



## Behaviour for learning policy

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## The Phoenix project Philosophy

### **Vision and aims**

The Phoenix Project aims to provide a high quality education provision where students can thrive in an online community that accepts each individual for who they are, celebrates their achievements and shares their ambitions. The project aims to prepare students academically and emotionally for the next step of their journey, whatever that looks like. Our vision is underpinned by our core values of:

**Inclusion-** for all, regardless of previous background or experiences

**Compassion-** for all, demonstrated every day through our words, thoughts and actions

**Ambition-** for all, in the knowledge that everyone is capable of reaching their goals, with support, understanding and guidance.

### **Student code of conduct**

Conduct in this policy refers to any actions completed by the school community members , it includes conduct during live online tutoring,mentoring and lessons, home visits and how students conduct themselves in any form of communication and interaction with staff and students, including submitted work and all use of technology where it impacts school life. Also included is student conduct wherever it reasonably falls within the remit of the school.

To allow students to develop and fully engage in a positive and respectful school culture where every student feels safe, it is important that all students understand the expectations placed on them within the school community. We want and expect all students work towards conduct that embodies and promotes our school values:

#### **Inclusion**

Appreciating, accepting and celebrating that we are all different.

#### **Compassion**

Showing kindness to yourself and others and acting with integrity in caring for yourself and others.

#### **Ambition**

Having high aspirations for yourself and seeking opportunities to learn and grow as an individual

To support students in embodying these values , the student code of conduct below outlines the conduct expected on all students:

1. To join live tutoring, mentoring and lesson spaces punctually and prepared for learning.
2. To complete set tasks to the deadlines set to the best of their ability
3. To attend all live tutoring and mentoring sessions and engage with all pastoral, SMSC content.



4. Communicate politely and positively with all staff and other students at all times through all forms of communication, including live tutoring, chat features, emails. Phone calls and home visits.
5. Work independently to the best of their ability and seek help where there are barriers to this being completed successfully.
6. Engage with mentoring sessions with integrity, openness and honesty.
7. Share views in a respectful manner, recognising the importance of inclusion and accepting all groups of people and the value of their viewpoints.
8. Support the learning and personal development of other students showing compassion for their right to learn and personal development.
9. Take responsibility for their actions and behaviours demonstrating self control.
10. Accept that the school will take decisions on the behaviour of all students, in line with this policy.
11. Report any incidence of poor behaviour and conduct of staff to allow us to respond appropriately to uphold our school values
12. Do nothing to put at risk a safe, secure and healthy online learning environment, including using the internet and social media in an appropriate and safe manner and never taking part in any form of cyberbullying in any form.

### Promoting positive behaviour

At The Phoenix Project, we understand the importance of recognition, praise and reward. We appreciate that positive reinforcement supports young people to feel included, valued and understood. As such we promote the desirable behaviour we want students to present in the following ways:

- Regular reinforcement of the school values through tutor times, mentoring sessions, SMSC content and individual interactions.
- Promotion of the student code of conduct to students and their families through regular communication
- Reporting processes that are underpinned by our school values
- Recognition of students positive behaviour through communication home and to their dual rolled schools
- Public recognition through our school newsletter.

### Behaviour management

Where behaviour falls short of our expectations , we recognise the importance of exercising a consistent and proportional approach to sanctions.

The following actions may be applied where undesirable behaviour is demonstrated

Stage	Examples of typical behaviour	Possible action/ sanction
1	<ul style="list-style-type: none"> <li>● Minor disrespectful behaviour in live sessions</li> <li>● Discourteous behaviour towards students or staff</li> </ul>	<p>Staff to model positive behaviour required.</p> <p>Communication directly with</p>

	<ul style="list-style-type: none"> <li>● Failure to engage with live sessions</li> <li>● Failure to submit work to deadline</li> </ul>	<p>student to raise awareness of the behaviour and promote positive response.</p> <p>New deadline set for work to be submitted.</p>
2	<ul style="list-style-type: none"> <li>● Repeated minor incidents where a student has not responded to an initial warning or que.</li> <li>● Single incidents of kind comments towards any member of the school community</li> <li>● Minor misuse of technology- for example using a chat feature with another student during a live lesson or tutoring session</li> <li>● Inappropriate comments or language towards staff or students</li> <li>● Repeated failure to submit work to a set deadline</li> </ul>	<p>A reminder of expectations provided to the student. Communication home Possible limits placed on use of chat features or other technology as appropriate for a length of time</p>
3	<ul style="list-style-type: none"> <li>● Repeated incidents of unkind behaviour towards other students</li> <li>● Offensive or rude comments made towards any members of the school community</li> <li>● Misuse of online and social media platforms that cause distress to others or bring the school into disrepute.</li> <li>● Any form of prejudice behaviour that fails to uphold our values of inclusion and compassion.</li> <li>● Harmful targeted communication of a member of the school community</li> </ul>	<p>Communication home Limits placed on use of platforms Removal from live sessions for a period of time Communications with dual registered institution</p>
4	<ul style="list-style-type: none"> <li>● Serious incidents of hurtful or bullying behaviour towards other students</li> <li>● Threatening behaviour towards any member of the school community</li> <li>● Serious misuse of online and social media technologies that may cause distress to a member of the school community or bring the school into disrepute</li> <li>● Inciting other students into unsafe, unkind or harmful behaviour</li> </ul>	<p>Communication home Communication with dual rolled school Removal from live sessions for a period of time or permanently Removal of work experience placement if applicable Ending of placement with The Phoenix project.</p>

It may be appropriate for an investigation to take place where there are allegations of misbehaviour. Where an incident is reported or witnessed, the following actions will take place.

- 1) Statements will be requested from the appropriate members of the school community



- 2) Evidence such as screen shots for example will be collated
- 3) The student who is subject to the allegations will be given an opportunity to respond to any allegations with their own statement.
- 4) All evidence will be reviewed by a senior member of staff before a sanction is applied.

### **Breaches of discipline outside school**

Where misbehaviour outside of school is reported that could damage the reputation of the school or bring the school into disrepute, an evidence based approach will be applied to identify further action. The outcome of which could result in any of the sanctions highlighted above or the removal of a place for any dual rolled student. All incidence of criminal behaviour will be reported to the police, or where we believe a student may be in possession of illegal substances. If we have suspicion that a student may be under the influence of a substance, family contact will be informed and the appropriate emergency services contacted. Sexual offences, including all suspicions and allegations of such offences will be reported to the police and the alleged victim's family informed. All safeguarding practices will be followed.

### **Removal of placement**

The decision to end a placement for a student is not taken lightly. Any behaviour falling within stage 4 or repeated behaviours at stage 3 could form the basis of a decision to end a placement for a student. The Phoenix project aims to be an inclusive environment where all students feel valued, treated with compassion and able to strive to meet their personal ambitions. As such Any behaviour that threatens to undermine these values will be treated seriously. The Phoenix project has the right to enforce the student code of conduct, signed by student and carer.