

**ACHIEVING
TOGETHER**



**The Phoenix Private School
Behaviour Policy 2024/2025**

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Safeguarding

The safeguarding of children and young people underpins the school's work and must be adhered to as a prime responsibility. The Safeguarding policy should always be adhered to. Being a British international school, The Phoenix Private School will follow the Department for Education's (DfE) *Keeping Children Safe in Education 2022* (KCSiE) DfE KCSiE in line with the regulations of the Ministry of Education for Safeguarding. All safeguarding issues must be reported to the Designated Safeguarding Lead.

Equality

The Phoenix Private School (PPS) is committed to providing all staff, students, parents, carers, visitors, and members of the wider community using the site with equality of opportunity regardless of their race, gender, disability, or religion. PPS will give special consideration on an individual basis should anyone be considered to have a specific special need. Any parent or carer who feels that their child has such a need should contact that child's Key Stage Leader.

Introduction

This policy is based on the principle that all students should be enabled to take responsibility for their own behaviour and learning to prepare them for independent life, enabling a positive contribution to society and to the wellbeing of the whole school community. Our goals to support students in being well behaved, considerate of others and ready to learn are as follows:

- All staff members model good behaviour and are positive role models to our students.
- There is a partnership between parents/carers, staff, and students.
- Excellent behaviour for learning leads to excellent outcomes.
- The PPS Mission, Vision and Learning Results are adhered to which leads to excellent standards of behaviour both in and out of the classroom.
- Our motto and values run through the day-to-day life of the school.
- Students value themselves and others within the community and respect everyone's right to feel safe, enjoy and achieve.
- Staff and students treat each other with respect and dignity.
- All students should be able to learn without disruption from others.

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- Students should take responsibility for their own actions and be able to reflect and make amends if necessary.

Guidance

The key to achieving good and outstanding behaviour in the classroom is good management. A well- managed classroom has the following characteristics:

- Students are welcomed by their teacher at the start of each lesson. Lessons start promptly and follow an established routine.
- Uniform is excellent. Any uniform issues are addressed.
- Students are keen to learn, are engaged and on task.
- The pace of the lesson is good and activities are varied. Collaborative and Mastery learning techniques are used as appropriate.
- Workbooks are well presented and well-marked in line with the school marking policy.
- Students know what they need to do to achieve their potential.
- The classroom is tidy, graffiti free and welcoming.
- Differentiation is appropriate to the class and supports the learning and progress of all.
- Tasks are explained clearly and succinctly.
- Students are frequently praised. Star of the Lesson is used to promote learning.
- Praise is more frequent than criticism.
- The 3 strikes system is used to minimise any low-level disruption. The strikes are used fairly and consistently. All staff and students fully understand the system.
- The end of every lesson is orderly and well planned.

Staff who manage their classrooms well have the following characteristics:

- They have built good relationship with their class and know the students by name.
- They are calm and speak with students respectfully.
- They listen.

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- They rarely, if ever, raise their voice.
- They use the 3 strikes system fairly and consistently and explain the consequences of poor behavior.
- They follow up on poor behaviours on CLASSTER and inform parents/carers.
- They plan lessons well.

Intervention and recording

There are several interventions available to our students as well as monitoring systems in place. These could take the form of:

- Form tutor report (Green)
- Key Stage Leader report (Yellow)
- Leadership report (Red)
- Meeting with the PPS Ministry of Education representative
- Staff mentors
- A time out card
- Early Help referrals
- Outside agency support
- Restorative Justice meetings
- SEND intervention

Expectations from Students and Parents

Students

Students are expected to abide by the PPS values (P.H.O.E.N.I.X), uniform policies, Mission, Vision and Learning results, which are:

1. **I am a successful learner**
 - a. I have a love for learning
 - b. I am of capable of employing my skills and applying knowledge in real-life situations

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2. I am a confident individual

- a. I adhere to my values and principles
- b. I am proud of my identity and culture
- c. I am aware of the importance of my physical and mental health

3. I am a responsible citizen

- a. I am respectful to all races, religions, and all backgrounds
- b. I am honest and just and understand my role in creating a better world

4. I am an effective contributor

- a. I am capable of solving problems and thinking critically
- b. I communicate effectively in multiple languages
- c. I am committed to making positive changes

Parents

Parents and carers have a crucial role to play in supporting the education of their children. All parents sign a home-school agreement on joining the school community and this is kept on the student's file. It is expected that parents will support the school. To support the school parents should:

- Make appointments with subject staff if there is a concern and attend parent interviews.
- Ensure contact details are always kept up to date (home address, telephone numbers and email address)
- Support the school sanctions should their child behave inappropriately
- Provide an appropriate space for their child to complete homework and study
- Ensure their child attends school regularly, on time, with the correct equipment and ready to learn.
- Monitor their child's Microsoft Teams account to ensure they are in line with the school's behaviour policy. Any students found to be misusing Microsoft Teams will have their account suspended.

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Rewards and Sanctions

Rewards and sanctions will be monitored by the Key Stage Leader to ensure fairness and consistency in the implementation of the Behaviour Policy by all staff members.

Rewards

At PPS we believe in rewarding our students regularly. All staff members award a 'star of the lesson' every lesson and record this on CLASSTER. One student from each class is awarded 'Star of the Week' based on the PPS value of the week or within the classroom teacher's discretion. Ethos points can be awarded for going above and beyond by any staff member. At the end of every term, rewards are celebrated in the Whole School or Key Stage Leader-led assembly. At the end of each term in the year there is an exclusive rewards event for those students who have achieved excellent behaviour and attendance throughout. There is an academic year celebration, to celebrate the success of our students and of our school community. Staff are encouraged to inform parents and carers when students have done something well. It is the duty of classroom teachers to keep a tally of awards using CLASSTER.

Points system

25 points – 'Diamond in the rough'

Achievement postcard sent home

50 points - Bronze

Students receive a bronze certificate from the principal and get to choose one reward from the list:

- Homework pass
- Dress down for the day
- Sit anywhere in the classroom for the week

75 points - Silver

Students receive a silver certificate from the principal, get to choose one reward from the 50 points category, initiated on the PPS 'Wall of Fame', Silver pin and receive a silver prize.

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100 points – Gold

Students receive a gold certificate from the principal, get to choose two rewards from the 50 points category, are eligible to go on the 'Star Trip', gold pin, and receive a gold prize.

150 points – Diamond

Students receive a Diamond certificate and trophy, get ALL the rewards from 50 points category, 'Diamond Star lunch' with the principal and receive the Diamond goody bag.

Sanctions

Procedure

If a student does not comply with PPS behaviour expectations, the following consequences may be used:

Minor incidents in class should result quiet warning and a reminder of the expected behaviour. If a student fails to respond the 3 strikes system, then comes into action:

Strike 1 - The staff member informs the student their behaviour is unacceptable (they are not conforming to the PPS expectations) and how they wish them to behave. The student's name is written on the board.

Strike 2 - The staff member informs the student that this is their penultimate chance and that they should now make the right choices. The student is informed that the next time the staff member has to redirect / address poor behaviour, they will be sanctioned. At this point, the student may be asked to move seat.

Strike 3 – The class teacher records the incident on CLASSTER and informs the parents, Key Stage Leader, and Head of Pastoral via email the same day

Intermediate incidents in class

Should a student present continual behaviour issues in class which is preventing the learning of others, several measures may be put in place which may include, but is not exhaustive of, the following:

- A subject exclusion
- A period spent in isolation with a member of Leadership completing appropriate work whilst supervised.

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- Change of class sets
- Meeting with parents/carers
- Restorative justice meetings

Serious incidents in class

- Staff members may call for a senior or middle leader to remove a student from class
- The same measures stated in 'intermediate incidents' may be considered
- Statements taken from staff members and students
- The Key Stage Leader or senior member of staff will decide the appropriate course of action

Incidents at break or lunch

If an incident happens at break or lunch the following procedure should be followed:

Minor Incidents

1. Explain required behaviour to the student
2. Record the detail on CLASSTER if necessary

Intermediate incidents

1. Explain the required behaviour to the student
2. Report the incident to the form tutor and the Key Stage Leader
3. Record the detail on CLASSTER

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Major incidents

1. If it is considered that a student, member of staff or the school buildings are at risk the student is taken to an isolated area (classroom, admin office, Senior leadership room etc).
2. A senior member of staff or Key Stage Leader is contacted immediately for assistance. Duty staff should alert members of staff immediately to draw the attention of senior leaders
3. Submit a written report to the Key Stage Leader and/or Pastoral Leader and record the incident on CLASSTER if required to do so.

The following lists are examples and not intended to be exhaustive.

- 24-hour notice school detentions
- Departmental or Key Stage break and lunch detentions
- Subject exclusion
- Internal Isolation
- Fixed Term Exclusion
- Permanent exclusion

It should be noted that the exclusions guidance states that a student can be excluded for behaviour which took place outside of school if there is a clear link to that behaviour bringing the school into disrepute. Any behaviour which undermines the authority of a staff member or places another student at risk could therefore result in exclusion even if it took place outside of school and/or on a non-school day.

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Sanction ladder

Sanction stage	Action if student chooses to.....	Consequences
Three strikes in class = 1 Sanction	<p>Three strikes in class for consistently: Being off task</p> <p>Rudeness</p> <p>Answering back</p> <p>Disrupting others</p> <p>Chewing gum (Automatic Sanction)</p> <p>Late to class</p> <p>No equipment or homework</p> <p>Violation of dress code (Including nail polish & make up, hair not tied back) 1st warning</p> <p>Speaking Arabic in non-Arabic lessons(1st Warning) Sanction after every time used.</p> <p>Defiance</p> <p>Low level disruption</p>	<p>Sanction recorded via HUBmis (Parents informed of sanction)</p> <p>Violation of dress code (Including nail polish & make up, hair not tied back) 1st warning (email to parents) then automatic sanction if note or email from parent isn't given</p> <p>Chewing gum is an automatic sanction</p>
1	<p>3x sanctions in a term:</p> <p>Missed detention with no communication from home</p> <p>Leaving class without permission</p> <p>Use of mobile device during school hours</p> <p>Going to another form class without permission</p> <p>Selling of ANY food items on school premises (1st offence)</p> <p>Low level physical behaviour (Leading to minor injury of another student)</p>	<p>30mins after school detention on Thursday 1:45 to 2:15</p>

2	<p>6x sanctions in a term</p> <p>Inappropriate physical action</p> <p>Intimidating behaviour/bullying</p> <p>Causing injury to a person/property</p> <p>2 missed detentions</p> <p>Continuing to sell food items on school premises (2nd offence)</p>	<p>1 Week tutor report (green)</p> <p>Tutor to contact home</p> <p>30mins after school detention on Thursday 1:45pm to 2:15pm</p> <p>Parents/Carers meeting with form tutor for a restorative justice meeting.</p>
3	<p>9x sanctions in a term</p> <p>Inappropriate Physical Action (3rd offence)</p> <p>Repeated intimidating/bullying</p> <p>Taking inappropriate pictures or pictures of other students</p> <p>Smoking, in possession of and/or distributing tobacco in all its forms</p> <p>Use Inappropriate language (Using curse words in school) towards another student/teacher/member of staff</p>	<p>1 week on Key Stage Leader report (amber)</p> <p>One hour after school detention on Thursday 1:45pm to 2:45pm</p> <p>Parents/Carers meeting with Key Stage Leader for restorative justice meeting.</p>

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<p>4</p>	<p>12x sanctions in a term</p> <p>Vandalism</p> <p>Truancing</p> <p>Possessing weapons/distributing weapons</p> <p>Using racist language in school/towards another student/teacher/member of staff.</p> <p>Cheating in a school exam</p> <p>Making false accusations against another student/teacher.</p> <p>Blackmailing other students.</p> <p>Leaving the school premises without permission</p>	<p>1 week on Head of Pastoral Leader report (red)</p> <p>One hour after school detention on Thursday 1:45pm to 2:45pm</p> <p>Parents/Carers meeting with Key Stage Leader and Head of Pastoral restorative justice meeting.</p>
<p>5</p>	<p>15x sanctions in a term</p> <p>Drinking, in possession of and/or distributing alcohol or other illicit drugs</p> <p>Smoking on school premises</p>	<p>2 Weeks on final Principal Report</p> <p>Parents/Carers meeting with Principal and Head of Pastoral for restorative justice meeting.</p> <p>Ministry of Education informed</p> <p>Suspension/Permanent exclusion from school</p>

Any behaviours not aforementioned in the above categories, PPS have the right to impose the necessary sanction level needed.

Students on or below -6 sanctions and/or on green, yellow or red report will not be allowed to go on school educational or reward trips

Stages of sanction

Students will only be on each colour report once during a term, so if continued poor choices are made the student will move onto the next level of report.

Stage 1

3 sanctions in a term= 30mins detention after school on a Thursday (at least 24 hours' notice must be given to parents/carers)

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Stage 2

6 sanctions = 1-week green report (form tutor) and 30mins detentions after school on a Thursday (at least 24 hours' notice must be given to parents/carers)

Students who accumulate 6 sanctions in one term will be placed on green report for 1 week, reporting to their Form Tutor. Students who display more serious negative behaviour (as outlined in the behaviour policy may be placed on green report by their Form Tutor, even if they have not received 5 sanctions in a term). Parents/Carers meeting with form tutor for a restorative justice meeting.

Stage 3

9 sanctions = 1-week amber report (Key stage leader) and 1-hour detention after school on a Thursday (at least 24 hours' notice must be given to parents/carers)

9 sanctions in one term or further serious negative behaviour will result in a student being placed on Amber report for 1 week, reporting to their Key Stage Leader. Parents/Carers meeting with Key Stage Leader for restorative justice meeting.

Stage 4

12 sanctions = 1-week red report (Head of Pastoral) and 1-hour detentions after school on a Thursday (at least 24 hours' notice must be given to parents/carers)

For 12 sanctions in a term or extremely serious negative behaviour, students will be placed on red report for 1 week reporting to the Head of Pastoral. Parents/Carers meeting with Key Stage Leader and Head of Pastoral restorative justice meeting.

Stage 5

15 sanctions = 2-week's final report (Principal) (One-week Internal with Principal)

Should the student not improve after Stage 5, he/she will be placed on a final report and the case forwarded to the Ministry of Education for permanent exclusion. Parents/Carers meeting with Principal and Head of Pastoral for restorative justice meeting.

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Detention:

Detentions will be issued by the Head of Pastoral and will take place after normal school hours on Thursday of every week. Parents will be notified 24 hours in advance. Transportation will not be provided and parents are requested to make the appropriate arrangements for their child at the end of the detention.

During the months of Ramadan, detentions will continue but times/days might change due to official Ramadan working hours.

Students who miss an after-school detention will be set another detention to complete the following week. Two missed detentions in a row will result in the student being placed on the next stage of sanction, regardless of communication from parents and parents will be asked to attend a meeting before the pupil re-attends school as this will be seen as a total disregard for breaking school rules on more than one occasion.

Detention in KS1

Students in KS1 will not get after-school detentions. If a student does not follow the PPS behaviour policy, it is to the teacher's discretion to issue break/lunchtime detentions. Parents will be informed should this happen.

Exclusions and inclusion

On occasion, where it is unavoidable, the principal may deem it necessary to issue a fixed term exclusion where a child's behaviour has been contradictory to school expectations. At PPS we follow Ministry of Education guidance for exclusions. The parent or carer will be informed of the principal's decision with a notice issued to the Ministry of Education outlining the action. We work collectively as a school to try and avoid a child being excluded from school either permanently or continuously for repeated offences. By Ministry of Education guidelines, only the principal may exclude a student. At PPS, the Principal takes advice from colleagues within the Leadership Group including the Head of Pastoral and SENCO. The term Principal includes someone acting in this capacity.

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Permanent exclusion

PPS aims not to permanently exclude any child. However, in some instances a permanent exclusion is unavoidable if a student; is involved in a serious one-off incident, remaining on site puts others at risk, if remaining on site is detrimental to the health, safety, welfare, and education of others within the school or if a student persistently fails to meet the school's expectations.

Some examples of where a student may be permanently excluded are:

- Bringing items considered as offensive weapon onto school site
- In possession of and or dealing alcohol, tobacco and or drugs (illegal and legal) on school site
- Serious threatened or actual violence towards a member of school staff or another student
- Persistent and consistent failure to meet the school's expectations which could affect the behaviour and well-being of the school community
- Persistent bullying, in all its forms, against staff or students
- Being a health and safety risk
- Serious damage to school property and/or equipment
- Sexual harassment

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Incident Report Sheet (IRS):

Any issues arising at The Phoenix Private School will be recorded by teachers on an Incident Report Sheet and handed to the Head of Pastoral. This will have the details of the misdemeanour and any action taken. Sanctions will be issued for inappropriate or undesirable behaviour and actions.

The Incident Report Sheet will be held on the student's file for the duration of their time at The Phoenix Private School.

Searching of students

The principal or delegated authorised colleagues can conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco in all its forms
- Fireworks
- Images of a sexual nature
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Confiscation of items

Mobile phones

Mobile phones are only allowed by KS3 students in school. This must be handed in at the beginning of the day and given back at the end of the school day. Staff will confiscate phones that are out or being used during school hours. If a student is caught using a mobile phone during school hours, he/she may have a phone ban be put in place. Under no circumstances should a student voice or video record another student or member of staff. PPS are not responsible for the loss or damage of mobile phones.

Some items may be confiscated and returned at the discretion of the teacher such as:

- Inappropriate jewellery
- Hoodies
- Earphones

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Some items will be confiscated and disposed of such as:

- Tobacco (in all its forms)
- Alcohol
- Lighters
- Smoking paraphernalia

Some items will be confiscated and handed over to the police such as:

- Any dangerous items
- Any drugs (legal or illegal)
- Any illegal items
- Mobile phones or electronic equipment containing illegal content
- Laser pens

Use of reasonable force and handling

The use or threat of corporal punishment is not permitted anywhere in The Phoenix Private School.

1. The term 'reasonable force and handling' covers the broad range of actions used by teachers at PPS at some point that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to students or members of staff.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. Members of staff can use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. PPS staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

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Who can use reasonable force?

- All members of PPS staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an organised visit.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and be used.

PPS can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Where resistance is expected or begins a school member of staff may make a judgement that it might be more appropriate to seek assistance from the Police. Authorised members of trained staff will follow basic positive handling approaches to reduce risk and manage a situation. This will include non-verbal, verbal and where reasonable and absolutely necessary physical intervention.

For further clarifications, contact the Whole School Pastoral and Designated Safeguard Lead.

Mr. Mc Comiskey

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