Sporting Chance

Education Through Sport

Behaviour Policy

Sporting Chance Newport CIC **Behaviour** Policy

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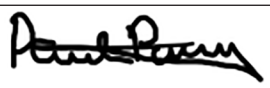
Policy Owner:	Directors
Queries to be directed to:	Directors
Signed:	
Dated:	08/04/2024

This policy will be reviewed on a biannual basis. Sporting Chance Newport CIC reserves the right to amend this policy, following consultation, where appropriate.

Date created:	October 2020
Date of last review:	April 2023
Date of next review:	January 2025

Sporting Chance Newport CIC **Behaviour** Policy

1. Summary

This policy is about our daily practice to celebrate, teach and encourage respectful and purposeful behaviour. It provides practical guidance and support documents to ensure all staff are role models of positive behaviour and consistently apply our behaviour expectations across the school.
It also outlines our practises to preventing and dealing with harmful behaviour.

2. Who is the policy for?

All staff, pupils, parents/guardians and Commissioners.

3. Who is this policy for?

Our Behaviour Policy intends to enable all our young people:

- To learn successfully in a safe and positive environment
- Benefit from tailored behaviour support to enable them to fulfil their learning potential
- Be supported by caring, passionate and trustworthy adults who inspire high expectations and aspirations in their learners
- To learn and practise how to meet their own needs without harming others.

3.1 Aims

To ensure staff consistency to create a safe, purposeful, relational environment with:

- Mutual trust and respect throughout the learning community
- Equality and opportunity for all;
- Pupils that enjoy positive regard to their educational achievements, now and beyond the school gates
- Integration and success to pupils that have been excluded from mainstream education and/or are emotionally vulnerable.

To foster community life rich with cultural capital as a vehicle for pupils' growth by enabling:

- Pupils to be celebrated and encouraged
- Pupils to recognise issues that may affect their behaviour and to develop strategies to deal with them respectfully
- Pupils to develop self-discipline, manners and a sense of ownership of and responsibility for actions and choices;
- Pupils to be intellectually challenged and have high expectations and aspirations for themselves

To establish points of contact with parents, carers and partner agencies to promote collaborative care and clarity of responsibilities for it.

3.2 Our Schools Core Behaviour Expectations

Staff and pupils are expected to behave in a caring way of themselves, others and our environment of responsibilities for it

3.2.1 Staff – We expect our staff to consistently and explicitly model our ethos in their own behaviour and relationship with young people and each other (see appendix 1).

Our Promise:

1) We will do what we can to stop harmful behaviour, we will support, teach how to meet needs harmlessly.
2) We will stop anyone gaining or being advantaged (in any way) by causing harm.
3) We will stop anyone gaining or being advantaged by refusing to follow reasonable instructions.
4) We will communicate with all involved about how we decide on the appropriate course of action when harm is caused.
5) We will focus on the impact and well being of those involved, not only their actions and what they have done.
6) We will focus on repairing and building relationships and teach behaviour and the understanding of consequences

   (rather than just 'manage' it)

In some cases, where purposeful and/or legally required, incidents of harmful and/or criminal behaviour may be reported to the Police or other agencies after discussion with a member of the School Leadership Team.

There will always be a designated senior member of staff to take action, when pupils' behaviour means they can't be in their designated learning space and make a final decision that ensures safety and supports all.

3.2.2 Pupils – In all elements of life, including all school activities and travel on and off site are expected and supported to display attitudes for learning in 3 areas:

Place – be in the correct space as allocated by staff
Purpose – engage with lessons and activities
People – show respect to the learning environment and others allowing them to be purposeful

3.3 Responding to Behaviour

3.3.1 Where pupils display behaviour that meets and/or exceeds expectations, staff will respond to the behaviour to ensure that

1) Behaviour that is safe, purposeful or kind is highlighted and encouraged
2) Pupils who demonstrate progress in attitudes and behaviour are celebrated for it.
3) Pupils are able to recognise the impacts of their behaviour so they can learn to pursue their needs harmlessly.

Our school will devise the most suitable way to record the 3Ps in accordance to the pupils, the nature of the school and the curriculum.

Good practise will consist of

- Involvement of the pupil in defining and making explicit what we mean by each category and how 'it looks like' in the classroom and other school tasks.
- Localised (corridors and classrooms) displays, both corporate and pupils' work
- Pupils involvement in assessing and recording their attitude for the lessons/activity

Communication should be at a level which is understood by the pupil and enables them to express themselves in an individual way

3.3.2 All staff need to recognise that the pupil's behaviour may be caused by a range of issues that they may not have the ability to express. Emotional upset or distress, physical discomfort e.g. thirst, hunger, becoming overheated or pain; sensory overload
e.g. noise, light, temperature are all possible triggers that would need to be explored.

All pupils will have a Behaviour Support Plan and risk assessment which is regularly reviewed and involves the pupils in its production. These contain key information used by all staff to support their interactions with a young person, including:

- Commonly displayed behaviours
- Risk assessment around anticipated harmful behaviours
- Effective strategies and approaches to be avoided by staff when interacting with the pupil when they are dysregulated and/or in crisis.

3.3.3 Where pupils display behaviour that does not meet the three expectation above, staff will respond to the behaviour in order to ensure that:

1) Behaviour that is harmful to themselves or others is stopped
2) Where harm has occurred, pupils will be expected to repair this harm
3) Pupils are able to recognise the impacts of their behaviour so they can learn to pursue their needs harmlessly

Staff are expected to consistently respond to behaviour exhibited by pupils which does not meet the school's expectations.

The decision to seek help from a colleague or to withdraw from a difficult situation may sometimes be the best course of action.

This must not be viewed as a professional failure and is encouraged by the School Leadership Team (Appendix 2 for action flowchart).

We understand behaviour to be pupils and adult's way to meet their needs and form of communication. The specific actions a person may take and the circumstances around them vary greatly, therefore the school has a variety of processes which will be used on a case by case basis.

We will support pupils and/or staff who have been harmed by the actions of another in the event that they wish to report the matter to the police.

4. The use of sanctions

In guidance with the law, any use of sanctions (including sessions outside regular school times, e.g. Twilight/detention) must satisfy the following conditions:

- The decision to sanction a pupil must be made by a paid member of staff that has been authorised by the Directors to do so according to training (e.g. Team Teach) and level of role and responsibility in the school; It must be made on the school premises or while the pupil is under the charge of the member of staff.
- The use of sanctions must not compromise the young person's safety and must be relevant to the incident – staff will give due consideration as to whether the young person's behaviour under review gives cause to suspect that he/she is suffering, or is likely to suffer, significant harm. Where this may be the case, school's staff should follow the school's Safeguarding Policy.
- The sanction must not breach any other legislation and be reasonable in all the circumstances (for example in respect of disability, special educational needs, race and other equalities and human rights); In determining whether such use is reasonable, account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious require ments affecting them balanced with the perceived harm caused by them.
- Corporal punishment is illegal in all circumstances
- Parent/guardians consent for sanctions is not required. However, the school must make clear to pupil and parent/guardian the reasons that lead to the decision to use sanctions as soon as possible.
- All staff (unless stated otherwise by the Directors) have responsibility for the pupils, at all times.

4.1 Use of powers of search and confiscation

All school staff can search a pupil for any item if the pupil agrees. Directors and staff authorised by them have statutory power to search pupils for their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, there is no legal requirement to make or keep a record of a search.

The school is not required to inform parents before a search takes place or to seek their consent to search their child

4.2 Use of sessions outside regular school times (Detentions/twilight) sessions

Sessions outside regular school times will be issued only for the purpose of preventing harm, rebuilding relationship following harm and/or completing school tasks and learning work that has not been completed in timetabled hours due to the pupil's refusal or lack of engagement.
It is a form of 'repairing' loss of time, not a punishment.

TAs, Teachers and School Leadership Team members have a specific legal power to impose sessions outside school's hours. The times outside regular school hours when this is permitted include:

- Any school day where the pupil does not have other permission to be absent
- Non-teaching days that school is open on, e.g. Training days/INSET days.
- Lunchtime detentions – staff should allow reasonable time for the pupil to eat, drink and use the toilet.

These sessions must not put the child at risk; prevent the child from keeping any caring responsibilities he/she might have.

Travel to and from school should be arranged if impacted upon and be made clear and safe for the pupils.

4.3 Change of Provision & Fixed Term Exclusions

Staff may change a pupils immediate provision (same day only) when necessary in response to behaviour which is harmful to the learning environment.

Staff will make every effort to avoid making a fixed term or permanent exclusion for pupils. Exclusion will only take place if the pupil becomes an overwhelming risk to others or themselves through physical violence, bullying or harassment.

The Directors may revise and change a pupils overall provision in response to the pupils changing needs.

4.4 Postive Handling

Staff members who are trained in Positive Handling have been authorised by the Head of Education by way of signed consent. The school holds a register of authorised staff in Positive Handling.
All incidents that involve Positive Handling are recorded in the Bound and Numbered Book and are always shared with the Local Authority.

5. Policy requirements

The Directors must ensure that this policy is followed when arranging any external visit, they may choose to delegate this responsibility to named staff.

The directors must ensure that further to this policy the following processes and procedures are in place and are known by all staff:

- School – Pupil – Home Expectations
- Support procedures: Duty & ad hoc support rotas
- Procedure for addressing harm to property (criminal Damage)
- Safe touch & RPI recording & monitoring procedure
- Behaviour incidents monitoring procedures

6. Appendixes

Appendix 1 – Core practice expectation from staff

Safe Place

1. Communication is positive and professional.
2. Staff regulate themselves before pupils.
3. Staff promotes PACE culture – Playful, Accepting, Curious & Emphatic interactions.

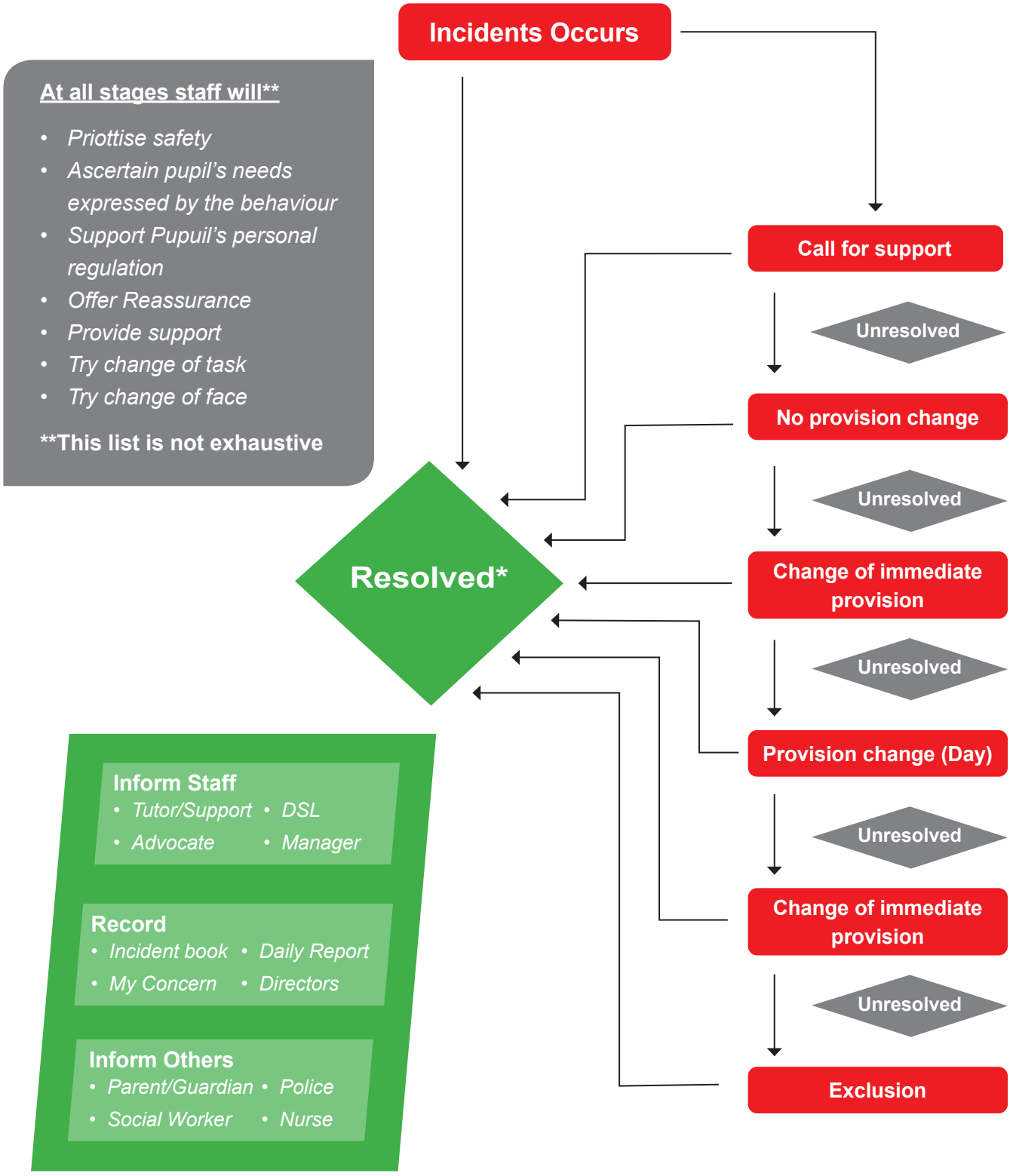
Purposeful Learning Environment

4. Learning Objectives and Success Criteria are explicitly shared, displayed and referenced throughout.
5. Modelling includes explicit communication of feelings, thought processes, activities, behaviour and attitudes.
6. Feedback promoted progress and growth; Pupils respond to the feedback.
7. Recoding is timely; regeisters, my concern and lesson recording.

Good People

8. Relationships are valued and staff seek to repair them.
9. Personalisation involves all interactions.
10. Staff engage pupils in lessons, activities, break times and lunchtimes.

Appendix 2 – Behaviour Incident Response Flowchart



**We respond to harmful incidents with the pupils best interest at heart to foster a good, nourishing Relationship and to allow effective teaching, learning and practice to take place in a safe and supportive environment for all.

Appendix 3 – Consequences & Sanctions for Behaviour

Behaviour:	**Consequences:**	**Preventing Harm- Boundaries Setting:**	**Repairing Harm - Building Relationships:**
Verbal Assault Including Racism	• Emotional harm • Damage to relationships • Reduced sense of safety	• Phone call home • Meeting with parent/guardian • 1 day FTE (Racism) • Potential police involvement • Change of provision • Loss of days reward points	• Restorative meeting with those involved • Exchange of messages through 3rd party • Written communication • Specific education intervention
Physical Assault	• Physical injury caused • Damage to relationships • Reduced sense of safety	• Fixed term exclusion ½ day if believed to be related to mental health • 1 day FTE if believed to be chosen • Police involvement • Permanent exclusion • Meeting with parent/guardian • Loss of days reward points	• Restorative meeting with those involved • Exchange of messages through 3rd party • Written communication • Specific education intervention
Bullying	• Reduced sense of safety • Damage to relationships • Emotional harm • Physical/mental injuries	• 1 day FTE • Phone call home • Meeting with parent/guardian • Loss of days reward points • Police involvement	• Restorative meeting with those involved • Exchange of messages through 3rd party • Written communication • Specific education intervention
Absconding	• Reduced sense of safety • Damage to relationships	• Phone call home • 101 call if not 'safe' in 30mins • Meeting with parent/guardian • Change of provision • Loss of days reward points	• Meeting with those involved (may include parent/guardian)
Smoking / Vaping	• Physical injury caused • Damage to relationships • Reduced sense of safety	• Phone call home • 101 call if not 'safe' in 30mins • Meeting with parent/guardian • Change of provision • Loss of days reward points	• Meeting with those involved (may include parent/guardian) • Specific education intervention

Behaviour:	**Consequences:**	**Preventing Harm- Boundaries Setting:**	**Repairing Harm - Building Relationships:**
Sexualised Behaviour Including Consumptions of Pornography	• Damage to relationships • Reduced sense of safety • Repeat into wider community and adulthood	• 1 day FTE • Police involvement • Permanent exclusion	• Meeting with parent/guardian • Specific education intervention
3 Warnings	• Damage to relationships • Emotional harm	• ½ day FTE • Meeting with parent/guardian • Loss of days reward points	• Meeting with those involved

Appendix 4 – Serious Incident Reporting

The following actions MUST be followed.

Type of Incident	Form	Letter Home	Consequence	Debrief
Verbal Assault including Racism	✓	✓	Suspension	✓
Physical Assault	✓	✓	Suspension	✓
Bullying	✓	✓	Suspension	✓
Absconding	✓	Detailed Comms & 101 Logged on Comms	Isolation	✓
Smoking / Vaping	✓	Detailed Comms	Isolation	✓
Sexualised Behaviour Including Consumptions of Pornography	✓	✓	Suspension	✓
3 Warnings	✓	✓	Soft Suspension	✓

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