Management of Behaviour Policy

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Reviewed:	Annually

MANAGEMENT OF BEHAVIOUR POLICY

PURPOSE, ETHOS, VISION AND VALUES

Our **CORE PURPOSE**: Why are we here?

"To act in the best interest of the student and the school community by delivering **quality** education, pastoral and specialist (including therapeutic) support for young girls identified as having Social Emotional Mental Health (SEMH) and educational needs".

Our **ETHOS**: in everything we do and everything we say!

- Our aim is to understand and address each students' unique needs and build a pathway to support their progression.
- Our aim is to build a strong pastoral structure based on a caring philosophy which nurtures positive relationships and attachments and encourages the growth of appropriate behaviour.
- Our aim is for students to build character and gain the skills sets needed to navigate life so they can function **P**ositively and **P**roductively in society.
- Our aim is to contiously strive to create a positive environment where students are able to be the best they can be!

Our **VISION**: What we hope for!;
Now and in the future for our students…

- To have key strategies to help manage and regulate their emotions appropriately and that they have the confidence to seek help where and when needed
- To be able to maintain healthy relationships - building positive attachments
- To realise their self-worth invest in building their confidence, self-esteem and a promoting positive self-image
- To embrace the aspiration to do well at school, college, work and live well, looking after their mental health and physical health
- To realise their potential and believe that they can make a positive difference in their local communities and wider society
- To be kind and respectful to others no matter the difference!

Our **VALUES Curriculum** - Building Character!

Whilst it is recognised that a comprehensive list of rules are valuable to ensure expectations of behaviour are met, it has also been noted that staff and students can find these overwhelming and over complicated.

As a tenet for a whole school vision, the focus will be on introducing, reinforcing and promoting three basic daily rules:

BE RESPONSIBLE!
BE NICE!
WORK HARD!

These three concepts are suitable to encompass all ideas and thoughts listed in the overall behaviour expectations, yet remain accessible to staff and students.

On a regular basis through Tutorial times, assemblies, Pastoral Sessions or modelling these behaviours we will continually support students by exploring:

- Responsibility to yourself and others.
- What it means to be 'nice' and how we can create a positive environment.

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- What the expectations are to be ready to learn and make progress.

Our **VALUES Curriculum**

BE RESPONSIBLE!	
Taking RESPONSIBILITY for example by	**Making the right CHOICES for example by**
- Being in control of your own behaviour - Doing your part when working together - Being trusted with important jobs - Having your work finished on time - Being ready to learn	- Making every decision carefully - Deciding what is right and doing it - Exercising your freedom to choose - Thinking everything through responsibly

BE NICE!		
Having & giving RESPECT for example by	**Showing CARE for example by**	**Acting with HONESTY for example by**
- Treating others the way you want to be treated - Accepting others for who they are - Being respectful to others in all your actions - Liking yourself enough to be yourself	- Saying nice things and sharing compliments with others - Being the person that others can count on - Lending a helping hand to those who need it - Showing kindness and consideration	- Being someone others can trust - Doing what is right regardless of who is around - Being truthful to yourself

WORK HARD!
Making an EFFORT for example by
- Trying without giving up - Giving your best in everything you choose to do - Achieving goals through commitment and hard work - Making the most of every opportunity

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AIMS

Our aim is to develop an environment that promotes and recognises positive, socially acceptable behaviour.

Whilst the school has high expectations for all its students, it recognises that not all students will be able to achieve these expectations immediately due to the complexity of their behavioural difficulties/needs.

In partnership with parents/carers and outside agencies, as appropriate, the school will offer support and guidance, whilst recognising the individual needs of all its students.

To this end we strive to:

- Create a welcoming, happy environment that sets realistic expectations for all.
- Work in partnership with parents/carers to promote acceptable behaviour in school.
- Provide a safe, caring learning environment with a stimulating and relevant curriculum differentiated to meet the needs of all.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of a person's protected characteristics.
- Show appreciation of the efforts and contribution of all.
- Ensure all students, parents/carers and staff are clear about the expectations regarding behaviour
- Work towards our ethos and vision for all students

KEY BELIEFS

At PhoenixPlace we want our Behaviour Policy to reflect our insight and understanding of the complex needs of our students and how this contributes to their ability to manage their behaviour in a positive manner, so they can be ready to engage with their learning and communicate and interact appropriately.

Students referred to PhoenixPlace include those who identify with one or a combination of the following;

- Are under threat of permanent exclusion from mainstream (or other) school settings, or have been excluded
- Are at risk of (or involved in) Child Sexual Exploitation (CSE), gang involvement, county lines exposure
- Have mental health issues including diagnosis of disorders e.g. post-traumatic stress disorder, but sometimes undetected or had late diagnosis
- Have Special Educational Needs (SEN)
- Young Carers
- Have been Missing in Education (MIE)
- Are looked after by the Local Authority

Our students needs

How our students behave gives us important information about how they are feeling.

Our students' behavioural needs are caused by a range of factors, including the impact of ACEs[1], toxic stress and attachment difficulties, gaps in learning, poor self-esteem, learning difficulties, challenging behaviour, communication and interaction difficulties, sensory and physical challenges and emotional mental health needs.

Many of our students display maladaptive behaviours due to poor attachments in relationships in their early life and our aim is to try to make up for some of the development that has been missed.

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[1] Adverse Childhood Experiences. ACEs are highly stressful events or situations that happen during childhood and/or adolescence.

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Through their behaviour they are telling us how they feel.

Behaviours which challenge can arise for different reasons which are personal to the individual. Typical behaviours include:

- Disruptive energy (not being able to stay in one place; constant interruptions)
- Aggression or hostility to other students and to adults
- Violent outbursts
- Intense envy or comparison of their peers
- "Shut down" (refusal to speak or engage, withdrawal from people and adults)
- Inability to concentrate long enough to learn
- Self-harm
- Lack of empathy
- In severe cases – psychosis; disassociation
- Insecure attachment behaviours – clinginess, defiant independence, mistrust of adults, ambivalence (clinginess combined with rejecting behaviours)
- Lack of awareness or tolerance of external boundaries and lack of development of internal boundaries – risk-taking behaviours, impulsivity, inability to manage emotions, inability to think ahead and predict consequences, oppositional defiance
- Feelings of low self-esteem, critical of self, unable to recognise achievements Intense fear of failure, inability to take healthy risks (e.g. in learning or relationship building) A rigid need to control born out of anxiety of the unknown (often in children from chaotic backgrounds)

Many of our students find learning difficult for a myriad of reasons. As a staff team, we consider the past experiences/events, learning styles and barriers faced by all our students and have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours.

Students who display, or are at risk of displaying, behaviours that are challenging will need support which involves both positive support, such as whole school behavioural approaches, Pastoral/mentoring/counselling support, and/or some form of intervention or time to reflect and acknowledge the real life consequence/s where appropriate.

Supporting students to effectively communicate is a very important way to encourage them to self-regulate and behave positively.

At PhoenixPlace we believe/understand that:

- Our students want to behave well.
- Behaviour is a means of communication - we must ensure that all students are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support, intervention and patience, students can learn to self-regulate and manage their own behaviour.

- All of our students have difficulties and specific needs which impact on how they learn to regulate and manage their behaviour.
- We need to work collectively with our students, parents/carers and other professionals to develop strategies for our students as part of a positive behaviour support approach to support them manage their behaviour in a positive manner.
- We believe that our students are happy when their needs are understood and met, allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- **Mistakes are part of the learning process:** We recognise that all of our students are at different stages of the development process. We don't make judgments about it! - instead we support our students to get it right.
- **All adults can learn strategies to support students to improve their behaviour:** Most adults have evolved ways of responding to students' behaviour based on a combination of personal and professional experiences and training and experiential learning[2].

DEVELOPING POSITIVE RELATIONSHIPS

'It is argued that the experience of positive, safe and stable relationships helps children and young people build secure attachments, develop self-confidence, self-esteem and self-reliance and contributes to a strong sense of identity and belonging '(Fahlberg,1994; Ryan, 2012; Care Inquiry, 2013).

'With these foundations in place, children and young people are afforded the best chance to secure positive long-term outcomes in education, health and overall well being' (Happer et al, 2006; Siebelt et al, 2008; DCSF, 2009; Ryan, 2012).

At PhoenixPlace our foundation is built on the nature of our relationships with our students. We fundamentally believe that building relationships with our students is key to their positive development.

We encourage all staff working with students to reflect on what may be the underlying issues that drive or trigger behaviour and to think about ways of responding to behaviour that challenges in a non-judgemental and supportive way, that brings about the desired outcome in that the student is able to reflect on their behaviour and make the necessary changes/choices that lead to more positive behaviours and communication.

This may be very difficult especially if a student is aggressive or targeting others in a focused way. As a school, we support staff to develop their own emotional resilience through professional support. This may be restorative meetings, peer to peer, group or individual support and can draw on a range of expertise eg Pastoral Team/Keyworkers; Lead Professionals, Teachers, Support Staff, Mentors, Educational Psychologists, Counsellor, CAMHS, etc.

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

With the knowledge of this, our staff support relationship-building with students by:

➔ Remaining **PROFESSIONAL** in challenging situations; modelling correct behaviour and communication; Containing their distress/rage – trying to understand the reasons for challenging behaviour and figure

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[2] Experiential learning is the idea that experiences are generated through our ongoing interactions and engagement with the world around us, and learning is an inevitable product of experience. It considers the role that all of our experiences play in our learning, including our emotions, cognition and environmental factors.

out solutions for the child; not retaliating through our reactions; managing our own behavioural responses to challenging behaviour

➔ Approaching students in a **NON JUDGEMENTAL** way

➔ Being **EMPATHETIC,** validating students feelings

➔ Being **POSITIVE & PATIENT** with students

➔ **SEEKING TO BUILD/REBUILD** trust and maintain positive relationships before, during and after a crisis

➔ Keeping students **SAFE**

➔ **'CORRECT WITH RESPECT'** at times students will make the wrong choices/decisions. We can be firm but fair in our response

➔ **'TUNING INTO STUDENTS NEEDS'** - "Whatever - that is (issue/response/outburst), our aim will be to try to support the student in communicating this appropriately"

➔ Being **CONSISTENT & DEPENDABLE** with all the above!

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 force 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 and that disagreements may occur; it is important to show others respect and tolerance and expect the same in return.

Working as a team

It is essential that students see the adults around them working together as a team. We continually model positive social communication, respect and care for each other and challenge gender stereotypes.

It is important that we all work together and share information, as appropriate, to ensure that we are providing effective joined-up care for our students. This is why daily briefings before and after the school day are crucial.

Our staff team support our students by:

- Being mindful and reflecting on the quality of our relationships with each other (and students helping them with improving positive attachments
- Reflecting, planning and "scaffolding" what we put in place to support students to learn self-regulation skills.
- Observing, gathering and analysing data on behaviour - to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on and off-site.
- Working in close partnership with our students, their parents/carers, and other professionals working with them e.g. speech and language therapy, Educational Psychologist etc so we are well-informed and have insight and understanding of their individual needs.
- Investing time, and allowing safe spaces and opportunities for students to practise these skills and make mistakes from which they can learn, develop and grow.
- Promoting and fostering a culture of reparation/restoration of relationships
- Being committed to continuously improving the quality of our provision.

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BEHAVIOUR EXPECTATIONS

Before outlining how we respond to dealing with poor behaviour (or mis-behaviourr) it is important to understand what constitutes our Behaviour Curriculum (expectations of student behaviour)

School behaviour curriculum

students are expected to:

- Attend school regularly
- Arrive to school and lessons on time (punctuality)
- Behave in an orderly and self-controlled way
- Uphold our school values and daily rules: ***BE RESPONSIBLE! BE NICE! WORK HARD!***
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- To attend school free from the influence of drugs, alcohol or other substances and not to bring any such substances on or near school site
- Comply with the ICT and Mobile Phone student Acceptable Use Agreement
- Comply with School routines e.g wanding and morning check in
- Refrain from using foul and abusive language
- Agree to peer role modelling
- Appropriate conduct on offsite trips

Following on from a Student Council meeting, students were also asked for their contribution regarding how they feel students, teachers and support staff should behave in the classroom during learning.

Student Views: What do we expect in class? (Statements discussed with and written by students)		
Expectations of students in class	**Expectations of teachers in class**	**Expectation of support staff in class**
Be polite and respectful	Explain things well	Give us opportunities to work independently
Show good manners	Control the class well	Support us with our work when we need it
Behave well	Explain things in lots of different ways so we can understand	Allow us to have movement breaks if we need them
Listen when someone else is talking	Use technology where possible	Give us lots of opportunities to do the right thing
Take time-outs if you need it	Make sure everyone shares the teachers attention	Know our EHCPs and our needs really well
Keep in you own learning area so you dont distract others	Know our EHCPS and our needs really well	

DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in shared open spaces, between lessons, and at break and lunchtimes
- Non-completion of classwork (or home learning if applicable)

- Poor attitude & disrespectful behaviour
- Incorrect uniform
- Not following staff instructions
- Not adhering to classroom rules
- Arriving late to lessons
- Leaving learning area without staff permission
- Dysregulating

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (including Cyber bullying)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any **prohibited items** (see below).
- Verbal or physical aggression towards peers or staff, this includes making threats/assault.
- Being under the influence
- Inappropriate physical contact of an aggressive or sexual nature.

Disrespectful misbehaviour is defined as:

- Swearing, insults towards others
- 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 school and or lessons, not being apologetic for this
- Speaking over others or not listening when they speak
- Touching, taking schools/other people's belongings without permission or damaging schools/other people's belongings
- Having no regard for the environment and not being respectful in the space, i.e leaving rubbish around or throwing things around the building
- Treating equipment without regard and or in an irresponsible way
- Writing/graffiti on property
- Not clearing up after an activity/lunch or at the reasonable request of staff
- Entering areas without permission

Prohibited Items

In the interests of the health and safety of the school community the school asks parents/carers and students to ensure that any prohibited items are not brought into school.

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Students suspected of bringing in items under 'Prohibited items' list may be searched without consent (in accordance with DfE - Searching, Screening and Confiscation Advice for schools, July 2022), including their belongings, by the Headteacher or other staff who are authorised to do so.

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks (fire lighting equipment or inflammable liquids)
- Pornographic or offensive images
- Lighters, vapes, grinders
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Prohibited items which are confiscated will not be returned to the student and the school may take further action.

OUR APPROACH TO DEALING WITH BEHAVIOUR THAT CHALLENGES

Most of our students learn in small, incremental steps over a period of time. This is not only true regarding their academic progress but also their emotional developments.

It is expected for students to improve their behaviour and communication and for us as a staff team to continue to familiarise ourselves with students needs and outcomes so we can support them to achieve this. However, it is also crucial to remember to tailor our communication towards students, positively modelling this at all times.

As a team we are committed to embedding the below approach regarding our conduct when dealing with behaviour that is challenging;

When dealing with mis-behaviour that is challenging all staff adopt this approach;

1. Ask
2. Explain
3. Give Options
4. Offer 2nd Opportunity
5. Take Appropriate Action

ASK: eg we politely ask the student to try and communicate what they are struggling with and/or we make it clear what we are asking the student to do. We keep any requests short and give time for the student to process what has been said.

EXPLAIN: eg we aim to scaffold any further explanation, ... and check that the student understands what has been said (remain professional in our language). Statements like, *I need you to.......... because.........*

GIVE OPTIONS: eg remind the student of the reward system and outline two positive actions that can be acted upon now……Give time to process, we remind students of their strengths or personal targets again allowing time for the student to process this information before completing the options with positive statements like.......*If you do ......you can earn positive points for......*

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OFFER A 2ND OPPORTUNITY: eg we remind the student that a positive outcome is still possible however, at this stage we will introduce negative outcomes, remind the student that phone clalls home, negative Arbor inputs and reflection time are considerations...

TAKE ACTION: eg staff will need to make a decision on consequences and/or redirect to Pastoral Team if behaviour persists

Staff must be consistent in the above approaches and ensure that they are patient with the process as some students find it harder to 'centre' themselves after being 'heightened' or processing a crisis. Staff should ensure that they are demonstrating unconditional regard for the student – disapproving of behaviours, never the child as a person (e.g. "that language is rude", as opposed to "you are rude").

We focus on prevention rather than reaction. This is achievable because our staff invest in knowing our students, spotting their triggers, intervening quickly and praising whenever possible. Every aspect of our practice should contribute to the prevention of challenging behaviour. When challenging behaviour does arise, de escalation methods are used, for example:

- Diversion/distraction - eg a change of activity or topic of conversation to remove pressure, suggesting student use something from their personal boxes to help them with calming down
- Change of face - eg swapping places with a colleague if we feel that the student might be better helped by someone else at that time

REWARDS AND CONSEQUENCES*

(Known as sanctions for the purposes of Independent School Standards)

Rewards

As a school we recognise that encouragement, praise and positive reinforcement teaches students that appropriate behaviour choices have good consequences. Rewards can be used to recognise and reinforce appropriate behaviour, and encourage students who are choosing inappropriate behaviour to make better choices.

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

All students will know when their behaviour is acceptable by:

- A smile, a nod, a 'thumbs up'.
- Verbal positive praise.
- Written positive praise.
- Tutor class rewards.
- Reward points.
- Commendations mentions in Staff debrief (these are sent home weekly)

Positive behaviour can also be rewarded with:

- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or presentations in assemblies
- Whole-class or year group rewards, such as a popular activity

- Trips
- Vouchers
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Uniform incentive
- Attendance incentive

Celebration of good behaviour sometimes occurs during:

- Celebration assemblies (eg each half term)
- Exam results
- Letter/Certificate from HT/DH/Pastoral Lead/team/Teacher/Tutor/Learning Support staff etc.

To help boost self-esteem and change how our students view themselves, we need to constantly be on the lookout for **small successes** and to praise/reward these successes.

It is important to remember that we need to notice behaviours that might seem ordinary but are significant for our students. It could be something as simple as a student returning a greeting or saying please and thank you. We always keep language as positive and solution-focused as possible e.g. we focus on the behaviours we want, not the behaviours we don't want.

Consequences (Sanctions)

Ultimately we want to promote a positive environment as encapsulated in the school's Ethos. As a specialist school, and with students as unique as ours, a 'one size fits all' approach to consequences is inappropriate so there will be times when we will have to apply a sanction/s in response to poor behaviour once strategies to de-escalate have been exhausted.

Our aims for discipline are that all children will:

- be tolerant and understanding of the feelings and needs of others;
- 'own their behaviour' of take responsibility for their actions
- develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour;
- learn to have respect for others and to behave courteously towards them;
- contribute to a safe environment;
- be able to work in an orderly atmosphere;
- be able to understand the role of and need for discipline as a positive part of school life.

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

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The school may use 1 or more of the following **sanctions** in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Reflection time at Break/Lunch with a designated member of staff
- Expecting work to be completed at home, or at break or lunchtime
- Reflections time at break or lunchtime, or after school with a Pastoral Keyworker or designated staff
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom (eg when they have contributed to the mess)
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Putting the student on a Behaviour Plan (this will involve Tutors, Pastoral lead, parents/carers)
- Putting a student on a daily report
- Removal of the student from the classroom (Internal Exclusion)
- Education off Site - (EOS- Internal Exclusion)
- Exclusion
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Internal Exclusion

We have two forms of Internal Exclusions.

- Removal from lesson to work in another classroom/space
- Educations Off Site (EOS)

Students will be given the opportunity to turn their behaviour around and remain in class however if their behaviour continues to disrupt their's or other students' learning, they will be asked to leave the classroom for a period of time decided by the class teacher and Pastoral team to work or calm down in an available space.

Withdrawal from the classroom can help to minimise student heightened response, give them space (with no peer audience) to calm down with the aim for them to regain control of their emotions. If a student is displaying aggressive or threatening behaviour or is putting themselves and others at risk, it may be necessary to provide a guided escort using one of the approved Positive Handling & De-escalation Techniques.

Depending on individual circumstances, staff will undertake an observational risk assessment to determine when the student is calm and able to take responsibility for her own emotions. On some occasions it may be necessary for staff to use physical intervention strategies in the room, for example, when a student's challenging and violent behaviour is putting themselves or staff at risk. This is used as a last resort.

The removal from lessons can sometimes be dealt with in school (e.g. to work or be supported in another location in the school building), however at other times (if the incident is more severe) the actions of the student may warrant an EOS. This decision is made by our Pastoral Manager in consultation with the staff team and parents/carers are made aware of the reasons.

Education Off Site

If deemed appropriate we will decide to educate a student via EOS in response to a breach of the behaviour policy. Students will be supervised by a member of staff on a 1:1 basis. This will take place at a number of local libraries close to the school. During EOS time following an incident, students;

- Review, discuss and reflect on their behaviour/incident / talk with the student and assess whether additional support strategies / adjustments are appropriate. (e.g. ways of avoiding repetition of incident)
- Complete any work work missed or be set work (priority English, Maths, Science)
- They will take their break or lunchtime separately from the school community.
- Return back to school after completing all instructed requirements (eg reflection/work)

Staff discuss and refer students to be EOS however final decision is made by the Pastoral Manager.

Where appropriate, if there are persistent referrals for internal exclusion methods, an interim / emergency annual review may be called. A Risk Assessment and Behaviour Management Plan will be written/reviewed.

The length of time a student has for an internal exclusion will depend on individual circumstances. All efforts will be made to keep the student in school, so as to support their education and it will only be in the most severe circumstances (or a repeat of earlier offences) that will lead to Fixed-Term or Permanent Exclusions.

Responding to poor behaviour offsite

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

Responding to Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Responding to Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or member of the School Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the Pastoral Lead/Keyworkers
- A report card with personalised behaviour goals
- Meeting with parents/carers to review targets

Recording And Communicating Behaviour Management Events

Abor (a cloud based digital management information system) is currently used by staff to monitor and track positive and negative behaviour incidents at school.

SUSPENSIONS, PERMANENT EXCLUSIONS AND EMERGENCY REVIEWS

In extreme cases only, the Headteacher (or Deputy Head in her absence) may suspend a student from attending school for a period usually of up to 5 days (e.g. where it is necessary for further investigation in serious incidents (previously known as a 'fixed-term exclusion').

When the decision is taken to suspend a student, an explanatory letter will be sent to the family and relevant professionals in the child's network eg social workers, LAs within 24 hours.

During the suspension, online work should be provided by the school, if the child requires physical work then this can be provided at the request of the parent or carer, but please allow for posting.

Following on from the suspension, a reintegration meeting (before or at the beginning of the student's return to school) to discuss strategies and support for the student to meet the expected standards of behaviour takes place with the Headteacher (or DH), and the Pastoral Manager or Pastoral Keyworker for the student.

Very occasionally, families may be asked to collect their child from school if it is obvious that every strategy has failed (to calm and/or engage and/or keep the student safe). This will always count, and be marked as, a suspension.

In very exceptional circumstances the Headteacher may make the difficult decision to permanently exclude a student. An exceptional circumstance may include, as non-exhaustive examples, violence and/or bringing prohibited items into school such as a dangerous weapon or illegal drugs.

When we have exhausted our resources / strategies and have no choice but to conclude that we can no longer meet a student's needs, we will call for an emergency annual review with the placing authority and student's family to reevaluate the suitability of the placement and recommend that another provision be sought. This is not the same as a suspension or a permanent exclusion.

MANAGEMENT OF BEHAVIOUR POLICY

PHYSICAL RESTRICTIVE INTERVENTION

Should a student's behaviour be so challenging that it can no longer be managed solely by the school's behaviour management and de-escalation strategies, it may be necessary to use restrictive interventions.

Physical interventions will be deployed as the last option when staff have attempted all other interventions or when a student's behaviour is putting themselves, other students, staff or others at risk.

The school's policy on restrictive interventions is framed by guidance from the DfE, 'Use of Reasonable Force' Behaviour and Discipline in Schools and Keeping Children Safe in Education, and uses Dynamis - Positive Handling and De-escalation techniques and strategies.

It is envisaged that only in exceptional circumstances would students require physical intervention. In the majority of cases, the positive use of touch is considered a beneficial strategy, e.g. guided walk, reassuring touch.

Physical interventions may be considered necessary in the following situations:

- When a student's behaviour is putting other students, staff or others in danger of physical harm, for example, if a student is attacking another person.
- When a student is at risk of harming themselves or putting themselves in danger, for example, running into the road or when two students are fighting causing the risk of injury.
- When a student's behaviour is causing disruption to the extent that good order and discipline is being seriously affected, for example, if a student is causing or is at risk of causing injury or damage, by accident, by rough play, or by the misuse of dangerous materials or objects.
- When a student is causing or is on the verge of causing deliberate damage to property.
- When it is beneficial for staff to establish firm and consistent boundaries with students in order to reinforce student safety and the necessary behaviours and attitudes to sustain the students' school placement.
- When it is necessary to prevent a student from leaving the classroom (where allowing the student to leave would risk their safety or lead to behaviour that disrupts others).
- When a student is behaving in a way that seriously disrupts a school sporting event or school visit. (As part of the preparation for off-site visits risk assessments are undertaken. It may be deemed unsafe or inappropriate to take a child to an activity where there is a significant likelihood of a need for physical intervention).
- When a student persistently refuses to follow an instruction to leave a classroom. (It is recognised that in this instance the refusal of a student to remain in a particular place is not enough on its own to justify the use of force). However, it may be justifiable where a student remaining in a classroom or leaving would entail serious risks to the student's safety, (taking into account the student's age and level of understanding), to the safety of other students, staff or others, or of damage to property; or lead to behaviour that prejudices good order and discipline, such as disrupting other classes.

Should restrictive intervention be necessary the well-being of the student will be of paramount concern and the physical intervention used "will be proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result." Often it may be assessed that a prompt, guided escort away from a situation may prevent the need for a more robust intervention.

The child's welfare remains our paramount concern. However, any occasion when physical restraint is used carries some risk. The following statement has been adopted into this policy and reflects the working realities and possible consequences when individuals are involved in an incident when physical restraint may need to be used:

MANAGEMENT OF BEHAVIOUR POLICY

It must be noted that during a physical intervention scratches, bruises and red marks may occur; this does not mean that the procedure has been administered incorrectly but is an occurrence with physical contact. Parents/carers and relevant adults will be informed.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

PHYSICAL INTERVENTION - See our Physical Intervention Policy for more details

BULLYING - See our Anti-Bullying Policy for more details

MOBILE PHONES

- PhoenixPlace is a phone-free environment.
- students must hand in any electronic device or mobile phone on arrival during the morning check in procedure or at times at the front door
- All devices are kept safely secured until the end of the school day where they will be returned..

UNIFORM - See our Uniform Policy for more details
students are required to wear full school uniform at all times

SEARCHING, SCREENING AND CONFISCATION

- To ensure the safety of our students, there are procedures in place that allow staff to screen students on arrival (or as needed) using a metal detector wand; this is to make sure that students are not bringing inappropriate materials or dangerous weapons into school. These could include: weapons including knives; alcohol; illegal drugs or stolen items.

- Also during the morning procedures staff will search a students bag (same rationale above)

- Students, parents/carers and referring authorities are briefed about our morning wanding procedure at the Placement Interview and Student Induction meetings.

- We will always try to accommodate a student's request of a same-sex member of staff. In exceptional circumstances, if there is a risk of serious harm to a person if the screen is not carried out straight away, a student may be screened by a person of the opposite sex and without another member of staff present.

- If prohibited items are found we will inform the necessary individuals in the child's network as soon as is practicable.

- An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting poses a risk to staff or students, or is prohibited. Prohibited or illegal items such as controlled drugs or stolen items must be delivered to the police as soon as possible unless there is a good reason not to do so.

(See also DfE guidance)

MANAGEMENT OF BEHAVIOUR POLICY

ALLEGATIONS AND SAFEGUARDING - See our Safeguarding Policy for more details

From students Against Other students

In most instances, negative conduct of students towards each other will be covered by this behaviour policy (and our anti-bullying policy), however, some allegations may be of a more serious nature and raise safeguarding concerns.

Allegations made against another student may include physical abuse (e.g. violence, particularly pre-planned; forcing the use of drugs or alcohol), emotional abuse (e.g. bullying, blackmail, extortion, threats, intimidation), sexual abuse (e.g. indecent exposure, touching, sexual violence and sexual harassment, sexting, forcing the watching of pornography or upskirting, which is a criminal offence and typically involves someone taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm and/or sexual exploitation (e.g. photographing or videoing indecent acts).

Sexting is sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet. If any devices need to be seized and passed onto the police, then the device(s) will be confiscated, and our safer schools police officer will be contacted. The device will be turned off and placed in the safe until the police are able to come and retrieve it.

Allegations must always be referred to using our online safeguarding system and will be dealt with as a safeguarding concern by the DSL. Further guidance on this area can be found under 'child-on-child abuse' in our safeguarding policy.

Malicious allegations against staff

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. We adopt the approach of 'It could happen here!'

students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

  → Manage the incident internally
  → Refer to early help
  → Refer to children's social care
  → Report to the police

STUDENT INDUCTION

The school will support incoming students to meet behaviour standards by organising an Induction meeting with student, parente/carer before they start school to familiarise them with the behaviour policy and the wider school culture.

EXTERNAL SUPPORT SERVICES

The advice and assistance of external services is highly valued in dealing with students' behaviour and supporting staff training. Practically this may mean involvement in one or more of the following:

- Education Welfare Office and Educational Psychologist
- Regular Continuing Professional Development (CPD) for staff on behaviour related topics
- Social services / respite care
- Local community services
- Youth Offending Team (YOT), Children and Adolescent Mental Health Services (CAMHS), Minority Groups

Additional support available to parents/carers includes:

- Signposting to other agencies
- Advice and guidance from school staff.

TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Staff meet on a daily basis to discuss behaviour (both positive and negative)

The Headteacher meets with designated Leads at student Causing Concern Meetings termly

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies

- Exclusion policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-Bullying Policy
- Uniform Policy