**Policy Issues and Updates**

| ***Pages*** | ***Issue Number*** | ***Date*** |
| --- | --- | --- |
| **Whole Document – New** | **1** | **September 2023** |
| **18 – added sanction structure** | **2** | **September 2024** |
|  |  |  |

**This Policy has been approved by the Senior leaders and Director.**

**The policy will be reviewed annually unless circumstances arise requiring an early review.**

**Approved: September 2024**

**Signature:**

**Planned Review Date: August 2025**

**Number of complaints raised in the last academic year: 0**

 **Aims**

This policy aims to:

* Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
* Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
* Outline the expectations and consequences of behaviour
* Provide a consistent approach to behaviour management that is applied equally to all pupils
* Define what we consider to be unacceptable behaviour, including bullying and discrimination

**Legislation,statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

* [Behaviour in schools: advice for headteachers and school staff 2024](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Searching, screening and confiscation: advice for schools 2022](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* Keeping Children Safe in Education 2024
* [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](https://www.gov.uk/government/publications/school-exclusion)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)
* [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), which outlines a school’s duty to safeguard and promote the welfare of its pupils
* Sections 88 to 94 of the [Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/88), which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils’ property
* Schedule 1 of the [Education (Independent School Standards) Regulations 2014](https://www.legislation.gov.uk/uksi/2014/3283/schedules); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

**Definitions**

**Misbehaviour** is defined as:

* Behaviour that disrupts the good order of the school

**Serious misbehaviour** is defined as:

* Repeated breaches of the school rules
* Any form of bullying
* Sexual violence
* Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

 Sexual comments

 Sexual jokes or taunting

 Physical behaviour such as interfering with clothes

 Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

* Vandalism
* Theft
* Fighting
* Smoking
* Racist, sexist, homophobic or discriminatory behaviour
* Possession of any prohibited items. These are:

 Knives or weapons

 Alcohol

 Illegal drugs and paraphernalia

 Stolen items

 Tobacco and cigarette papers

 E-cigarettes or vapes

 Fireworks

 Pornographic images

 Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

**Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

* Deliberately hurtful
* Repeated often over a period of time
* Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
| --- | --- |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Prejudice-based and discriminatory, including:* Racial
* Faith-based
* Gendered (Sexist)
* Homophobic/biphobic
* Transphobic
* Disability-based
 | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)  |
| Sexual  | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching  |
| Direct or indirect verbal | Name-calling, spreading rumours |
| Cyber-bullying  | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)  |

**Anti-bullying Strategy**

**Intent**

* To provide a safe and secure environment for our students and staff
* To encourage respect for the individual at all times, celebrating the differences between us 5
* To prevent all forms of prejudiced-based bullying, including homophobia and transphobia

**Implementation**

To raise awareness of bullying via:

* assemblies,
* form time,
* PSHE and SRE pastoral work including enrichment curriculum work in the classroom
* one to one key working or counselling
* prominently place promotional materials, such as posters
* awareness days

To minimise situations in which bullying may occur by:

* promoting a strong community ethos
* classroom layout
* student involvement in establishing classroom rules and routines
* use of the rewards and consequences system
* monitoring potential hot spots
* flexible learning practices
* unstructured time kept to a minimum
* supervision of all areas, including toilets, particularly during unstructured time

To have clear consistent response to bullying by:

* ensuring all reports of bullying are taken seriously and investigated
* escalating incidents to be dealt with at the highest level
* recording incidents of bullying on CPOMS and reporting these to governors on a termly basis
* contacting parents of both the person being bullied and the personal bullying
* sharing information across the staff team

**Supportive measures**

Support for the person being bullied:

* reassure the student that they are right to report bullying and seek help
* assure the student that the situation is being taken seriously and give clear guidance on next steps
* offer support in the form of 1:1 key working sessions
* facilitate mediation
* offer support to parents/carers

Support for the person carrying out the bullying:

* ascertain any underlying issues
* give clear guidance on next steps including potential sanctions
* offer support in the form of 1:1 key working sessions
* facilitate mediation
* offer support to parents/carers

# **Roles and responsibilities**

The director is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

**The headteacher is responsible for:**

* Reviewing and approving this behaviour policy
* Ensuring that the school environment encourages positive behaviour
* Ensuring that staff deal effectively with poor behaviour
* Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
* Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
* Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
* Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
* Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
* Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

**Teachers and staff Staff are responsible for:**

* Creating a calm and safe environment for pupils
* Establishing and maintaining clear boundaries of acceptable pupil behaviour
* Implementing the behaviour policy consistently
* Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
* Modelling expected behaviour and positive relationships
* Providing a personalised approach to the specific behavioural needs of particular pupils
* Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
* Recording behaviour incidents promptly on CPOMS
* Challenging pupils to meet the school’s expectations

Management will support staff in responding to behaviour incidents**.**

**Parents and carers, where possible, should:**

* Get to know the school’s behaviour policy and reinforce it at home where appropriate
* Support their child in adhering to the school’s behaviour policy
* Inform the school of any changes in circumstances that may affect their child’s behaviour
* Discuss any behavioural concerns with a staff member promptly
* Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
* Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy, and working in collaboration with them to tackle behavioural issues.

**Pupils will be made aware of the following during their induction into the behaviour culture:**

* The expected standard of behaviour they should be displaying at school
* That they have a duty to follow the behaviour policy
* The school’s key rules and routines
* The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don’t meet the standards
* The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with additional support, if appropriate. Pupils will be supported to develop an understanding of the school’s behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

**School behaviour curriculum**

At Chances Mentoring we ensure that all of our students feel valued by celebrating them as individuals. We offer a fresh start to students who have previously made some poor choices and have often experienced adversity. Through our child centred approach and the genuine warmth from our staff team, we guarantee that every child who walks through the door knows and feels that they are welcome, valued and cared for.

Through our curriculum and mentoring programmes, we educate our students to respect and value those close to them, their community, the wider environment and to understand and celebrate the differences that all individuals bring. We aim for students to leave us with the knowledge and understanding of how to keep themselves and others safe. They are encouraged to think about the wider consequences of actions and are taught how and where to seek support when they need it.

Our academy is a safe haven for our students and safeguarding our young people underpins everything that we do. Students leave with the knowledge and skills required for a fulfilling independent life. Our curriculum subjects have clear industry links and present opportunities to gain experience and qualifications that will open the door to further training and careers.

We dedicate time to character development and work to build students’ resilience, communication skills and problem solving ability to become self-sufficient adults who contribute positively to society.

Pupils are expected to:

* Behave in an orderly and self-controlled way
* Show respect to members of staff and each other
* In class, make it possible for all pupils to learn
* Treat the school buildings and school property with respect
* Wear appropriate clothing
* Accept sanctions when given
* Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

**Mobile phones**

Pupils are not permitted to use mobiles in school. For further details, see the ‘mobile phones policy’

**Responding to behaviour**

All Chances Mentoring staff are expected to follow ‘Chances Positive Discipline' plan which is underpinned by our ethos of unconditional positive regard for all students who come through the door.

**Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

* Create and maintain a stimulating environment that encourages pupils to be engaged
* Develop a positive relationship with pupils, which may include:
* Greeting pupils in the morning/at the start of lessons
* Establishing clear routines
* Communicating expectations of behaviour in ways other than verbally
* Highlighting and promoting good behaviour
* Concluding the day positively and starting the next day afresh
* Having a plan for dealing with low-level disruption
* Using positive reinforcement

**Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

* Restore order if the pupil is being unreasonably disruptive
* Maintain the safety of all pupils
* Allow the disruptive pupil to continue their learning in a managed environment
* Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will be supervised and will be removed for the remainder of the lesson

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

* Meetings with learning coaches
* Use of teaching assistants
* Short-term behaviour report cards
* Long-term behaviour plans
* Pupil support units
* Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

**Safeguarding**

Chances Mentoring recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

**Responding to good behaviour**

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture.

Positive behaviour will be rewarded with:

* Verbal praise
* Communicating praise to parents/carers via a phone call or written correspondence
* Raffle draws and certificates
* Positions of responsibility
* Whole school rewards trips (earned via scoring points through behaviour tracking system)

**Responding to misbehaviour**

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques are fundamental in helping to prevent further behaviour issues arising

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

* Directed time out of class with a key worker
* A verbal reprimand and reminder of the expectations of behaviour
* Loss of privileges – for instance, the loss of a prized responsibility
* School-based restorative actions, such as aiding in the repair of damage caused
* Referring the pupil to a senior member of staff
* Letter or phone call home to parents/carers
* Pupil monitored via behaviour tracking
* Suspension
* Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

In conjunction with the sanctions above, we will always endeavour to explore reasons for misbehaviour and address these via bespoke key working.

**Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

* Causing disorder
* Hurting themselves or others
* Damaging property
* Committing an offence

Incidents of reasonable force must:

* Always be used as a last resort
* Be applied using the minimum amount of force and for the minimum amount of time possible
* Be used in a way that maintains the safety and dignity of all concerned
* Never be used as a form of punishment
* Be recorded on CPOMS and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. All fulltime staff complete annual de-escalation and positive handling training via CPI (Crisis Prevention Institute)

**Confiscation and searching**

Searching, screening and confiscation is conducted in line with the DfE’s latest guidance on [searching, screening and confiscation.](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf)

Confiscation Any prohibited items (listed under definitions) found in a pupil’s possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to the good order of the school day. These items will be returned to pupils after discussion with the Headteacher, Behaviour lead and parents/carers, if appropriate.

**Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

* The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
* In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
* It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

* Assess whether there is an urgent need for a search
* Assess whether not doing the search would put other pupils or staff at risk
* Consider whether the search would pose a safeguarding risk to the pupil Explain to the pupil why they are being searched
* Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
* Explain how and where the search will be carried out
* Give the pupil the opportunity to ask questions
* Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in the definition section.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets or possessions. ‘Outer clothing’ includes:

* Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
* Hats, scarves, gloves, shoes or boots

**Searching pupils’ possessions**

Possessions means any items that the pupil has or appears to have control of, such as bags.

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in the definition section) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

**Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

* Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in the definition section.
* If they believe that a search has revealed a safeguarding risk
* All searches for prohibited items (listed in the definition section), including incidents where no items were found, will be recorded on CPOMS.

**Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

* What happened
* What was found, if anything
* What has been confiscated, if anything
* What action the school has taken, including any sanctions that have been applied to their child

**Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

**Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

* Taking part in any school-organised or school-related activity (e.g. school trips)
* Travelling to or from school
* In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

* Could have repercussions for the orderly running of the school
* Poses a threat to another pupil
* Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

**Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

* It poses a threat or causes harm to another pupil
* It could have repercussions for the orderly running of the school
* It adversely affects the reputation of the school
* The pupil is identifiable as a member of the school Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

**Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children’s social care, if appropriate.

**Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be. The school’s response will be:

* Proportionate
* Considered
* Supportive
* Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

* Responding to a report
* Carrying out risk assessments, where appropriate, to help determine whether to: Manage the incident internally, Refer to early help, Refer to children’s social care or Report to the police

Please refer to our child protection and safeguarding policy for more information.

**Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy, and our policy for managing allegations against staff, for more information on responding to allegations of abuse against staff or other pupils

**Suspension and Permanent Exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by a member of the senior leadership team and only as a last resort.

Please refer to our exclusions policy for more information

**Responding to misbehaviour from pupils with SEND**

Chances Mentoring recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

* Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school’s policies or practices [(Equality Act 2010)](https://www.legislation.gov.uk/ukpga/2010/15/contents)
* Using our best endeavours to meet the needs of pupils with SEND [(Children and Families Act 2014)](https://assets.publishing.service.gov.uk/media/5a7dc4b0e5274a5eb14e7114/Young_Person_s_Guide_to_the_Children_and_Families_Act.pdf)
* If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. We may make reasonable adjustments, such as:

* Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
* Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
* Use of quiet spaces where pupils can regulate their emotions during a moment of sensory overload

**Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

* Was the pupil unable to understand the rule or instruction?
* Was the pupil unable to act differently at the time as a result of their SEND?
* Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is ‘yes’, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction

**Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school’s special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

**Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

**Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. We may do this via:

* Reintegration meetings D
* Daily contact with the Behaviour or SEND lead.

**Pupil transition**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

**Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

* Safeguarding training
* De-escalation and positive handling
* The needs of the pupils at the school
* How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

Staff training logs are held electronically and can be accessed on request.

**Monitoring arrangements**

The school will collect data on the following:

* Behavioural incidents, including removal from the classroom
* Attendance, permanent exclusions and suspensions
* Use of alternative provision
* Incidents of searching, screening and confiscation
* Perceptions and experiences of the school behaviour culture for staff and pupils

The data will be analysed every term by the senior leadership team. The data will be analysed from a variety of perspectives including:

* At school level
* By age group
* At the level of individual members of staff
* By time of day/week/term By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

**Monitoring this policy**

This behaviour policy will be reviewed by the Headteacher and Director at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.. At each review, the policy will be approved by the Headteacher.

**Links with other policies**

This behaviour policy is linked to the following policies:

* Exclusions policy
* Child protection and safeguarding policy
* Physical restraint policy
* Mobile phone policy
* Managing allegations against staff
* Attendance policy

**Chances Expectations**

**Conduct and Self Respect**

**Commitment**

We want pupils to take pride in their membership of the school and be our ambassadors on all occasions. In addition, we want pupils to take pride in their conduct and personal appearance and show commitment to academic, sporting and leisure activities. Pupils should always try to do their best.

**Honesty**

The school community relies on each pupil being honest and truthful and setting a good example for others. Pupils must never cheat, steal or tell lies.

**Money Matters**

No cash should be brought to school. No buying or selling is permitted between pupils. The school will not be accepting cash payments.

**Personal Initiatives**

Pupils must ask the Head of Centre for permission to form a club or society. This rule applies to the promotion of fund raising of any kind, organising any social or sporting event connected with the school or producing any written or printed publication within the school or externally about the school.

**Respect for others**

**Achievement**

At Chances Mentoring, we look for fulfilment and enjoyment and we try to be positive in everything we do. We respect and encourage each other as individuals and as members of teams. We also encourage inquiry, hard work, high standards and competition. We take pleasure in each other’s achievements and we never mock each other’s effect or failure

**Courtesy and good manners**

Chances expects both pupils and staff to be polite and courteous at all times.

**In the classroom**

Pupils should respect, support and care about other people to make it as easy as possible for everyone to learn and for the teacher to teach. Books and equipment should be ready for the start of each lesson.

Classroom should be kept tidy and above all, pupils should be always pleasant and helpful.

**Bad language**

Pupils must not use bad language; it is unnecessary and insulting to others, and demeaning to the person who uses it. Language which is offensive to pupils and staff relating to a protected characteristic e.g that which is racist, homophobic, biphobia or transphobic will not be tolerated

**Bullying and fighting**

Chances Mentoring will not tolerate any kind of bullying. We believe that everyone has the right to feel safe and free threatening behaviour. Persistent bullying is likely to lead to permanent exclusion.

Pupils should be able to:

* Always treat every individual with respect.
* Never spread rumours, lies or call other pupils names, either in person or using social websites, text messages or emails
* Never make anyone feel uncomfortable or upset
* Never act in a way that could be considered to be sexual harassment
* Consider how their actions affect others, this includes teasing, selfishness and even excessive shows of affection
* Not threaten or hit any other student
* Never pick on anyone for their race, religion, gender, disability, sexuality or for any other difference
* Always tell someone if they think someone is being bullied or unfairly treated.
* Know there is always someone in school who they can contact if they have a concern no matter how big or small that concern is
* Pupils can report any concern to the Head of Centre or any other member of staff.

**Fighting**

Fighting is strictly forbidden, this may result in a suspension form the school for a fixed term. Acts of serious violence may result in permanent exclusion.

**Respect for property**

**School Environment**

Pupils may enter and use most of the school except any to which entry is expressly forbidden. They must not enter or use if by doing so they threaten their safety or the safety of others. Pupils must stay on-site during the school day unless authorised by the head of centre.

**Vandalism, graffiti and litter**

Vandalism and graffiti writing, including the defacing of books or notices, on school premises and elsewhere are regarded as serious breaches of school discipline. Pupils should report, in confidence to a teacher, any incident of willful damage. All pupils should take pride in their school environment. The rooms of the school and the school grounds will only remain attractive places to work and play if they are kept clean and tidy; and pupils should help to keep them this way. Eating and drinking is only permitted in areas designated by staff and chewing gum must not be brought onto school premises. Litter should be picked up and disposed of properly.

**Personal and other property**

All clothing, footwear, bags, cases and books and such items as a laptop, watch, pencil case and its contents just be clearly marked with a pupils name. Pupils must hand in to a teacher valuable items during lessons or games. Pupils should not bring to school any money or expensive items of property. The school cannot accept responsibility if these items are lost or stolen.

Pupils must not interfere with other property or open desks which are not their own. Pupils must not borrow another pupils money, property or books without their prior permission.

**Mobile phones**

Pupils must never:

* Pupils must never use a mobie phone to record images of any pupil, member of staff or any members of the school community. This is an infringement of the Human Rights Act and the Data Protection Act - GOV.UK . Pupils will have thier phone confiscated and will only be returned to parents by a member of staff. Pupils will be subjected to a serious school sanction.
* Pupils are not allowed to be use their phones during any learning time.

**PARENT/CARER ROLE**

 **What we need from you:**

* Support Chances Mentoring in upholding our core values of Empower, Strive and Achieve
* Maintain consistent and respectful communication with us
* Monitor your child’s attendance to encourage over 90% attendance
* Inform Chances of any concerns which may impact your child’s wellbeing or learning Monitor and challenge your child’s use of social media platforms, such as;
* - Facebook
* - Instagram
* - TikTok
* - WhatsApp
* - Snapchat
* - Discord
* - Twitch
* - Telegram

Support Chances with our stance on no phones and vapes during provision hours

**REWARDS**

At Chances Mentoring, we believe in empowering our students to feel that they are capable of success. In order for a student to feel successful we will:

Provide students with their own reward sheet where they are able to gain stamps for positive behaviour choices throughout the provision day, such as:

* Enthusiastic engagement with learning
* Overall good behaviour
* Outstanding piece of work
* Showing respect to others
* Being kind

Points are logged onto our system where parents/carers and schools are able to track and monitor their child’s points.

Students can gain bonus points for displaying our core values of Empower, Strive and Achieve.

10 stamps = 1 Point

20 stamps = 2 Points

50 stamps = 5 Points

100 stamps = 10 Points

200 stamps = 20 Points

300 stamps = 30 Points

Students who achieve these points are provided with a reward.

**POSITIVE SUPPORT**

Positive Support within the classroom:

**ACKNOWLEDGEMENT 1 (A1)**: 3 verbal prompts

* Reminder of expectations
* Staff clearly state students are on A1 for clarity.

**ACKNOWLEDGEMENT 2 (A2):** Behaviour Lead prompt

* Reminder of expectations
* Behaviour reset with behaviour lead/SEND specialist
* A2 is logged on students tracker

**ACKNOWLEDGEMENT 3 (A3):** Formal Acknowledgement

* Student to be removed from lesson, accessing removal area for continuation of learning until the end of the session,
* Behaviour reset with behaviour lead/SEND specialist
* Phone call home to parent/carer
* A3 is logged on students tracker

**ACKNOWLEDGEMENT 4 (A4):** Fixed Term Suspension

* These are only issued by the Director and Head of Centre.

Please note:

An additional verbal prompt is given to the student between each acknowledgement stage.

If they acquire an A1, A2, A3 the student has the opportunity for a fresh start within their next session to support our students to achieve their best.

**POSITIVE SUPPORT**

Fixed Term Suspensions are the result of persistent, inappropriate behaviour or a one-off serious incident. Students will be provided with work appropriate to their ability to complete whilst on suspension which will be marked on return from their suspension. A reintegration meeting MUST take place prior to a child returning to the provision.

The duration of suspension will be at the discretion of the Head of Centre in line with the severity of the incident.

(The below behaviours will lead to a fixed term suspensions up to 3 days)

* 2 x Acknowledgement 3 (A3) within a day
* Verbal Abuse to staff/students
* Physical Assault
* Property Damage (Billing may follow)
* Dangerous behaviour
* Threatening behaviour
* Child on Child bullying
* Refusal to hand in mobile phones
* Refusal to hand in vapes
* Homophobic incidents
* Bringing in any prohibited items (See above)
* Persistent disruptive behaviour
* Bullying committed via social networking media
* Bringing Chances into disrepute

Chances Mentoring reserves the right to end a students placement on a first offence if the issue is extremely serious.