent (in accordance with DfE - Behaviour and discipline in schools, Advice for headteachers and school staff, January 2016), including their belongings, by the Headteacher or other staff who are authorised to do so.

Prohibited Items	Other banned items
<p>Power to search without consent for "prohibited items" include:</p> <ul style="list-style-type: none"><li>- knives, including craft knives, pen knives, razors</li><li>- guns of any kind, including replicas and BB guns</li><li>- alcohol</li><li>- illegal drugs and 'legal highs'</li><li>- stolen items</li><li>- tobacco and cigarette papers including e-cigarettes</li><li>- fire lighting equipment or inflammable liquids</li><li>- fireworks or explosives of any kind</li><li>- offensive material such as pornographic, racist or violent images</li><li>- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property</li></ul>	<ul style="list-style-type: none"><li>- Laser pens or LED torches</li><li>- Cameras: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of students or staff</li></ul>

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<ul style="list-style-type: none"><li>- any item banned by the school rules that has been identified in the rules as an item which may be searched for.</li></ul>	
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Weapons, knives must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. Students suspected of bringing in any other banned item, such as those listed below may be searched by a member of staff with another member of staff present.

Students may be searched on arrival at the school as part of a routine check, or if they are suspected of carrying drugs or a weapon.

The school reserves the right to seize, confiscate or destroy any of the banned items, or any item that the school deems to be unsuitable and dangerous. Sanctions may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. Students may be excluded in extreme cases, or when students have received previous warnings about banned items. PHOENIXPLACE is keen to work together with other agencies to support the students in every way.

## Work with other agencies and professionals

PHOENIXPLACE works with a range of agencies. Agencies and professionals we work with include:

- Specialist Family Focus Team (SFFT)
- Social Care
- Southwark Virtual School
- EWOs
- Schools/Academies/Referrers
- YOS
- CAMHS
- Safer London

This policy can be read in conjunction with

- Anti-bullying Policy
- Safeguarding Policy
- Exclusion Policy
- SMSC Policy
- Attendance Policy
- Drugs/weapons Policy