

PHOENIX COLLEGE



BEHAVIOUR POLICY

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Approved by:	The Full Governing Body
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Behaviour Policy

This policy follows guidance under the Equality act 2010 in respect of safeguarding and students with SEN.

This policy should be read in conjunction with the following policies:

- Rewards and Sanctions chart (which provides a comprehensive guide to the procedures within school to support the development of good behaviour.
- Code of Conduct
- eSafety and social media
- Teaching and Learning
- Whistle Blowing
- Anti-Bullying
- Racial Equality
- Safeguarding Policy

Introduction

Phoenix College believes that all students, regardless of race, gender, religion, sexual orientation, ability and disability, have the right to learn in a safe, caring, nurturing and supportive environment.

Phoenix College has high regard for its students' spiritual, moral, social, emotional and cultural wellbeing and all staff work together to provide a caring and creative environment. We work hard to promote the right for students to speak out and seek help in all aspects of their wellbeing.

Phoenix College fosters an environment in which everyone feels safe, secure and respected, where high standards of behaviour, self-discipline are promoted. We have an ethos where all members of the school are valued as individuals.

At Phoenix College, a great emphasis is placed on positive reinforcement of behavioural standards through de-escalation, positive modelling from staff and praise. Students' confidence and self-esteem are developed through encouragement, praise, positive modelling and rewards, both verbal and written.

All staff are trained in 'Team Teach'. <http://www.teamteach.co.uk/about-team-teach> Team Teach sets out its aim: through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable

and infrequent side effect of ensuring that the service user remains safe”.
(George Matthews - Director)

This policy sets out the expectations of behaviour where staff, students and parents/carers/families and other professionals, seeks to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes.

In addition, it sets out the consequences for poor behaviour, should it arise.

Values

At Phoenix College we have used the word **RESPECT** that demonstrates the personal qualities and behaviours that we encourage our students to develop.

	RESPECT - Values and positive behaviours
R	Responsibility, Resilience,
E	Emotional well –being, Empathy, Excellence
S	Self –esteem. Social Skills, Self –discipline
P	Personal responsibility, Positive attitude, Pathways
E	Environment , education, engagement
C	Community, Considerate, Caring
T	Trust, Truthfulness, tolerance

Some examples of positive behaviour are listed below:

- Respectful language
- Active listening
- Respect for the environment
- Turn taking
- Willingly following appropriate instructions
- Acting on recognised etiquette
- Respect for self and others.
- Taking personal responsibility for one’s own actions,
- Acting considerately towards others,
- Respecting the rights and property of others,
- Encouraging self-discipline,
- Encouraging tolerance,
- Helping those less fortunate and weaker than oneself,
- Telling the truth,
- Keeping promises and honouring commitments,
- Challenging and reporting anti-social behaviour.

Through implementation of the behaviour policy, we aim to:

- create a caring, stimulating and secure environment in which everyone can work and play safely
- promote good behaviour and accept that it is everyone’s responsibility
- have high expectations of positive behaviour through modelling, coaching and effective implementation of appropriate and understood consequences

- encourage students to value the school environment and its routines
- empower all staff to expect and receive appropriate behaviour from, and for, everyone
- ensure that good behaviour is recognised and rewarded
- raise student's self-esteem and promote empathy and respect for self and others
- develop a culture in which we accept the child but not the behaviour
- ensure that the policy and values are understood, consistently implemented throughout the school, and that effective mechanisms are in place for the monitoring and evaluation of this policy. Sound professional judgement from staff is needed.
- Support the students that arrive at Phoenix College with a variety of complex needs. It is important therefore that the school identifies the best support for the student in order for them to achieve. This may involve internal support e.g. Literacy, The Outreach Team, or external support e.g. Assessment and Monitoring, Police, external provision, Social Services, Youth Offending Team, CAMHs etc.
- ensure that the School's expectations and strategies are widely known and understood by all stakeholders;
- ensure that every member of the School's community behaves in a considerate way towards others, both on school site and off site including the local community.

How we will achieve our aims:

- By establishing a set of rules that students know and understand;
- By having adults who lead by example and model good practice; praise, relationships and reward are key to creating a positive atmosphere where students have the opportunity to succeed.
- Through close monitoring of every student on a lesson by lesson basis throughout the day.
- Student Passports are established for our students. These must be read by all staff so that absolute consistency is used around the management of each child's behaviour.
- That both the student and parents/carers are made aware of the Student Passport and what strategies will be used to deal with negative behaviour. This includes de-escalation techniques and the use of Positive Handling, where necessary (see Use of Positive Handling policy).

The Curriculum

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the personalisation around primary need, the active involvement of students in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons must have clear objectives, understood by the student, and differentiated to meet the primary needs of students with social, emotional and mental health needs.

Marking and record keeping will be used both as a supportive activity, providing feed-back to students on their progress and achievements, and as an indicator that the student's efforts are valued and that progress is important.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour.

Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and, overall, the classroom should provide a welcoming environment.

Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding which will enable students to work and play in cooperation with each other.

Praise should be used to encourage good behaviour as well as good work.

Rewards

Our approach to creating a positive ethos within the College is to treat students positively, by praising them, offering them encouragement and acknowledging their achievements. We will ensure that students know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards:

- Reward points
- Postcards home
- Certificates of achievement
- Attendance rewards
- "Tutor group" of the month
- "Student of the Week" awards
- Praise in class, in assembly or by the Leadership team for good work or behaviour
- Share good work with another class or member of staff
- Parents informed of good work through phone calls or text messages home and postcards home

All recorded positives earn pupils points

All classes will have the rewards displayed in the tutor rooms. As well as acknowledging and celebrating the individual efforts and successes, students are encouraged to work collaboratively as a team.

Consequences and Disciplinary Sanctions

Students' conduct outside the College gates

Students' conduct outside the College gates will be managed in line with the College behaviour policy. Phoenix College will respond to misbehaviour when the students are:

- taking part in any College-organised or College-related activity
- travelling to or from Phoenix College
- wearing school uniform
- in some other way identifiable as a student at Phoenix College

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the college
- poses a threat to another student or member of the public
- could adversely affect the reputation of Phoenix College.

In all cases of misbehaviour the teacher can only discipline the student on college premises or elsewhere when the student is under the lawful control of the staff member

When we discuss inappropriate behaviour, we will encourage students to consider alternative choices they could have made which would have resulted in a more positive outcome.

Consequences of inappropriate behaviour may be:

- Use of Criteria that relate to the inappropriate behaviour.
- Use of the Time Out Room (see behaviour management handbook)
- Having time to reflect on their behaviour and discuss the decisions they made; thinking about what other choices are available to ensure positive responses/behaviour in the future.
- A sanction imposed on off-site activities.
- A student's parents/carers informed or invited in.
- A student may be sent to a neutral room for "time" to reflect upon their behaviour
- The student may be sent to a member of 'On Call'
- Detention or Catch-up will be in available during either break time, lunch time or at the end of the day.
- The student may have a verbal reprimand.
- A period of time may be spent in the Time Out Room, where work and support will be provided, but the student will be isolated from all peers (see behaviour management handbook).

A student may be Fixed Term Excluded from Phoenix College. This would only occur following a serious breach of Phoenix College rules where the College deems that there is no other immediate response to maintain the safety of the student or staff.

When issues arise, the student involved will have the opportunity to offer an explanation. We will always be fair.

Staff will work within the Code of Conduct and within the Behaviour Management Handbook and will:

- Provide a consistent approach across the whole College.
- Model appropriate behaviour, promoting honesty and courtesy by example.
- Provide a caring and effective learning environment and deliver an appropriate curriculum
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the College.
- Ensure fair treatment of each individual, regardless of age, gender, race, sexual orientation, ability and disability.
- Follow the agreed Behaviour Policy and support each other in doing so.
- Make use of the College's Whistle Blowing policy if it is felt that staff are not according with the College's ethos, procedures or standards.

Students will be encouraged at all times by staff to:

- Treat others as they would like to be treated.
- Respect others, regardless of age, gender, race, sexual orientation, ability and disability.
- Accept responsibility for their choices.
- Demonstrate good manners.
- Take care of their personal appearance, school environment and belongings.
- Work collectively within their classes and key stages

Key Workers will:

- Analyse the student's daily data and be the key pastoral link for that student in College. It is essential that they form positive and trusting relationships with all of their assigned students.
- Determine a personal target from their EHCP / Student Passport each week and set them a personal target. Students are encouraged to reflect on their week during this time.
- Analyse half termly data to formally identify and record patterns of behaviour. The identified data will be used to update Risk Assessments and Behaviour Baselines, and Behavioural Interventions to support the promotion of positive behaviour.

We will encourage parents, carers and families to:

- Support the College so that students receive consistent messages about how to behave both at home and at the College.
- Support and encourage their child's learning.
- Inform the class teacher/ Key worker/ School Care Officer / SENDCo /SMT member should any concerns arise about behaviour at home.

The Senior Management Team will:

- Implement the Behaviour Policy consistently throughout the College.
- Regularly analyse whole school trends and consequently to ensure the College is moving forward together.
- Ensure the health, safety and welfare of all students in the College.
- Celebrate examples of exemplary behaviour with the whole College.
- Support the staff in implementing the Behaviour Policy.
- Keep detailed records of all reports of incidents of serious misconduct, physical intervention etc., together with details of the action taken.
- Deal with serious, unacceptable behaviour.

Monitoring procedures

The SMT will use briefing time to assess students' behaviour and will monitor the data and incident sheets.

Monitoring of the policy:

This policy should be consistently updated and modified as practice within the school progresses. A behaviour management handbook amongst other policies should be read alongside this policy. It is the responsibility of the Governing Body to review this document at least once a year. See below for dates of ratification and review.

Conclusion:

Teachers have the right to teach and students have the right to learn without unnecessary disruption. Good order does not just happen; it needs to be worked for.

A positive approach will ensure that appropriate behaviour is rewarded and that inappropriate behaviour has consequences. Students will not follow a set of rules just because they exist, or are posted on a classroom wall.

All staff must take time to teach students appropriate behaviour by:

- Setting high expectations
 - Not ignoring poor behaviour
- This policy and guidelines must be followed by all staff to ensure a consistent and corporate approach to managing behaviour at Phoenix College.