Phoenix Learning Communities

Promoting Positive Behaviour Policy and Procedures 2026-2028

STAFF WITH RESPONSIBILITY FOR POLICY:		**Shelley Jamieson**	
DATE ESTABLISHED:	**REVIEW CYCLE:**	**DATE REVIEWED:**	**DATE REVIEWED:**
Spring Term 2013	Every Two Years	Spring Term 2015	Spring Term 2017
DATE REVIEWED:	**DATE REVIEWED:**	**DATE REVIEWED:**	**DATE REVIEWED:**
Spring Term 2019	Autumn Term 2021	Spring Term 2022	

Staff With Responsibility For Policy:		**Stephanie Hardman**	
Date Established:	Autumn Term 2023	**Review Cycle:**	Every Two Years
Document Control & Review			
Date:	**Action:**	**Who By:**	**Changes Made:**
Spring 2023	Amendment		Updated to include new rewards and detentions.
18/10/23	Reviewed	SJ	Reviewed in light of change of ownership
17/09/24	Reviewed	SJ	Reviewed due to new staff joining. New A2L grid added.
23/09/24	Amended	SJ	CM included lunchtime arrangements for The Registry
30/10/2025	Updated	SJ	To reflect new tutor programme
30/01/2026	Updated	SJ	To reflect new mobile phone rules.
02/10/2026	Updated	SJ	To reflect new mobile phone rules.

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Status:
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Context
"Good behaviour and good learning and teaching are inextricably linked. " - *Taken from „Learning Behaviour" The report of the practitioners" group on school behaviour and discipline: Chair; Sir Alan Steer*

Purpose
Our school is a learning community where we want everyone, students, staff and parents/carers and visitors, to feel welcome and to be valued, safe and ready for the work we share. We believe each individual is unique and has his/her own special talent which can be developed in a calm, thoughtful and ordered school where there is fairness, understanding, clear rules, and where the consequences of actions are accepted by all. With these elements in place we believe it is possible for every student, perhaps for the first time, to enjoy their education, to achieve to their potential and to feel that the problems that have led them to us can be worked with and their lives changed so they can hope and plan for a better and more fulfilling future.

The values that inform our ethos, as they relate to behaviour management and promoting good behaviour are:

- **Stability** - Many of our students have experienced difficulties, trauma and rejection in their previous school life and throughout other aspects of their lives. We aim to offer the stability that is a necessary pre-requisite for reflecting on their experience and gaining insight, emotional literacy, resilience and empathy with others so their future can be different and happier.

- **Responsibility** - Our students are held accountable for their actions and are given the social and emotional support necessary to make changes when needed. We enable students to take responsibility and make restoration when their behaviour has been unhelpful and to gain alternative strategies and actions for the future.

- **Partnerships -** No school is an island. We work in partnership with parents/carers, professional colleagues and students in order to maximize the chances of helping every student achieve to their potential. Together we are better.

- **Ambition** - Teaching and learning is at the heart of all that we do. We aspire to ensure our teaching is well organized and planned, is inspiring and our lessons enjoyable and interesting in order that every student can become a confident learner and can progress and achieve.

- **Opportunities -** Our students are provided with opportunities and support to develop self-esteem, interpersonal and social skills as well as to make positive choices in respect of their behaviour both in and out of school because we believe they will become successful members of society through the knowledge, values, and thinking skills learned in the classroom.

Who/what was consulted?
Consultation was through a working party including staff, students and parents. DfES circulars and guidance from government bodies also informed the policy.

Relationship to other policies
The school policy on the curriculum embraces policies and procedures for Admissions, Assessment, Complaints, Drugs, Equality, School Visits, DSEN, Sex Education, Staff Discipline, And Teaching and Learning.

Roles and responsibilities
All adults in the school have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example will have an important influence on the students.

- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all;
- display the highest standards of conduct, including the modelling of punctuality, consistency and fair and equitable boundaries.

Promoting positive behaviour in the school – operational:
Behaviour Management is the responsibility of all staff in the school at all times. The School expects that education will be conducted in an orderly and above all safe environment. In order for this to happen school organisation and structure will make sure that:

Tutoring: (More info in the section below on Positive Reward System)

1. On admission to the school students are placed into Tutor Groups and allocated a Personal Tutor.
2. Students will take part in a tutor programme each day between 9am and 9.30am. The Tutor programme revolves around PSHE themes, literacy, numeracy, moral dilemmas and current affairs. The Tutor Programme also provides opportunities for students to look at the day ahead and discuss positives and areas for student improvement. This allows "student voice" and an opportunity to address feelings and emotions. This also allows the students and staff to work together as a community with a common goal which addresses "How can we do things better?" Students are afforded the opportunity to chair these daily meetings.

Tutor Programme	
Monday	Weekly Rewards & Community Breakfast – Weekly rewards ceremony recognising student success along with a community breakfast to provide an informal opportunity for safe and well checks between tutors and their tutees. Roads to Riches & Current Affairs – Reflecting on performance and target setting followed by short literacy, numeracy, current affairs activities.
Tuesday	PSHE – Following PSHE scheme in Tutor time.
Wednesday	PSHE – Following PSHE scheme in Tutor time.
Thursday	PSHE – Following PSHE scheme in Tutor time.
Friday	PSHE Review & Assessment
	Moral Dilemma (P4C) activities with a strong focus on speaking and listening.
Timetabled Lesson	Reading for Pleasure and Oracy Lesson – Oracy SMSC Curriculum

3. Tutors monitor their Tutee's behaviour, both positive and negative, on a daily basis and take appropriate action, including contact with home, sanctions and rewards.
4. Tutors hold half termly meetings with students to review their overall progress in terms of academic attainment, behaviour and careers. During meetings an

action plan is agreed to improve performance over the coming weeks. Each term these meetings include parents and any other professionals' students would like to attend.

Toilet Breaks:

5. Students are strongly encouraged to take toilet breaks during break and lunch times. There will be exceptions for students who have known medical conditions. Staff may use their discretion to allow students to go to the toilet during lesson times but should avoid allowing students out of lesson during the first and last half an hour. Where toilet breaks are allowed, students learn the social skills that this should only happen during non-teacher presentation or in the middle of a discussion but done quietly, without disruption during independent learning time.

Mobile Phones:

6. Following updated government guidance in February 2026 students are no longer allowed mobile phones in school at any time. Student mobile phones are handed in at the beginning of each day and stored securely. However, students who are allowed to leave site at lunchtime will be given their mobile phones to take with them. This allows us to fully safeguard students and have a point of contact between us and them should this be needed. Many students will contact parents during these times helping them to feel safe and secure in school.

Coats and Uniform:

7. Outdoor coats, jackets and hats are not ordinarily to be worn inside the building and should be stored in the conservatory or recreation room.
8. Casual, office wear clothing is worn. Shoulders, midriffs and upper thighs need to be covered. In summer tailored shorts can be worn. No offensive logos relating to bad language, criminality, alcohol or illegal drugs should be worn.

Breaktimes:

9. Break times and lunchtimes are the times of the day with the most potential for disruption. Staff on duty need to be vigilant to any tensions between students.

Lunchtimes (Phoenix Independent School Only):

10. Over the lockdown period students were allowed to go off site during the lunch break to reduce time spent indoors and to allow for increased social distancing. We found that allowing students off site at lunchtimes gave the following benefits:
    - Students developed independence and maturity. They behaved responsibly, communicating with school during this period.
    - Students returned on time in the majority, most were early.
    - Teachers reported that engagement dramatically improved during afternoon sessions, so much so that we were able to include academic lessons during the afternoons in place of the previous necessity of "softer" afternoon lessons.
    - Number of students absconding during the afternoon dramatically decreased as did the number of more serious behaviour incidents and conflict with staff.
    - There was a marked improvement in our pm attendance.
    - Students said they benefited from the mental and physical break of going off site for a short period during lunch break. They said this short 'time out' helped them to "reset" and better engage in afternoon lessons reporting the could concentrate better than when they weren't allowed off site prior to lockdown.

As a result, we feel that our students have proved that they are mature and responsible enough to leave the school site and we trust they will behave in a positive manner around the local community. We feel that they have conducted themselves well and that as a result we need to listen to their views on what will help them to learn in school better. We must stress that this is a privilege, which is very much behaviour dependent and should any student's behaviour fall below the standards we expect, this privilege will be withdrawn resulting in the student having to remain on site during the lunch period.

We also appreciate that this practice comes with some risks, as follows:

- Students not returning to school;
- Students engaging in anti-social behaviour;
- Students coming to harm from others or through risk-taking behaviours;

We have developed a risk assessment in response to these risks which is reviewed annually or when there is an incident of potential harm due to a student leaving site at lunchtime.

In summary: (more detail in risk assessment and safeguarding policy)

- Students are only allowed off site during lunchtime where parents have consented.
- A register is maintained of all students when they leave and when they return.
- Individual and group permissions are based on continued high standards of behaviour and will be withdrawn if behaviour falls below expectations.

Lunchtimes (The Registry Independent School):

11. Students stay on site during lunchtimes and participate in a range of indoor and outdoor activities.

Smoking/Vaping:

12. Students are not allowed to smoke/vape anywhere on the business park and any associated paraphernalia will be confiscated and returned to parents.

Induction:

13. The above points are discussed carefully with students during their Induction process, so that they are clearly explained and understood.

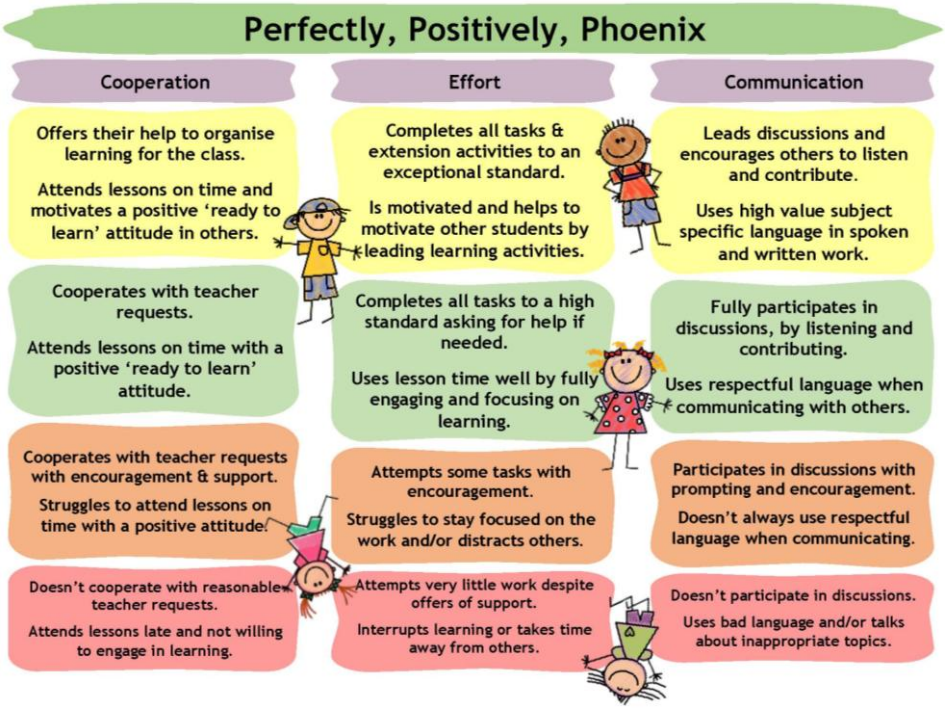
Promoting positive behaviour in the Classroom
Students must be supervised adequately by staff at all times during school hours.

The classroom environment gives clear messages to students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on how students behave.

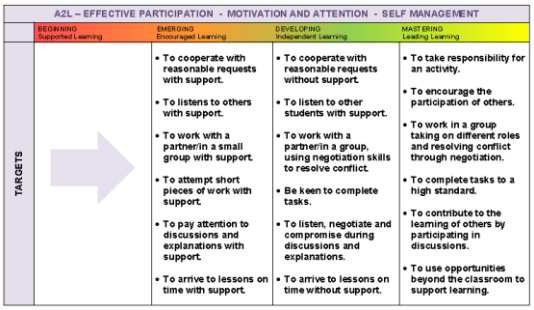
Good classroom management requires the following:

1. Knowledge of the needs of all students in the class, risk, SEN, welfare, etc.
2. Well planned lessons with clear aims and objectives. Planning should incorporate differentiation and progression with a variety of activities planned in every lesson. Many of our students have short attention spans and so tasks set must allow for measurable progress within a short time frame.
3. The physical classroom environment has a huge impact on student behaviour. It is vital that teachers ensure that the teaching space is kept organised and tidy to promote independent learning and high standards. Any deficiencies need to be reported so that they can be remedied.
4. We expect students to test boundaries. Throughout lessons teachers need to be non-judgemental, calm and positive in their approach. Negative language, 'put downs", 'nagging', etc. need to be avoided. This requires a high level of self-awareness on the part of staff, in order that they understand and can manage their own responses to situations and the types of challenge they are likely to face.
5. Poor behaviour is often best defused using humour and kidology (shock, horror) and assertive, calm challenge rather than through positions of power.
6. Eating is not allowed in class. Students are all allocated water bottles which need to be filled at break times. Students should not be allowed to fill these or request they be filled during lessons.
7. Where there are breaches of behavioural standards and expectations, there will need to be recognized and fair but clear sanctions.
8. All staff need to be consistent in their approach to classroom management and the application of school rules and consequences. This means paying attention to their own good time-keeping, reacting in a similar way to similar situations and marking work in a regular manner.

A2l – Behaviour for Learning Cycle
In September 2011 a working group of staff and students developed our Access to Learning Grid. This was further developed in 2023 and then again through staff and student consultation in July 2024. This forms the basis by which both students and staff can assess, target and support learning behaviour. This is displayed in each classroom and **should** be referred to by staff in every lesson when speaking to students about behaviour. Students should be encouraged to self-assess their learning behaviour at the end of each lesson.

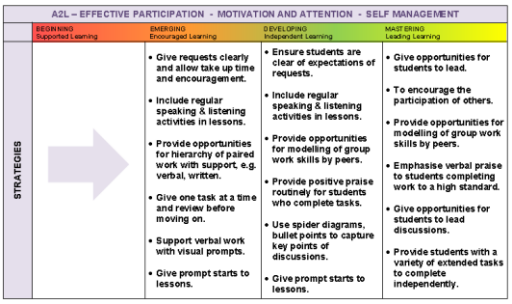


The tables below show some targets and strategies that could be utilised to ensure all students get into the green zone of the learning grid:



A2L – EFFECTIVE PARTICIPATION - MOTIVATION AND ATTENTION - SELF MANAGEMENT

	BEGINNING Supported Learning	EMERGING Encouraged Learning	DEVELOPING Independent Learning	MASTERING Leading Learning
TARGETS		• To cooperate with reasonable requests with support. • To listens to others with support. • To work with a partner/in a small group with support. • To attempt short pieces of work with support. • To pay attention to discussions and explanations with support. • To arrive to lessons on time with support.	• To cooperate with reasonable requests without support. • To listen to other students with support. • To work with a partner/in a group, using negotiation skills to resolve conflict. • Be keen to complete tasks. • To listen, negotiate and compromise during discussions and explanations. • To arrive to lessons on time without support.	• To take responsibility for an activity. • To encourage the participation of others. • To work in a group taking on different roles and resolving conflict through negotiation. • To complete tasks to a high standard. • To contribute to the learning of others by participating in discussions. • To use opportunities beyond the classroom to support learning.

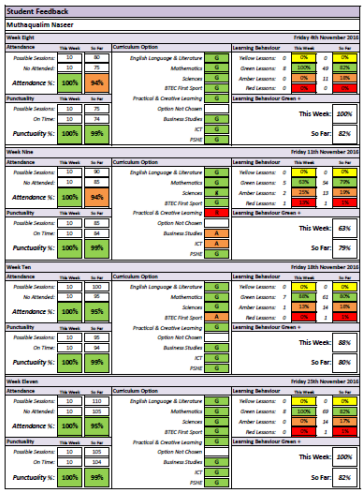


A2L – EFFECTIVE PARTICIPATION - MOTIVATION AND ATTENTION - SELF MANAGEMENT

	BEGINNING Supported Learning	EMERGING Encouraged Learning	DEVELOPING Independent Learning	MASTERING Leading Learning
STRATEGIES		• Give requests clearly and allow take up time and encouragement. • Include regular speaking & listening activities in lessons. • Provide opportunities for hierarchy of paired work with support, e.g. verbal, written. • Give one task at a time and review before moving on. • Support verbal work with visual prompts. • Give prompt starts to lessons.	• Ensure students are clear of expectations of requests. • Include regular speaking & listening activities in lessons. • Provide opportunities for modelling of group work skills by peers. • Provide positive praise routinely for students who complete tasks. • Use spider diagrams, bullet points to capture key points of discussions. • Give prompt starts to lessons.	• Give opportunities for students to lead. • To encourage the participation of others. • Provide opportunities for modelling of group work skills by peers. • Emphasise verbal praise to students completing work to a high standard. • Give opportunities for students to lead discussions. • Provide students with a variety of extended tasks to complete independently.

Staff provide lesson by lesson feedback on student learning behaviour in relation to the Perfectly Positive Phoenix Grid using the Red, Amber, Green and Yellow coding. This feedback is collated on a weekly basis to produce a weekly Personal Profile for each student which tutors use and discuss with each student in their tutor group.

This diagram below shows a small snapshot of a weekly personal profile for a student:



Student Feedback

Muthaqalim Naseer

Week Eight — Friday 4th November 2016

Attendance	This Week	So Far
Possible Sessions:	10	80
No Attended:	10	75
Attendance %:	100%	94%

Punctuality	This Week	So Far
Possible Sessions:	10	75
On Time:	10	74
Punctuality %:	100%	99%

Curriculum Option	
English Language & Literature	G
Mathematics	G
Sciences	G
BTEC First Sport	G
Practical & Creative Learning	G
Option Not Chosen	
Business Studies	G
ICT	G
PSHE	G

Learning Behaviour	This Week	So Far
Yellow Lessons:	0	0%
Green Lessons:	8	100% 49 92%
Amber Lessons:	0	0% 11 18%
Red Lessons:	0	0% 0 0%

Learning Behaviour Green %

This Week: 100%

So Far: 92%

Week Nine — Friday 11th November 2016

Attendance	This Week	So Far
Possible Sessions:	10	90
No Attended:	10	85
Attendance %:	100%	94%

Punctuality	This Week	So Far
Possible Sessions:	10	85
On Time:	10	84
Punctuality %:	100%	99%

Curriculum Option	
English Language & Literature	G
Mathematics	G
Sciences	A
BTEC First Sport	G
Practical & Creative Learning	R
Option Not Chosen	
Business Studies	A
ICT	A
PSHE	G

Learning Behaviour	This Week	So Far
Yellow Lessons:	0	0% 0 0%
Green Lessons:	0	0% 58 79%
Amber Lessons:	2	25% 15 19%
Red Lessons:	2	25% 1 2%

Learning Behaviour Green %

This Week: 63%

So Far: 79%

Week Ten — Friday 18th November 2016

Attendance	This Week	So Far
Possible Sessions:	10	100
No Attended:	10	95
Attendance %:	100%	95%

Punctuality	This Week	So Far
Possible Sessions:	10	95
On Time:	10	94
Punctuality %:	100%	99%

Curriculum Option	
English Language & Literature	G
Mathematics	G
Sciences	G
BTEC First Sport	A
Practical & Creative Learning	G
Option Not Chosen	
Business Studies	G
ICT	G
PSHE	G

Learning Behaviour	This Week	So Far
Yellow Lessons:	0	0% 0 0%
Green Lessons:	7	88% 61 87%
Amber Lessons:	1	12% 10 14%
Red Lessons:	0	0% 1 1%

Learning Behaviour Green %

This Week: 88%

So Far: 86%

Week Eleven — Friday 25th November 2016

Attendance	This Week	So Far
Possible Sessions:	10	110
No Attended:	10	105
Attendance %:	100%	95%

Punctuality	This Week	So Far
Possible Sessions:	10	105
On Time:	10	104
Punctuality %:	100%	99%

Curriculum Option	
English Language & Literature	G
Mathematics	G
Sciences	G
BTEC First Sport	G
Practical & Creative Learning	G
Option Not Chosen	
Business Studies	G
ICT	G
PSHE	G

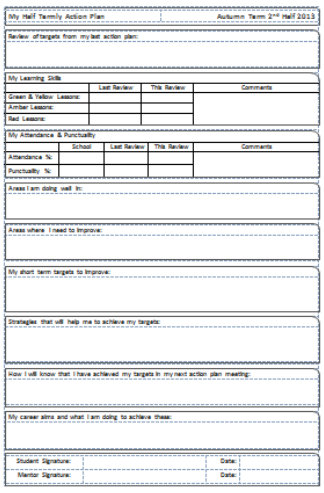
Learning Behaviour	This Week	So Far
Yellow Lessons:	0	0% 0 0%
Green Lessons:	8	100% 69 92%
Amber Lessons:	0	0% 14 17%
Red Lessons:	0	0% 1 1%

Learning Behaviour Green %

This Week: 100%

So Far: 82%

Half termly reviews are held with students and their Tutors. The profile for the previous weeks along with the PPP grid forms the basis of these discussions. At the end of the tutorial the following sheet is completed to provide a clear focus for any areas of improvement. Due to the vulnerable nature of many students a safeguarding check is also completed during each tutorial session.



My Half Termly Action Plan — Autumn Term 2nd Half 2013

Review of targets from my last action plan:

My Learning Skills

	Last Review	This Review	Comments
Green & Yellow Lessons:			
Amber Lessons:			
Red Lessons:			

My Attendance & Punctuality

	School	Last Review	This Review	Comments
Attendance %:				
Punctuality %:				

Areas I am doing well in:

Areas where I need to improve:

My short term targets to improve:

Strategies that will help me to achieve my targets:

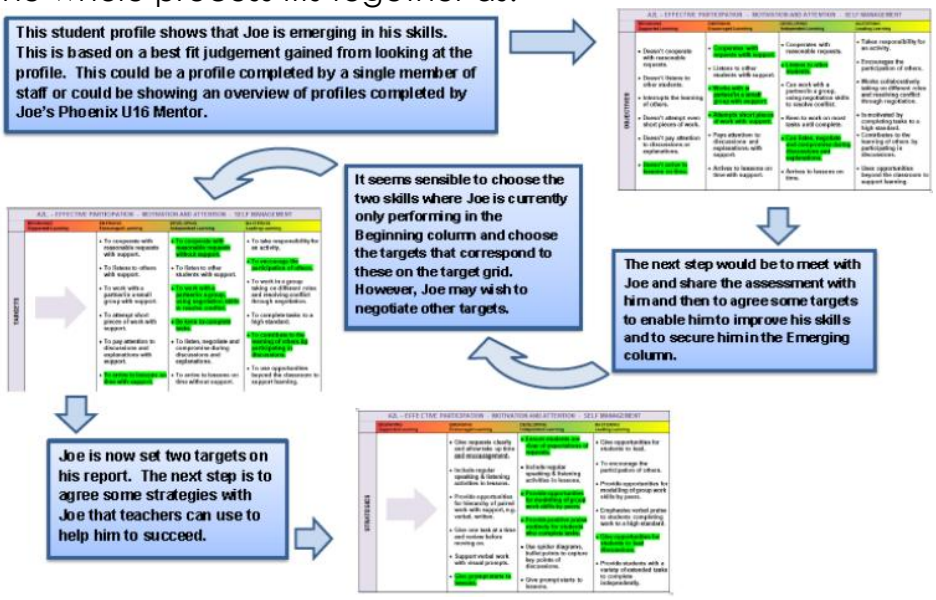
How I will know that I have achieved my targets in my next action plan meeting:

My career aims and what I am doing to achieve these:

Student Signature: Date:

Mentor Signature: Date:

The whole process fits together as:



Positive Reward System
A system of praise and rewards for appropriate behaviour will be used consistently in the school, in and out of lessons. Rewards can be strong or weak in their influence on patterns of behaviour. The most important things to remember about a Positive Reward system are fairness and consistency.

Everyday Rewards
All Day, Every Day – All staff in school will use a range of informal rewards to influence positive behaviour of students in school.

Informal
Commonly used rewards include:

- Social rewards - praise, smiles etc.
- Events - such as playing a game, being asked to do a responsible task, taking part in a chosen activity;
- Consumables - stars, stickers, silly prizes" and „quick notes", etc.

Praise Postcards
Where a student achieves a Yellow lesson staff will record this on the Daily Tutor Log and fill in a Praise Postcard detailing the Yellow Behaviour. The card will be put in the Praise Postcard Bin in the Main Office ready to be added to the Praise Postcard Board at the beginning of each week.

Tutor Phone Calls Home
At the end of each week Tutors will ring the parents of all students in their Tutor groups who have received a Yellow Lesson to inform parents.

Roads to Riches Boards
Each week tutors celebrate the attendance and behaviour of students using the Tutor Group Roads to Riches Boards.

Weekly Prize Draw
At the beginning of each week the names of students who have achieved 85%+ GREEN OR BETTER LESSONS AND 90%+ ATTENDANCE are entered into a prize draw for a £5 voucher.

End of Half Term Prizes *
At the beginning of every half term students are provided with the following rewards based on the previous half terms behaviour and attendance.

Greater than 90% attendance = £5 voucher
Greater than 80% green or yellow lessons = £5 voucher *ONLY IF ATTENDANCE IS ABOVE 80%
Bonus Reward
Greater than 90% attendance & greater than 80% green and yellow lessons = £10 voucher
* Only for students who have attended school for a minimum of 50% of the rewards period.

Minor Incidents/Offences:
There are too many possible minor infringements to record in this section. The following is therefore a sample of minor infringements and not an exhaustive list. Staff will need to use their informed professional judgment regarding possible consequences; however, consequences must be fair and consistent.
(Sample) A student:

- swears a lot:
- regularly interrupts the lesson inappropriately:
- is disruptive during class:
- brings expensive or inappropriate items to the programme to 'show them off', such as mobile phones, Play Stations, watches, jewellery etc:
- calls a fellow student or member of staff inappropriate names or 'picks on' another student (This could be viewed as the onset of bullying – see policy)
- is late for class each morning or returns from break/lunch late;
- engages in minor damage of property, (this could include defacing school books, desks, minor graffiti or damaging their own assessed work);
- walks out of class whenever s/he is frustrated, without listening to staff instruction or gaining permission slip from the teacher;
- refuses to comply with instructions from staff;
- wanders around site against staff wishes;
- takes unauthorized breaks or toilet breaks and leaves the classroom.

Consequences for the above occurring:
Students have a need to discover where important boundaries of unacceptable behaviour lie. It is natural for them to test these boundaries to confirm their existence and sometimes for the fun or the challenge of it. The proper answer to such testing is to confirm the existence of the boundaries and to do so firmly, unequivocally and at once. Behaviour may at times be better challenged away from peers, however it is useful to bear in mind the positive and powerful effects that can be obtained from peer support and group interactions when they are facilitated and managed constructively.

All negative behaviour needs to be addressed, although occasionally very minor incidents of behaviour can be ignored and the student diverted into positive learning. It

is still very important to mention the behaviour during allocation of the reward system points after the lesson, but this can be a positive comment on how the student was beginning to 'mess around' but managed to get back 'on task'. Minor behaviour should only be ignored as part of a strategy and never because the teacher wants to avoid confrontation. Ignoring behaviour will give a clear message to the student that the behaviour is okay or that the adult is afraid to address the issue.

When a student does not follow our behaviour policy in the classroom the sanctions as detailed below should be consistently applied.

1st Infringement: First Tick

A verbal reminder is given –and, if it is thought necessary, a discussion with the teacher will take place after the lesson. The student's name is put on the board and a tick put against it as a visual reminder.

2nd Infringement – Second Tick

A second reminder is given and a second tick is put against the student's name on the board as a visual reminder.

3rd Infringement – Third Tick - Turnaround

1. If the child is spoken to a third time a third tick is put against the student's name. At this point the student is sent to **Turnaround** with another member of staff. ***Turnaround – A member of staff talks to the student alone and reminds them of the school code of conduct and why this is important. The staff member will decide if after this conversation the student is ready to return to the classroom. They will assess if the student needs more time to calm down or needs to be removed from the situation for the rest of the lesson. The Turnaround member of staff will reinforce that the consequences of further misbehaviour on returning to the classroom will result in isolation away from the rest of the class for the duration of the lesson and a detention after school.***

   When the Turnaround member of staff feels the student is ready to return to the classroom they will escort them back into the classroom. They will liaise with the class teacher on whether a change of seating position needs to take place and will support until the child is settled back into their learning.

4th Infringement – Fourth Tick - Isolation

The student is sent into isolation for the remainder of the lesson and issued with an after school detention.

More than one 4th infringement on the same day.

The student is placed into isolation for the remainder of the school day and a meeting with parents is arranged. Isolation includes break and lunch time periods and interaction with other students.

Serious Offence - Third Tick - Turnaround

*Where a student commits a more serious offence in the classroom staff should immediately send the student to Turnaround and discuss if the student is going to progress immediately to a more serious sanction as detailed below.

Other possible sanctions/consequences for minor infringements:

- The student is reminded of the rules and 'The Code of Conduct'.
- Loss of free time may be an appropriate consequence.
- Withdrawal of a privilege for a limited period of time.
- A letter/phone call home to parents about persistent minor incidents.
- A request made for the student's mentor to meet the student.
- If warnings are not heeded, then parents/carers are called in to discuss the behaviour with the teacher/TA and student.

In very rare instances for repeated minor incidents, where due to the persistent nature of the behaviour it is decided that the behaviour has escalated to a major incident (see below) the student can be issued with a sanction as set out in the section on sanctions for major incident/offences.

Detentions
Red Lessons - Tutors check lessons achieved by students at the end of each day. Where a student has received a red lesson the tutor will ring home to discuss this with parents. A 20-minute detention will ordinarily be issued for the following day, or at the earliest convenience, after school.

Other times - As well as detentions being issued for Red lessons, any member of staff can issue a detention to address poor behaviour in school. This could be for poor punctuality and/or behaviour outside of lessons, etc.

Supervising Detentions
Detentions are usually supervised by Tutors, or Co-Tutors where tutors and students are on different sites on the day of detention. Tutors will provide students with a workbook to complete during detention.

Tutors will collect students from the recreation room on the day of the detention.

Missed Detentions
If a student fails to sit a detention, then the tutor will follow this up with parents using their professional judgement on whether to escalate the sanction to a school meeting or to reissue the detention.

Monitoring Detentions
Tutors will monitor detentions to look for patterns and to identify where an escalation in behaviour intervention needs to take place. E.g. where a student is receiving multiple detentions, tutors should liaise with the pastoral lead to decide what steps need to be taken such as a formal behaviour meeting in school, referral to SENCO, meeting with class teacher, etc.

Exceptions
Nothing in this policy is intended to take away from the professional judgement of staff acting in the best interests of students or the school. There are times when it may be more appropriate for students to sit detentions with class teachers, for instance, to complete missed classwork or coursework. Tutors and class teachers are best placed to make these decisions. However, the responsibility for ensuring the robustness and quality of our detention system for students remains with tutors.

Major Incidents/Offences
Behaviours which we view as both major and minor incidents or offences and the resultant sanctions include:

- Verbal and non-verbal threatening or abusive behaviour towards staff or other students.
- Physical abuse/Assault on persons.
- Serious damage to property including vandalism or graffiti.
- Carrying a weapon or using or threatening to use school equipment or any other item as a weapon.
- Fire-setting or threatening behaviour with matches or cigarette lighters.
- Sexual harassment / sexualised behaviour and language.
- Unsafe behaviour towards self (Self-Harm).
- Bullying.
- Repetitive minor incidents which collectively disrupt the learning environment.
- Malicious/false accusations against staff (see Dfe Guidance for Social Care referral indicators for repeated incidents;
- Physical aggression towards another student, including hitting with the hand and kicking;
- Refusal to abide by school rules or to respond to a request by staff, for example refusal to hand in a mobile phone or cigarettes;
- Possession of illegal substances including alcohol, tobacco or drugs;
- Theft or extortion.

Sanctions for the above occurring
The above behaviours will need to be assessed on a case by case basis with the final decision being made by the Principal and **may** result in:

- The Police being called, which could result in an arrest (Police's decision).
- Fixed term exclusion of the student.
- Disciplinary Planning Meeting (see the disciplinary process and timeline below) with student, family, Principal and possibly a Local Authority representative.
- Risk Assessment undertaken before the student is allowed to return to school
- Where there is damage to property student(s) responsible will be expected to pay for any repairs or replacements.
- There is a clear anti-bullying strategy/procedure in place, which staff will be expected to work through with all parties involved wherever bullying is alleged or has occurred.
- A student who displays overt and unsafe sexualised behaviour, self-harm, frequent absconding, which places them at risk, repeated malicious/false allegations against staff may need to be suspended whilst a multi-agency strategy meeting and/or professional assessment takes place.
- Permanent Exclusion.

The Principal and/or the Vice-Principal in the Principals' absence must always be consulted following a major incident.

Fixed-Term Exclusions

1. Fixed-term exclusion will normally only be considered for serious and/or persistent minor or major breaches of school discipline inside or outside the classroom after other strategies and sanctions have been exercised without success. For instance, a student who continues to behave badly after being removed from a class or a student who is directly abusive to a member of staff or another student.

2. It is hoped that the majority of fixed term exclusions will only be used for short periods of time to allow situations to cool down and are just long enough to allow parents, students and staff to meet to discuss behaviour and agree expectations moving forward.
3. It will be for the Principal to determine the length of the fixed-term exclusion (up to 45 days in any one year) on the basis of facts relating to the specific case.
4. A parental meeting will always be held prior to a student returning to school after a fixed term exclusion. This ensures that the incident leading to the exclusion is thoroughly discussed as well as a planned reintegration plan being put in place to support the student in improving behaviour and to avoid further incidents.

Fixed-term exclusions are a 'last resort' within our management of behaviour in school. As a result, they are used sparingly and only after a period of reflection and discussion between senior colleagues. As a guide the process for a fixed term exclusion would be as follows:

1. Student either:
   - Persistently breaks school rules, e.g. 4 strikes and continues to misbehave and not respond to senior staff, physical abuse towards staff or students, etc.
2. Senior staff begins to consider fixed term exclusion. They:
   - tell student to wait in a designated place whilst the situation is discussed with others;
   - discuss the incident with fellow SLT or Principal to consider:
     - What strategies could be used to prevent escalation, continued poor behaviour?
     - Is another member of staff available to take over?
     - Is it possible to give all parties some reflection time?
3. The Senior member of staff and other make a decision on next steps. Ideally, at this point the member of staff initially dealing with the incident hands the incident over to a colleague to deal with who will now:
   - inform the student of any decision that has been made. If this is a fixed term exclusion it is important to tell the student that they cannot go home until a parent has been spoken to and permission granted;
   - contact the parent of the student to inform them of the fixed term exclusion and gain permission for them to return home or to another safe place (a child should never be sent home without this step);
   - agree a meeting with the parent and student as soon as possible to discuss the incident/behaviour.

Permanent Exclusion

1. The school regards permanent exclusion as the sanction of last resort.
2. A permanent exclusion will normally only be considered for persistent breaches of school discipline inside or outside the classroom after all other strategies and sanctions, including one, two or (exceptionally) three fixed-term exclusions have been exercised without success and after a written warning has been issued to parents.
3. The school reserves the right, however, to give a permanent exclusion peremptorily for an offence which involves an exceptionally serious breach of school rules and which puts staff or other students at the school at professional or physical risk.
4. Such offences may include:
   - A physical assault on a member of the school community.
   - Bullying of other student(s).

- Repeated abuse to staff.
- Persistent disruptive behaviour.
- Malicious/false allegations against staff.
- Dealing drugs.
- Deliberate serious breach of the school's Health and Safety Code.

5. When a student is permanently excluded, a formal letter will be sent to the parents/carers informing them of the reason for the exclusion and their right of appeal. The Principal will convene a meeting invite the students and their parents/carers to a meeting with the Principal. If the decision to exclude is upheld, a letter will be sent to the parents/carers informing them of the decision and their right of appeal. Parents/carers will then have **fifteen** days within which to appeal.
6. The appeal will be heard by a panel of at least 2 people who were not directly involved in previous consideration of the exclusion and at least 1 of the panel has received training/guidance on how to conduct a hearing.

Notes on Exclusions – Independent Schools

"The right to expel a pupil at an independent school derives from the contract between the school and the fee payer (normally the parent(s)). The necessary terms may have to be inferred, if they are not expressly stated in the contract. The decision of an independent school to exclude a pupil is not open to any public law remedy. The DfE guidance on exclusions does not apply at independent schools.

"The grounds for exclusion at independent schools are generally similar to those at maintained schools, but the range of legitimate grounds is wider in the independent sector and may (if the contract for the provision of education expressly or impliedly permits) include:

- *parental breach of contract with the school; parents causing serious or repeated nuisance on school premises; serious disagreement (on the part of the parents or the pupil) with, or contravention of, the school's policies on social inclusion, diversity or equality; failure of the pupil to meet the required academic standards;*

Staff Support

The most valuable resource that we have is our staff. The difficulties that staff face have been outlined already and to undertake the job will require much support for staff from the Principal and management.

1. All staff take part in an induction programme, which will include training on behaviour management techniques. (There will then be follow up sessions throughout the year.)
2. Each member of staff should receive supervision from their line managers at least half-termly and more frequently if requested.
3. Any staff who are experiencing difficulties in dealing with student behavioural issues should seek support from their designated line manager. They may also wish to consult with their colleagues in staff meetings or with the Principal or Deputy Principal, both of whom are there to provide further guidance and support.
4. There will be a weekly leadership meeting, where good practice can be shared, training needs identified and support structures put in place.

Student Support

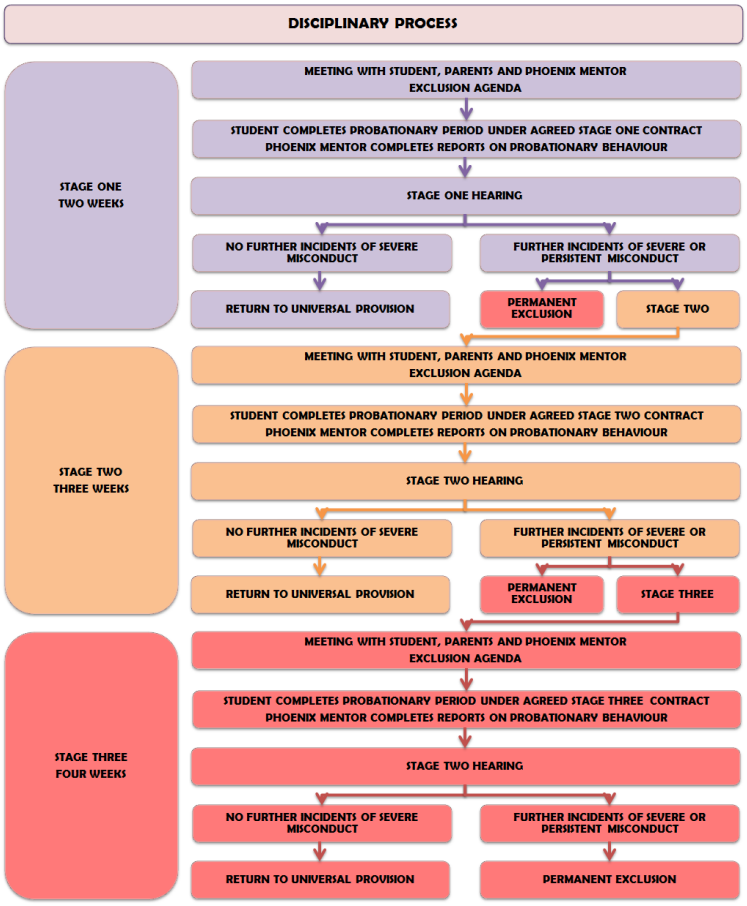
1. Regular pastoral reviews to identify students most at risk.
2. Regular one to one support around behavioural and other issues with individual students. This work can be on both an individual and group basis.
3. Support through an anti-bullying policy for students who are being or who have been bullied.
4. Regular contact with parents/carers and external agencies.

Parental Support

1. A positive partnership with parents is crucial. If parents/carers know what is going on they can build trust and develop a common approach to behavioural expectations and strategies for dealing with problems.
2. Parents need to be tactfully challenged if staff feel they are colluding with their child or putting obstacles in the way of their progress. However, staff also need to be sensitive to pressures in the parent/carers own lives and if necessary may wish to recommend appropriate agencies for parental/carers' support.
3. The school will communicate policy and expectations to parents.
4. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation
5. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents as well as the student(s).

Disciplinary Process

Where a student has received a Fixed Term exclusion, or where in the professional judgement of staff a continuation of current patterns of behaviour are likely to result in a fixed term exclusion, a student will be placed on the disciplinary process described below:


DISCIPLINARY PROCESS
STAGE ONE
TWO WEEKS
MEETING WITH STUDENT, PARENTS AND PHOENIX MENTOR
EXCLUSION AGENDA
STUDENT COMPLETES PROBATIONARY PERIOD UNDER AGREED STAGE ONE CONTRACT
PHOENIX MENTOR COMPLETES REPORTS ON PROBATIONARY BEHAVIOUR
STAGE ONE HEARING
NO FURTHER INCIDENTS OF SEVERE MISCONDUCT
FURTHER INCIDENTS OF SEVERE OR PERSISTENT MISCONDUCT
RETURN TO UNIVERSAL PROVISION
PERMANENT EXCLUSION
STAGE TWO
STAGE TWO
THREE WEEKS
MEETING WITH STUDENT, PARENTS AND PHOENIX MENTOR
EXCLUSION AGENDA
STUDENT COMPLETES PROBATIONARY PERIOD UNDER AGREED STAGE TWO CONTRACT
PHOENIX MENTOR COMPLETES REPORTS ON PROBATIONARY BEHAVIOUR
STAGE TWO HEARING
NO FURTHER INCIDENTS OF SEVERE MISCONDUCT
FURTHER INCIDENTS OF SEVERE OR PERSISTENT MISCONDUCT
RETURN TO UNIVERSAL PROVISION
PERMANENT EXCLUSION
STAGE THREE
STAGE THREE
FOUR WEEKS
MEETING WITH STUDENT, PARENTS AND PHOENIX MENTOR
EXCLUSION AGENDA
STUDENT COMPLETES PROBATIONARY PERIOD UNDER AGREED STAGE THREE CONTRACT
PHOENIX MENTOR COMPLETES REPORTS ON PROBATIONARY BEHAVIOUR
STAGE TWO HEARING
NO FURTHER INCIDENTS OF SEVERE MISCONDUCT
FURTHER INCIDENTS OF SEVERE OR PERSISTENT MISCONDUCT
RETURN TO UNIVERSAL PROVISION
PERMANENT EXCLUSION