



## **Phoenix Academy Behaviour, Culture and Ethos Policy**

# MISSION STATEMENT

*Phoenix Academy has at its core the pursuit of highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all. Through our extended curriculum and community life we seek to meet the needs of the whole person. Fortitude – Courage – is at our core. Our students will demonstrate this in a range of settings and opportunities with our core values at the centre of everything they do.*

*In light of this we aim to:*

- *Provide every student with the skills, self belief and motivation to be successful in their learning and lives*
- *Welcome, value and respect all who come to the school*
- *Build a community based on justice and a sense of personal responsibility*
- *Promote dialogue and co-operation with the wider community*

## *Our Driving Values are:*

- *Knowledge*
- *Aspiration*
- *Respect*

## *Our goal*

**To create an orderly and safe school, where students are equipped with the tools to live a happy and successful life.**

# Part One-Phoenix Academy Behaviour Policy

## 1. Scope

- I. The Governing Body is responsible for establishing and maintaining this behaviour policy and for ensuring that it is followed. The Governing Body delegates authority to the Head Teacher to administer the behaviour policy on its behalf. The Head Teacher is responsible for implementing the decisions of the Governing Body and for complying with this policy.
- II. The policy applies to the Head Teacher and to all staff employed by the Academy.
- III. This policy is in two parts. Part one is the systems and procedures to support the positive behaviour expected at Phoenix Academy; part two is around the house system which will drive forward the expectations, culture and ethos at the academy.

## 2. Principles

- I. The underlying principles of the Phoenix Behaviour and Ethos Policy are to:
  - a. Develop a culture whereby pupils are able to self-regulate behaviour and learn the reasons why behaving in specific ways are conducive to learning.
  - b. Ensure the ethos and values of Phoenix are promoted through our house and rewards system.
  - c. Ensure that Phoenix is a safe and supportive environment for all teachers, pupils, and anyone else who comes into the Academy
  - d. Ensure that all members of the Academy community are shown respect and show respect for others
  - e. Encourage a positive approach to behaviour by always displaying the behaviour we wish to see from our pupils, and by praising and rewarding good behaviour
  - f. Ensure that when behaviour falls short of acceptable standards, procedures are followed and sanctions are applied fairly and consistently
  - g. Ensure that all punitive sanctions are combined with a restorative approach that seeks to maintain and develop positive relationships between pupils and staff, and to support pupils in modifying their behaviour.

## 3. Overview

- I. Expected standards of behaviour are stated in the home-Academy agreement, and will be regularly reiterated formally, in assemblies, and informally, by all members of staff.
- II. The Academy ethos is built around a culture of high expectations, and no excuses, and this applies clearly to behaviour.
- III. The following groups of vulnerable pupils may at some point require the adults in the Academy to take account of their individual needs and circumstances when monitoring the Academy's behaviour policy:
  - a. Minority ethnic and faith groups, travellers, asylum-seekers and refugees
  - b. Pupils who need support to learn English as an additional language
  - c. Pupils with special educational needs and/or EHCP
  - d. Children looked after by the local authority
  - e. Children with long-term medical needs
  - f. Young carers
  - g. Children from families under stress
  - h. Pregnant Academy pupils and teenage mothers
  - i. Children with parents in the British Armed Forces

However, the Academy maintains that high expectations benefit all students.

- IV. This policy applies in the Academy building, on Academy trips, and at all times when pupils are wearing their uniform, including travelling to and from Academy.

#### **4. Code of Conduct and Expectations (see appendix A)**

- I. The Code of Conduct makes clear the general principles of good behaviour, which will ensure a positive learning environment for all. Within the Academy all efforts will be made to recognise and cater for the individual needs of our students.
- II. As a community it is essential that we recognise that this policy must apply to the behaviour of all its members: to adults (teachers, other staff, parents/carers, and visitors) as well as to students. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

#### **5. Uniform and appearance**

- I. No head gear to be worn (except black, grey or blue headscarves, ramal or turban, worn for religious purposes)
- II. Only smart black shoes should be worn around the Academy, except for PE. Students must wear academy shoes if they do not have their own
- III. No make-up is allowed.
- IV. You must be smart at all times - shirt tucked in; top button fastened; keep tie at five buttons length.
- V. You must wear your Academy blazer at all times unless you have been given permission to take it off by a member of staff. Hoodies are not allowed.
- VI. The Academy blazer can be removed at break and lunchtime.
- VII. Outdoor jackets must be the Phoenix Academy jacket or plain black coat with no hood or logo.
- VIII. You must always wear grey trousers/skirt (skirt length must be below the knees and above the ankle); white shirt; Academy tie.
- IX. No jewellery is allowed, except a pair of plain, small stud earrings.
- X. Mobile phones are not allowed on site.
- XI. Inappropriate items will be removed or confiscated
  - Inappropriate items include:
    - Hoodies or non-academy jumpers/coats, or uniform items, e.g. hats
    - Non-academy rucksacks/bags
    - Mobile phones, iPods, or similar electronic items
    - Any item deemed to be a weapon, including acid
    - Fireworks, bangers or fire crackers or anything similar
    - Laser pens
    - Drugs, tobacco or alcohol, including any paraphernalia
    - Metal combs
    - Aerosols or sprays
    - Sweets, chocolates and sugary substances.

**Confiscated items will be returned to a parent on the final day of the half term.**

#### **6. Hair**

- I. The Academy has strict guidelines on appearance, which must be followed by all students.
- II. The Academy has specific rules about hair, which strictly apply to all.
  - No hair may be anything other than a natural colour.

- Girls may have hair extensions provided that they are one natural colour and neat.
- No lines or markings are allowed in hair or eyebrows and pupils will be isolated until the marking has grown out.
- Short hair should be neat with no undercuts.
- Long hair must be well-kept and tidy and allow the face to be seen. It may be tied back if necessary.
- Hair accessories (including beads) must be plain, without patterns and in Academy (black, grey or blue) colours. No diamante or similar is permitted.

III. We expect all parents to support us in maintaining standards.

#### **7. Bags**

- I. Students are required to have the Academy rucksack. This can be bought at the academy.

#### **8. Food**

- I. When off the premises and whilst in the Academy uniform, students are not permitted to eat cooked food of any description. All food in the academy must be eaten in the canteen only.

#### **9. Conduct in the Classroom**

- I. Line up outside the classroom in single file in silence
- II. When a member of staff raises their hand, all students raise their hands and are silent within 5 seconds
- III. Arrive on time (within five minutes of the start of the lesson) and greet your teacher politely
- IV. Be fully equipped for learning and begin the silent reflection task within 30 seconds of entering the classroom
- V. Follow all classroom procedures
- VI. Always listen to the teacher and follow instructions first time without question
- VII. Do not leave the classroom without your teacher's permission
- VIII. Speak using positive language only
- IX. Write homework in planners

#### **10. Conduct around the Academy**

- I. Move quietly and in a considerate and controlled way about the Academy
- II. No physical contact will be made with others
- III. Swearing or slang language is prohibited
- IV. Always walk on the left in corridors and on the stairs
- V. Never run, chase, barge or shout
- VI. Students should always be in supervised spaces
- VII. Be ready to help by opening doors, standing back to let people pass and generally showing patience, good manners and courtesy. Keep to the left in corridors
- VIII. Move around the Academy in small groups of no more than 3 people
- IX. At lunchtime and break time, there should be no students in the Academy building except for wet weather arrangements
- X. Put litter in bins
- XI. Respect the building and displays

#### **11. Conduct in Assembly**

- I. Enter the Hall in silence, sit down do the think task, before standing for the speaker
- II. Sit when asked and ensure bags and coats are not visible
- III. Listen carefully and concentrate without talking or distracting others
- IV. Face the front of the hall and look at the speaker
- V. Leave in silence and move directly to your next destination

#### **12. Conduct in the Playground**

- I. Being sensible, careful and aware of other people including the staff on duty
- II. No food or drink is permitted to be consumed in the playground
- III. Not indulging in dangerous games or activities which could cause injury or endanger the health and safety of others
- IV. Gambling of any kind is strictly forbidden as is scrambling for money
- V. Do not gather in large groups which may intimidate other students
- VI. Students must stay in their designated year group's playground

### **13. Conduct in the Hall at Lunch**

- I. Lining up quietly and not pushing in
- II. Eating all food in the Hall and returning trays and plates so that the table is left clean and tidy for the next person. All leftover food, bottles etc. to be put in bins provided
- III. Talking quietly and not shouting across tables
- IV. When students engage in family dining, they must respect and carry out their role wholeheartedly, e.g. server

### **14. Conduct before the Academy day and arrival at the academy**

- I. Students leave home and make their way directly to the Academy in the morning
- II. On arrival at the academy, they should greet any staff members on the gate by saying good morning, or similar
- III. Arrival at the Academy will be between 8am and 8.23am
- IV. Students are in silent registration lines at 8.25am
- V. Equipment and uniform checks to be conducted by tutors in the line up
- VI. Move to morning reading rooms quickly and in silence

### **15. Conduct after the Academy day and in your community**

- I. Students must be in a supervised area if staying on site after Academy, e.g. revision class, library or club
- II. Leave the Academy and go straight home to change from your uniform - you cannot enter a shop or food establishment in uniform
- III. Be respectful and polite to all in your local community
- IV. Cross roads where safe to do so
- V. Be calm and considerate on the streets and on transport
- VI. All students off site by 5pm
- VII. The Academy may reprimand a student as they see appropriate for incidents which occur off site and after Academy hours

### **16. Conduct with others**

**Show respect and consideration for all other students and adults including teachers, caretakers, the office staff, the kitchen staff, technicians and visitors.**

- I. There is no excuse for personal, insulting and hurtful comments directed at anyone or members of their family. This includes cussing and swearing
- II. There must be no form of intimidation towards others including bullying, extortion of money etc.
- III. There is no excuse for rudeness, disrespect or insolence towards any member of staff. This includes gestures, body language etc.
- IV. Any request from any adult must be carried out at once and without argument
- V. No physical contact

### **17. Conduct of parents, carers and other adults visiting the Academy**

- I. All visitors are expected to be polite and positive towards Academy staff and students
- II. Abusive or aggressive behaviour towards any staff or students will not be tolerated and you will be asked to leave
- III. Any inappropriate behaviour will result in a written warning about future conduct and possible police involvement
- IV. A further incident will result in being banned from the site

- V. In serious cases a site ban may be given immediately - this will be at the discretion of the Executive Headteacher, in discussion with the Chief Executive
- VI. Visitors must always sign in and out at reception when coming on site
- VII. Meetings with staff must be pre-arranged

#### **18. Conduct of Academy staff**

- I. All staff are expected to behave professionally at all times in and around the academy community
- II. Staff will not raise their voice when addressing students
- III. Staff will follow the behaviour pathways in rewarding and sanctioning students
- IV. Staff will ensure they are at their doors during lesson changeover
- V. Students will be greeted at the classroom door and welcomed by saying hello to each student
- VI. All incidents of poor behaviour will be resolved and each lesson a fresh start
- VII. Staff will not put themselves in a compromising position with a student, e.g. alone in a classroom not visible to others
- VIII. Behaviour is the responsibility of every staff member
- IX. Staff will use professional and positive language with all key stakeholders

#### **19. Health & Safety**

- I. The health and safety of all staff and students in the Academy is a prime consideration
- II. Any student who endangers anybody by having any weapon or object which could be used as a weapon, will be subject to a permanent exclusion
- III. Similarly, any student who is found trading in drugs or is in possession of, or in the company of other students who are in possession of any illegal substance at any time in the course of the normal Academy day, will be subject to a permanent exclusion
- IV. No student is allowed to leave the Academy premises during the day without the written permission of his parents and / or authorised teaching staff
- V. Health & Safety is not just the responsibility of the staff. Everyone, including students, must play their part

#### **20. This means that students are expected to ensure they understand that they:**

- I. Exercise personal responsibility for their own safety and the safety of others
- II. Follow the Academy rules in a way that ensures consistency with safety
- III. Observe safety regulations and any safety instructions given by staff
- IV. Use and not wilfully misuse, damage or interfere with things provided for safety e.g. water hoses, fire extinguishers, fire alarms etc
- V. Report any potential hazard you see immediately to a member of staff e.g. broken window, liquid spilled on stairs, loose flooring, damaged fencing, defects in electrical fittings etc
- VI. Laser pointers or similar items which can cause loss of vision, are banned from the Academy premises

*All staff have the right to stop and search a student and their belongings at any time they see appropriate*

## 21. Sanctions and the behaviour pathway

- I. At Phoenix Academy our focus is on our students having the highest expectations of behaviour for themselves and others. In instances of poor or unsatisfactory behaviour, the following pathway will be applied:

Colour and Behaviour	Sanction/Action	Who?	Follow up
<b>Green</b>			
Student demonstrates positive BfL	Praise and reward	All staff	Continued praise and reward
<b>Yellow: 1 SIMS behaviour point</b>			
Poor effort in class Talking when in line Homework not done Incorrect equipment/uniform/PE kit Not following instructions	1. Reminder/warning/Detention 2. 30 minute detention	All staff	Discussion about avoiding repeat incident Parental involvement if appropriate
Not going straight home from school	30 minute detention	Year team	Parent text message
<b>Amber: 2 SIMS behaviour points</b>			
Disruption to learning Persistent rule breaking in class Persistent poor effort/disruption Persistent under achievement Persistent failure to hand in homework	60 minute detention Meeting with parent Subject report	Subject leader Year team	Discussion about future BfL Agreed report targets to achieve Parent support
Possession of contraband item, inc phone, make-up, hoodie etc	Confiscated/returned to parent end of HT + 1 hour detention	All staff	
Late to school	60 minute detention + phone call home	Year team	Parent support with punctuality
Persistent absence	Referral to Early Help	Att officer/year team	Action plan for improved attendance
Missed 30 minute detention	60 minute detention	Behaviour team	Discussion with parent/child about attending detention
Missed 60 minute detention Missed 90 minute detention	90 minute detention Reflection room/impact	Year team	Parent text message
<b>Red: 3 SIMS behaviour points</b>			
Serious breach of rules, defiance, bullying, rudeness Persistent disruption to learning Persistent lack of homework/classwork	RR+2 hour detention	SLT	Agreed report targets to achieve
Persistent lateness	Year team follow up with Early Help	SLT/Att off/Early help/Year team	Agree action with Att officer/Early Help
Persistent absence	Fixed penalty fine	As above	Agree action with Att officer/Early Help
<b>Severe: 5 SIMS behaviour points + appropriate sanction</b>			
Includes: Fighting/playfighting Sexualised behaviour Bullying Criminal behaviour Persistent/severe defiance/rudeness Illegal/alcoholic substance	SLT will decide on appropriate action: RR Internal exclusion Fixed term exclusion Managed move to another school Permanent exclusion	Severe level sanction determined by SLT in accordance with DfE guidance. Parental involvement essential. Pastoral support plans in place. Student must show remorse and willingness to improve.	

- Yellow level = classroom teacher/main scale/support staff level
- Amber level = middle leader level
- Red and severe = SLT level

- There will be a yellow, amber and red coloured report card for each level of intervention
- All sanctions should be appropriate to the offence; however, we do not sanction whole groups/classes unless there are exceptional circumstances
- Students should be clear about the reason for a sanction, and a discussion will take place about future conduct

## II. Sanctioning a detention

- a) In instances of low level disruption, students should be given a clear **reminder** to correct their behaviour followed by a **warning** with their name on the board, and on their third instance a **detention**.
- b) For **other incidents** indicated in the 'What constitutes a detention' table, a straight detention may be given.
- c) As indicated on the pathway there are 3 detentions for each level of coloured intervention
  - 30 minute - Year team/whole Academy - this may include a conversation about why the sanction was given
  - 60 minute - Year team/whole Academy - this must include a reflection of why the sanction was given
  - 90 minute - SLT level - this must include a reflection of why the sanction was given
- d) The student should acknowledge that they have/possible detention. They will be notified by the tutor in registration.
- e) When a 60 or 90 minute detention is sanctioned, staff must comment on the incident.
- f) When staff issue a 90 minute detention, they must be active in liaising with the year team to follow up the incident, e.g. mediation, parent contact.
- g) Detentions will be the same day with parents notified by text message for 60 and 90 minute detentions by 2.30pm. Any students receiving detention after lunch will serve their detention the following day.
- h) Failure to attend a detention will result in immediate escalation to the next level of intervention the following day.
- i) Any decision to reverse a sanction or detention can only be made by a member of SLT. However, in the absence of an SLT member the year teams may overturn a detention for medical appointments (with proof), extenuating circumstance (supported by parental contact), or an emergency.

Staff should refer to the following document for guidance on sanctioning detentions. However, it should be noted that this list is neither exhaustive nor fixed and some actions below may end in either a fixed term or permanent exclusion.

<b>What constitutes a 30/60/90 minute detention?</b>		
<b>30 mins (1 behaviour pt)</b>	<b>60 mins (2 behaviour pts)</b>	<b>90 mins (3 behaviour pts)</b>
Unsatisfactory or incomplete homework	Missing 30 minute detention	Missing 60 minute detention
Missing equipment	Continue to disrupt after R&W	Defiance
Talking in line	Late to school	Removal from lesson
Late to lessons (5 or more mins)	Poor response to sanction	Kissing teeth
Planner/book graffiti	Rolling of eyes/raising of hands/arms in a rude gesture	Swearing
Incorrect uniform	Inappropriate/overfamiliar language/gestures/noises to staff	Cussing another student
Untidy uniform (R&W)	Answering back	Damaging school property/graffiti
Wearing make up	Rudeness	Physical contact causing harm (90mins minimum)
Wearing jewellery other than that allowed	Prohibited items (eg phone, money, food, make-up)	Failure of SLT report
Eating after school in school uniform	Plagiarising work	Theft from canteen/minor item in classroom/library
Not going home straight after school (20mins after leaving)	Talking in assessment	Cheating in an assessment
Failure of tutor/teacher report	Dishonesty	
Poor transition to a lesson	Hacking/inappropriate use of ICT	
Inadequate classwork	Name calling	
	Physical contact causing annoyance	
	2 <sup>nd</sup> consecutive no Homework	

## III. Recording Unsatisfactory Behaviour

Every example of unsatisfactory behaviour must be logged in SIMS. This is closely monitored, to observe and recognise any patterns of behaviour so that:

- The Pastoral Team will be aware when intervention is warranted, thus avoiding more serious consequences
- Abnormal behaviour patterns are observed, which may be an indication of underlying factors. Appropriate action may then be taken in the event of exclusion, as all supporting material is available
- It is important that staff familiarise themselves with the various ways of recording unsatisfactory behaviour and to make a considered decision as to which is the appropriate way or ways to be used, so that the appropriate response is made
- An accumulation of behaviour points during one day will result in an escalation of the sanction according to the number of points sanctioned, e.g. 1 yellow and 1 amber sanction equals 3 points and a red detention
- If, in exceptional circumstances a staff member cannot log the incident in SIMS, they can send an email to the behaviour email address.
- The rationale for the thresholds as oppose to absolute cut offs for behaviour points is to allow us to differentiate for individual student need.

*Behaviour Points* are issued as per the table ‘What constitutes a 30/60/90-minute detention’?

SIMS behaviour points will also be used to monitor incidents of poor behaviour.

**Behaviour points accumulation will be discussed at the fortnightly student support meetings and a decision will be made on the sanction using the table below for guidance:**

Number of behaviour points	Probable action	By whom?
4 or more points in one day	Internal exclusion	Head of Year
10 to 30 points	Form Tutor call home Form tutor (yellow) report year team notified	Form Tutor
30 to 70 points	Parent meeting with year team (amber) report Parent meeting with YL and PSP drawn up Warning letter SLT (red) report Possible internal exclusion	Year team
70-100 points	Parent meeting with year team and PSP drawn up Warning letter SLT (red) report Possible internal exclusion	Year team
100-150 points	Parent meeting with Deputy Head Possible internal/external exclusion SLT (red) report	Deputy Headteacher
150-250 points	Parent meeting with Headteacher Possible permanent exclusion recommended in severe cases	Headteacher

\*Year team intervention will continue at all thresholds.

*Length of exclusions will be dependent on individual cases and severity of behaviour.*

## **22. Lateness procedure:**

- I. Students must endeavour to be on time to Academy and lessons. Failure to do so will impact their learning and will result in a same day detention.

- II. Being late to a lesson is arriving at the classroom after the 2<sup>nd</sup> bell
- III. For morning registration and after lunch, students must be in the line-up within 2 minutes of the bell
- IV. The gate will close at 8.25am in the morning. A student arriving after this time is late
- V. Students arriving after this time must report to the Academy office and sign in
- VI. Any student arriving after 11.30am will be marked as an unauthorised absence for the morning session
- VII. Any truancy will receive a minimum of a one-day internal exclusion. Repeat offences will receive escalated sanctions, e.g. increased internal exclusion or a fixed term exclusion.
- VIII. Persistent lateness may result in a referral to social services

### **23. Dealing with a serious behaviour incident in lessons and use of on-call**

- I. The disruption of the learning of others will not be tolerated. In the cases where there is a serious offence, or persistent poor behaviour following reminder, warning, detention, a student will be removed from the lesson by on call. They will then be placed in isolation whilst a sanction is agreed upon. If the incident involves 2 or more students fighting each other, they should be isolated separately.
- II. **On call** should be called for the following:
  - Violence or threat of violence
  - Dangerous behaviour
  - Failure to hand over a contraband item
  - Disruption of test conditions
  - Persistent disruption to learning
- III. If a student is removed from the lesson they will be placed in reflection and the incident followed up by the year teams in collaboration with the department or SLT depending on the severity. An appropriate sanction will then be given.

**Where we suspect a student is the under the influence of drugs, we will make a referral to the School Nurse.**

### **24. Anti-Bullying**

- I. The Academy places high importance on creating and maintaining a happy, safe learning environment for all students. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that the Academy has a culture of communication and disclosure. There exists a separate Anti- Bullying Policy.

### **25. Harassment**

- I. Implicit in our ethos as an Academy is the fact that we believe we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. The ethos of the Academy therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.
- II. Definition:  
Harassment may be defined as any hostile or offensive act or expression by a person against another person which interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

III. Harassment may present itself in the following ways:

- Physical assault because of race, colour, culture, gender, sexual orientation or religion
- Derogatory name-calling, insults and jokes
- Offensive graffiti
- Provocative behaviour such as the wearing of racist badges or insignia
- Bringing offensive materials such as leaflets, comics, magazines into the Academy
- Verbal abuse and threats
- Incitement of others to behave in an offensive way
- Attempts to recruit other students to certain organisations and groups
- Ridicule of an individual for cultural differences, e.g. food, music, dress, etc
- Refusal to co-operate with other Students because of race, colour, culture, gender, sexual orientation or religion

IV. Procedures for Dealing with Harassment

All racist behaviour in any form is totally unacceptable and will be dealt with in the following ways:

1. Physical assault

- Reported to year team and Deputy Head
- Recorded in the SIMs Behaviour Log
- Full reports to both victim and perpetrators parents/carers
- Action to prevent recurrence

2. Verbal

- Staff must not ignore any form of verbal abuse
- Action to prevent recurrence - persistent offenders must be reported to Year Leader and the procedure for physical assault then followed
- All other categories of harassment will, like the above, be dealt with in accordance with the DFSC guidelines.
- Any graffiti will be removed immediately, offensive materials must be removed, offensive remarks in the course of discussion must be challenged.
- All incidents must be recorded on the SIMs Behaviour Log and referred to the Year Leader who will then take further appropriate action.

**26. Supporting our students (see appendix ?? for academy interventions)**

- I. At Phoenix Academy we value all students and recognise that as individuals all students have a range of needs to assist them to be successful. We have a strong pastoral system and should your child require help at any time, there is always a member of the pastoral team available. We are fortunate to have the services of a Academy Counsellor who sees students and Parents/Carers where needed, on an appointment system. This is arranged via your child's Head of Year.
- II. We will hold fortnightly student support meetings; attended by the DHT behaviour, SENDco, Progress Leaders, Year Leaders and the school counsellor. These meetings will be informed by key data and discussions around each child ensure that appropriate support and intervention is put in place for each student. The DHT will have final say on any interventions.
- III. In addition to this, we have a range of other support specialists such as:
  - Academy Health Advisor and Academy councillor
  - The wellbeing programme which is a programme delivered through tutor time to teach students how to stay safe and healthy.

- Adventure learning which is an outdoor based programme to help students develop resilience and overcome difficult situations safely and calmly
- Our Inclusion Unit consists of the Reflection room and our IMPACT unit (for internal exclusions). Students can be referred at the discretion of the year leaders (reflection room) or SLT (internal exclusion)
- Time in IMPACT will allow students to reflect on their behaviour through a restorative programme which will provide students with opportunities to rectify negative behaviour
- Primary/Secondary Transition at Phoenix Academy - we place high importance on the need to work closely with our feeder primary Academies so that prospective Year 7 students are supported at this crucial stage in their Academy career. We have a full transition programme in place.

**27. Excluding a Child from Phoenix Academy**

- I. The decision to exclude a student is never ever taken lightly. The decision rests with the Executive Headteacher alone, and only after careful consideration of all the facts and/or the Academy records. Where exclusion is concerned, the Executive Headteacher will take into account the standing guidelines issued by the Department for Education from time to time. In some cases a student may be internally excluded, or if a more serious offence has taken place they will be externally excluded. Exclusions will be set by the Executive Headteacher and be appropriate for the offence.
- II. The Executive Headteacher will write a letter to the Parents/Carers of the excluded child outlining the reasons for the exclusion and if the exclusion is more than fifteen days there will be notification of a meeting with governors.
- III. The following gives guidance on what we exclude for:

<b>What constitutes a RR, Internal, External or Permanent Exclusion?</b>		
<b>RR (Reflection Room)</b>	<b>Internal Exclusion/Reflection</b>	<b>External Exclusion (Fixed Term or Permanent)</b>
Uniform violation	Swearing at a member of staff	Drugs related offense
Hair Violation	Smoking cigarettes/shisha pens	Racism
Truancy	Cyber Bullying	Cyber bullying (extreme or repeated)
Walking away from 60min detention	Stealing from the Academy(minor)	Weapons related offense
Failing 90min detention	Offensive/Inappropriate sexualised language or behaviour in verbal, physical, note or cyber form	Homophobia
Extreme defiance	Homophobia	Fighting/Assault
Mild sexualised language or behaviour	Sexual language	Failure of internal exclusion
4 or more BPs in a day	Refusing to attend a 90min detention	Repeated extreme defiance
	Extreme defiance	Stealing from a member of staff/Academy
		Any other extreme or repeated sexual offense
		Persistent refusal to attend a detention
		Sexual Misconduct
		Extreme defiance

- IV. Exclusions can be internal or external. By this we mean that a decision will be made whether a serious contravention of the code of conduct poses a threat to anyone in the Academy community. If there is no apparent danger to any individual it is likely that an internal exclusion will be levied. This decision will be made by the Executive Headteacher and other selected members of the Senior Leadership Team in his absence.

- V. A student will not be externally excluded until the investigation has been concluded. In order to carry out a full and fair investigation a student may be internally excluded during the course of an investigation. This will be communicated to the student(s).
- VI. The number of days exclusion in any case will be judged on the severity of the offence.
- VII. A student's prior behaviour record will also determine the severity of sanction.
- VIII. There may be other extenuating circumstances which impact a length of exclusion.
- IX. The Academy will set work for the student to do at home. It is the Parents'/Carers' duty to make sure it is collected, completed and delivered back to the Academy. The Academy has produced printed guidelines to explain the responsibilities of the Academy and the Parents/Carers in relation to Academy work being sent home. The guidelines should be given to Parents/Carers at the time of the exclusion.
- X. Permanent exclusion is very much a last resort and all attempts will have been made by the Academy to work with Parents/Carers to modify disruptive student behaviour. This will include a Pastoral Support Programme for students at risk of permanent exclusion set up by the Academy, to help those students improve their behaviour. Parents/Carers should be informed and involved if a programme has been set up for their child.
- XI. Where permanent exclusion is felt to be the only appropriate option, this decision will be communicated by the Executive Headteacher and they will set out the reasons for the decision in writing.
- XII. A permanent exclusion may also be called for cases where:
  - a. The safety of other students and staff have been significantly compromised
  - b. A pupil has engaged in criminal activity
  - c. A pupil has conducted themselves in a manner that brings Phoenix Academy into disrepute
  - d. A pupil has repeatedly displayed poor behaviour and made little attempt to correct this.
- XIII. All exclusions of fifteen days or over will involve the convening of a panel of governors to determine whether the exclusion was justified. The Chair of the Discipline Panel will follow the Department for Education/Local Authority guidelines for the conduct of such a meeting. Parents/Carers are strongly advised and encouraged to attend meetings of the Governors' Discipline Panel with their excluded child. On the 6<sup>th</sup> day of their exclusion the student will be directed to an alternative provision by the LBHF.

## **28. Alternative provision and managed moves**

When a student persists with poor behaviour, the academy will seek to direct them to an alternative provision as part of our sequenced intervention programme to help change their behaviours. If, following a period at an alternative provision, a student still cannot demonstrate expected levels of behaviour, we will work with parents to try to secure a managed move to enable the student to make a fresh start at another education provision. This will usually be done on a 12-week trial period. A student may also be transferred to the Tri-Borough Alternative Provision (TBAP).

## **Part Two-Phoenix Academy House System**

The House System is primarily about creating smaller communities within the school that promote diversity and create a sense of identity, competition and belonging and will add an extra dimension to the social structure of the school. It is also a key mechanism for embedding our values and ethos.

The House System should mix students of all ages and not be based upon curriculum or academic criteria. Each House should represent a fair cross-section of the school community. Each house will incorporate students with a mix of gender, attainment and SEN.

### **Why we need a House System?**

#### **School Culture**

- To provide a method of strengthening the school culture.
- To give pupils a way to demonstrate responsibility, team-skills, cooperation, leadership and student voice outside of the classroom environment.
- To drive the values of respect, aspiration and knowledge through house competitions and assemblies.

#### **Inclusivity / Sense of belonging**

- Every pupil experiences a need to belong and when the school becomes large this could be difficult. The house system provides a small school feel, a way of ensuring that every pupil's voice is heard and everyone feels that sense of belonging.
- The House system provides a way to meet the pastoral needs of the students, where every pupil is known and no one is left behind.

#### **Success / Sense of self worth**

- When pupils take part in House events and perform for their house it gives them a sense of self-worth and achievement that may be more difficult to achieve on a school wide level. For example, pupils who take part in an activity for sports day who may not otherwise be able to represent the school at sport.

#### **Sense of healthy competition**

- Every pupil will be encouraged to participate in as many house events as possible during each year.
- The house system will develop team spirit whilst, at the same time, encouraging a sense of loyalty and friendly competition.
- This will also encourage a sense of ownership in the house which in turn will increase the healthy competition and so on.

#### **Sense of security**

- When students feel secure and their needs are met on a pastoral level, it will also help them to perform better academically and will have a positive impact on other areas of their education.

#### **Positive behaviour management**

- A very important role of the house system will be for positive behaviour management.
- House points will be awarded to individuals for various positive behaviours and achievements, which are outlined in the behaviour policy. These will be accrued throughout the year, culminating in a final house cup that will be awarded in the end of year assembly.
- There will be no sanctions applied to this system – i.e. house points will not be deducted for negative behaviours, rather dealt with separately. The house system will reward the positives at all times.

## House Structure

Every school employee should be a member of a House, with the exception of the Executive Headteacher, the SLT lead on the house system and any other lead staff. Each house is led by their Head of House which is supported by a team of form tutors, co-tutors, TAs and non-teaching staff.

Student positions within the house system include House Captain (boy and girl), and a form captain (boy and girl) for all tutor groups. These posts will be interviewed for and appointed by Head of House.

Form Groups are based around the Houses so students enter the school and are assigned a House, with their Form Tutor also a member of that House. Students mix academically with all the other Houses but meet daily in just their form. Houses meet fortnightly, on Fridays, giving pupils a chance to integrate with members of their house whilst allowing the Head of House, Form tutors, Co-tutors and students to lead meetings regarding major house competitions, interim house competitions as well as other important house related issues.

## House Point Allocations and merits

The reward system centres around the awarding of merit marks.

### Merits

- Merits will be based and awarded on the 3 core values of Phoenix Academy:
  - Knowledge
  - Respect
  - Aspiration
  
- Any pupil who earns 5 merits will be awarded a commendation certificate.
- Merits are recorded in the student planner in the form of a sticker or stamp. The member of staff will sign the merit and tick the relevant core value.
- Each department needs a display for pupils on how to earn merits in their department. Different subjects can create their own criteria for the 3 core values. For example awarded for:
  - Exceptional results on a test (knowledge)
  - Community or charity work (respect)
  - Surpassing expected levels of progress (aspiration)
  
- SLT can award a Silver Merit for anything above and beyond the normal merit, this will lead to a commendation certificate.
- Likewise the Headteacher will award Gold Merits for strong support for the ethos of Phoenix Academy, representing the Academy in some way or to pupils sent to her for special recognition (particularly for excellent academic achievement).

### Collecting and managing merits

- Tutor will be expected to enter commendations into SIMS.
- Fortnightly form tutors will record the numbers of merits their form has received by looking in student planners and entering into SIMS.
- The Head of House will update notice boards accordingly along with student of the month on the house notice board.

Our reward system in Phoenix Academy is embryonic and adjustments to the timing and nature of awards will emerge and develop over the years. We will always be responsive to the achievements and efforts of our students and recognise the positive reinforcement praise.

## Living the vision around the Academy

- Teachers are entitled to award a student a merit for demonstrating one of our core values at any time around the academy as well as in the classroom.
- At the end of each half-term tutor groups may nominate one person in each tutor group who most displays the 3 core values. A commendation will be awarded to them.

Examples of these might be:

- a) Picking up litter, maintaining the school environment.
- b) Helping another student if lost/stuck.
- c) Helping a visitor.
- d) Assisting staff with open evenings/school events.
- e) Contribution to poetry/book reading /Academy newsletter etc.
- f) Contribution to school competitions/play/concert/choir etc.
- g) Contribution to school website/VLE.
- h) Contribution to local community – voluntary work, reading at local primary school etc.

## Commendations

- They will be recorded by the tutor in registration and acknowledged in the half termly achievement assembly.
- These will be awarded in the form of a certificate for 'bundles' of 5 merits.
- Silver and gold commendations will also be awarded at these assemblies.

The following points system applies to all House competitions from September 2018:

## Major House Competition

Position	House Allocated	Points
1 <sup>st</sup> Place	20,000 points	
2 <sup>nd</sup> Place	15,000 points	
3 <sup>rd</sup> Place	10,000 points	
4 <sup>th</sup> Place	5000 points	

Where more than one house entry for a competition is deserving of exceptional reward, the house can only earn one rank in the results table and one set of points; it is not possible for the same house to come first, second and third.

## Interim House Competitions:

Position	House Allocated	Points
1 <sup>st</sup> Place	5000 points	
2 <sup>nd</sup> Place	3750 points	
3 <sup>rd</sup> Place	2500 points	

4 <sup>th</sup> Place	1250 points
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Student awards can also earn their points for their house in the following ways:

Award	House Allocated	Points
<b>Gold Merit</b> (awarded only by the Headteacher)	50 points	
<b>Silver Merit</b> (awarded by SLT)	30 points	
<b>Commendation</b>	25 points	

#### Half Term Rewards Assemblies

Award	House Points
<b>Commendations</b>	25
<b>Silver Merits</b>	30
<b>Gold Merits</b>	50
<b>Major House Competition</b>	20,000

#### Christmas Term Rewards Assembly

Award	House Points
<b>Commendations</b>	25
<b>Silver Merits</b>	30
<b>Gold Merits</b>	50
<b>Academic Resilience</b> – most progress per subject (English, Maths, Science)	150
<b>Academic Excellence</b> – highest grade per subject (English, Maths, Science)	150
<b>Pupils with 100% attendance</b> (for the term)	50
<b>Pupils above target in English, Maths and Science</b>	125
<b>House Attendance</b>	1000
<b>House Academic Achievement</b>	1000

#### Easter Term Rewards Assembly

Award	House Points
<b>Commendations</b>	25
<b>Silver Merits</b> – (e.g. athletics, library competition, entrepreneurs of the term, reader of the term, students who have achieved their target level in all core subjects)	30
<b>Gold Merits</b> – (e.g. students who are above their target levels in certain subjects, sports awards)	50
<b>Academic Resilience</b> – most progress per subject (History, Geography, MFL)	150
<b>Academic Excellence</b> – highest grade per subject (History, Geography, MFL)	150
<b>Pupils with 100% attendance</b> for the term	50
<b>Pupils on or above target in History, Geography and MFL</b>	125
<b>House Attendance</b>	1000
<b>House Academic Achievement</b>	1000

## End of Year Assembly

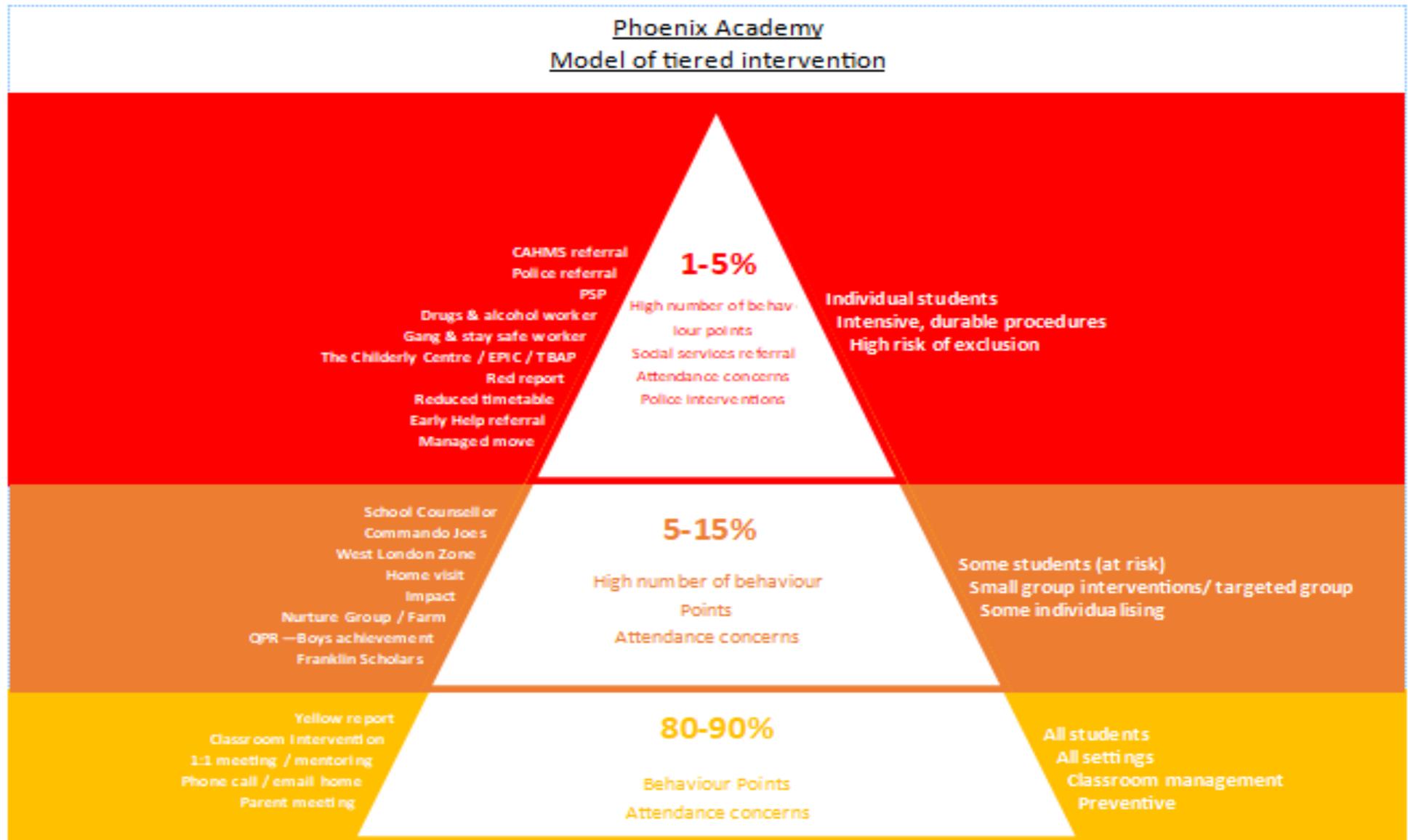
<b>Award</b>	<b>House points</b>
<b>Commendations</b>	25
<b>Silver Merits</b>	30
<b>Gold Merits</b>	50
<b>Academic Resilience</b> – most progress per subject (all subjects)	150
<b>Academic Excellence</b> – highest grade per subject (all subjects)	150
<b>Most improvement in Reading</b>	150
<b>Reader of the Year</b>	150
<b>Pupils with 100% attendance</b> (for the year)	150
<b>Pupils on or above target in all subjects</b>	250
<b>Sportsman/Woman of the Year</b>	200
<b>Performance Artist of the Year</b>	200
<b>House Attendance</b>	1000
<b>House Academic Achievement for whole year</b>	1000
<b>House Sports Day Competition</b>	20,000
<b>Fortitude badge</b> for most contribution to Phoenix and to the community	250
<b>Overall House Cup</b>	N/A



## Expectations to achieve outstanding behaviour

Staff are expected to:	Students are expected to:
<b>Before school</b>	
Greet students warmly upon their arrival into school Be at allocated duty points, reminding students/sanctioning on uniform/other where appropriate Have all lesson material prepared e.g. printing, do nows	Greet teachers upon your arrival to school Be on site by 08:23 latest - if late, report to reception where you will receive a 1 hour detention Go for free breakfast in the canteen and mentally prepare for a day of learning
<b>Morning line-up</b>	
Pastoral team/lead duty person – be at line-up for first bell at 08:23 Support lead person by using hand signals, ushering and saying thank you to students as they move into their lines Ensure making sure students are facing forward, in silence, with the right equipment – issue sanctions accordingly Tutors - Be at line up for the second bell at 08:25 ready to lead your class to morning reading	Be at line up by second bell and form a line within your tutor groups (unless instructed otherwise) Remove Jackets and have equipment and planners out ready for inspection Walk sensibly in line with your form tutor to morning reading Respond immediately to hand signal/countdown – remain silent and await instructions Listen to announcements made and take a mental note
<b>In lessons</b>	
Greet students and check equipment when entering the classroom Logs sanctions on SIMS and in planner with verbal explanation Use hand signal with countdown when silence/attention is required Use reminder, warning, detention (RWD) for all negative behaviour Praise students publicly and sanction privately (where possible) Use 'On Call' to remove student from class	Line up silently outside of class and when entering the classroom Place planner and equipment on your table Respond immediately to hand signal/countdown – remain silent and await instructions Follow teacher instructions with no questioning back when given a R,W or D (this can be discussed at a more appropriate time) Be proactive in taking notes/answering questions whilst making eye contact
<b>During break and lunch</b>	
Arrive promptly to duty Engage with students, actively scanning other students and sanctioning where appropriate If not on duty be on corridor to ensure a positive atmosphere across the academy Ensure no students are on 1 <sup>st</sup> floor/above without a note	Interact positively with staff and peers Stay on the ground floor only unless you have a valid note in their planner Report to a member of staff any negative behaviour or bullying Stay in groups no larger than 4 in the playground
<b>During Transition</b>	
If not teaching be on corridor to ensure a calm and positive atmosphere during changeover Challenge any student not in lessons asking for planner, send back if no planner Give a warning if a student is talking (unless final warning already given)	Always walk briskly and sensibly on the left Have a note in planner if out of lesson
<b>After school</b>	
Always be on corridors/stairwells to ensure smooth dismissal Escort class to detentions/interventions if applicable	Follow your form tutor to detention/interventions if applicable, otherwise, go straight home and change out of uniform Respect the neighbourhood and wear their uniform with pride

Appendix B- Model of tiered interventions used at Phoenix Academy to support students



Appendix C - Phoenix Academy Fixed-Term Exclusion Flowchart

**Incident investigation.** Student will be placed in isolation while incident is investigated. Decision to be made by SLT on an appropriate sanction.



**Student sanction decided** by Deputy Head or Headteacher following investigation by Year Leaders. Sanction then authorised by the Headteacher. Student will receive a fixed number of days (1-5) either in Impact (internal exclusion unit), or an external fixed term period.



**Parent contact.** Parent/carer to be contacted by Academy to inform them of the decision to exclude and the reason why. If this is external, parents of students in y7-9 to should come to collect their child. In the case of y10/11, parental permission can be sought to dismiss the child. When a child's parent cannot be contacted, the child will remain in isolation until the end of the Academy day. A letter will also be sent to parents confirming the sanction and a meeting for reintegration.



**Student serves sanction** of 1-5 days FTE or Impact. Work provided by year team. Alternative provision should be implemented if the number of days exceeds 5 e.g. a Pupil Referral Unit (PRU)



**Student reintegration.** Student and parent (or an adult representative) will meet with Progress leaders to discuss the incident and sanction. Student will then be placed on amber report, or possibly a Pastoral Support Plan (PSP) if required.



Possible period of time in Impact as part of reintegration process to help student amend negative behaviours. This will be at the discretion of SLT.

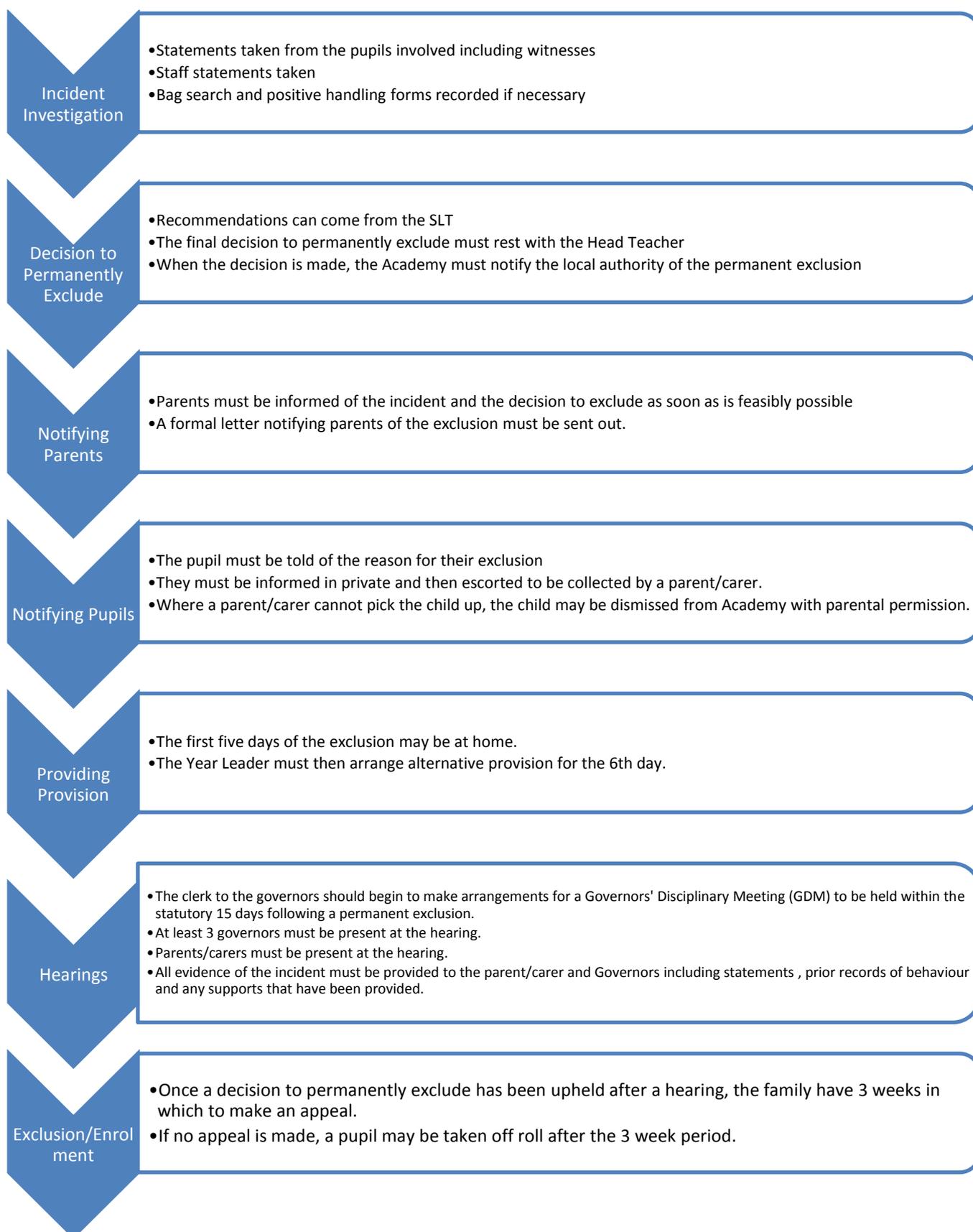


Student agrees to comply with Academy policies and procedures after understanding why the sanction was given. They are then reintegrated back in to the Academy curriculum following their FTE or Impact period.



Student fails to recognise their error and doesn't demonstrate compliance. They will then face another period of FTE at the discretion of the Headteacher.

## Appendix D - Phoenix Academy Permanent Exclusion Flowchart



## Appendix E -Serious Incident Investigation checklist

The following process must happen after all incidents and be logged in the table below.

Students involved:

Staff involved:

Incident date and time:

Incident location:

Action	By who?	Date/time complete	Notes
Student(s) isolated in different spaces for investigation and remain on site until decision made to exclude.	TPH & pastoral teams		
Statements collected and investigated.	Pastoral team & TPH		
Parents (perpetrator and victim) contacted to inform them of incident and NOT possible outcome.	Pastoral team		
Where potentially a PEX, CEO informed by the Head.	OKN/PSI		
Meeting with the parent and child to explain the situation and severity.	TPH/OKN		
Decision made by the Head as to PEX or FTE.	OKN		
Phone call home by the Head to inform parent of the decision to PEX-follow up with letter. Or, phone call home by DHT to inform of FTE/Impact.	OKN/TPH		
PEX packs to be produced within 48 hours of incident.	LOF/Inclusion admin		
PEX packs to be mailed by recorded delivery to parents.	LMU/Heads PA		

**Appendix F - Fixed Term Exclusion Reintegration Plan**

Pupil		Form:	
Date:		Reason for FTE:	
Concerns/Actions from the School			
Concerns/Actions from the Student			
Concerns/Actions from the Parent/Carer			
Teacher:			
Pupil:			
Parent:			



## REWARDS STEPS

### **FORTITUDE BADGE**

Highest accolade in the academy, issued to one boy and one girl from each year at the End Year Assembly

### **HOUSE COLOURS**

Students who have consistently demonstrated excellence in sport or the creative arts

### **GOLD MERIT 50 HPS**

Exceptional work / behaviour; issued by Executive Headteacher on teachers' recommendation.

### **SILVER MERIT 30 HPS**

Behaviour / work that is noteworthy beyond a regular merit; issued by SLT on teachers' recommendation

### **POSTCARD / PHONE CALL**

Outstanding work / effort may prompt a teacher to notify your parent/carer directly of your success

### **COMMENDATION 25 HPS**

Awarded for five merits in your planner, signed off by Form Tutors

### **MERIT**

Excellent work / effort which demonstrates academy's core values

### **VERBAL**

Verbal recognition of your work or attitude in lessons; your work may be shared with your peers

**Witness/Statement Form**

Name of Witness	Year Group/Role
<p>Write, in your own words, what you saw. Use the guiding questions below to help you and use overleaf if necessary.</p> <ul style="list-style-type: none"> <li>- <i>When did the incident take place?</i></li> <li>- <i>Where were you and what were you doing?</i></li> <li>- <i>Who were you with?</i></li> <li>- <i>What did you see?</i></li> <li>- <i>What did those involved in the incident say or do?</i></li> </ul>	
<p>I believe the facts in this statement to be true.</p> <p>Signed by witness: ..... Date: .....</p> <p>If written on behalf of witness, please sign below:                  Name: ..... Signed: ..... Date: .....</p>	
<p><i>Please note that this statement may need to be shared with others as part of further hearings or warnings. You will be notified if this is the case.</i></p>	

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