


## Policy Issues and Updates

<i>Pages</i>	<i>Issue Number</i>	<i>Date</i>
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**

## **CHANCES MENTORING BEHAVIOUR POLICY – DISCIPLINE, REWARDS & SANCTIONS**

### **Principles**

The guiding principles at Chances Mentoring are those of honesty, fair-mindedness, hard work, enjoyment and treating others with proper respect and consideration. We also attach very great importance to manners, self-discipline, social responsibility and care for the school environment. We value both effort and achievement, and we encourage every positive contribution that a pupil makes to the life of the school.

Chances Mentoring pupils have a strong sense of community, they respect one another and expect school life to be civilised and happy and where they work together with their peers and teachers. This policy should be read in conjunction with:

- Safeguarding policy
- E-safety policy
- SEND policy

The guiding principles of the school should be always in mind, in addition to the rules and guidance set out in the pages that follow. Pupils and parents are expected to abide by the spirit of the guiding principles, as well as the specific examples given.

The aims of this policy are to promote good behavior amongst pupils and to promote and safeguard the physical and mental welfare of pupils at the school. We wish to ensure that all pupils can benefit from and contribute to the life of the school in an ordered and mutually respectful school community. We want to encourage our pupils to accept responsibility for their behavior and to understand the sanctions that may be adopted in the event of pupil misbehavior.

All staff are expected to encourage good behaviour and respect for others in pupils, to promote self-discipline amongst pupils, to deal appropriately with any unacceptable behaviour and to apply all rewards and sanctions fairly and consistently.

Individual members of staff are encouraged to make explicit their expectations of pupils, act as role models regarding appropriate behaviour and to apply appropriate sanctions and rewards fairly and openly in line with school policy.

Where possible the school takes an individualised approach to maintaining good behaviour. This will involve discussion with a pupil, their parents, on role school and in some cases outside agencies including GPs, counsellors and specialist agencies such as Positive Steps and Healthy Young Minds. As a result of intervention, it may be necessary for a pupil to be monitored and coached as part of a plan to improve behaviour and academic attainment. We recognise that poor behaviour is sometimes because of complex issues and a pupil may need support. The school is mindful of its duties under the Equality Act 2010: guidance - GOV.UK, including issues related to pupils with special educational needs / disabilities, pupils who may be LGBT+ and the need to make reasonable adjustments for these pupils.

As part of meeting any of these duties, as far as possible, we try to anticipate likely triggers of misbehavior and put in place support to prevent these. Preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find 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;
- training for staff in understanding conditions such as autism.

Any preventative measures consider the specific circumstances and requirements of the pupil concerned.

The school undertakes to liaise closely with parents and other agencies (such as social services) where relevant on issues related to behaviour.

Detailed guidance and examples of good practice for staff are published in the staff code of conduct.

The school respects a student's right to privacy under Article 8 of the Human Rights Act.

Article 8: Respect for your private and family life and will carry out any search for a student's possessions in a way which is justified and proportionate. The school will search a student's possessions when it has reasonable grounds to believe that a student is in possession of a prohibited item e.g. dangerous weapon, tobacco, vapes, phones, drugs or indecent images. Wherever possible the school will gain the consent of the student but in extraordinary circumstances will search possessions without their consent in line with the DFE guidelines Searching, Screening and Confiscation – advice for schools September 2022.

### **Training**

The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary skills and knowledge to carry out their roles.

The school maintains written records of all staff training.

## **Attendance Daily**

### **Attendance**

Attendance at school throughout every school day is important in ensuring that pupils make the most of their time at school but absence because of illness and for certain other valid reasons may be allowed. Those students on a dual role, the on role school will also receive a daily attendance update.

### **Punctuality**

The school day begins with registration at 9:30. Please ensure that you are punctual at the start of each day and for every class and other timetabled activity.

### **School hours**

The normal teaching day begins at 9:30am and ends at 15:00pm. On days there may be afterschool clubs, these can run until 16:00. Students receive a dinner 12:00-12:30.

### **Absence for illness**

Parents are asked to contact the school before 8:30am on the child's first day of illness. The head of Centre may require further information on the sickness where appropriate.

### **Absence for parental holidays**

Generally, pupils should not be absent from school because of parental holidays but in very exceptional circumstances the Head of Centre will consider a written request *before* any commitment or booking has been made.

### **Absence for religious observance**

Requests for leave of absence for days of religious observance should be made to the Head of Centre at least one week in advance.

### **Going home because of illness**

If a pupil is taken ill or is injured whilst at school they should report to the nearest member of staff. Parents will be contacted if it is necessary for a pupil to go home early or if they need further medical treatment. Parents are responsible for ensuring their child is taken home safely should their child need to leave early.

### **Special circumstances**

Exemption from games or physical education for short periods will be granted only on receipt of a written request from parents. Long-term exemptions will be granted only on receipt of a medical certificate. Parents should contact the Head of Centre if there is good reason to ask for exemption from religious education, or any other of the rules or activities of the school.

## **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**

#### **Effort and 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 effort or failure. Each pupil has the right and the responsibility to contribute to this ethos.

#### **Courtesy and good manners**

From time-to-time teachers, parents, visitors to school premises or other pupils may need assistance. Pupils should be ready to offer help, even if it causes them personal inconvenience.

#### **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. Students are expected to not use offensive or derogatory words towards staff or pupils.

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

#### **Behaviour outside of school premises, including online conduct.**

The school has the power to sanction pupils for misbehaviors outside of the school premises to such an extent as is reasonable.

school may sanction pupils for misbehaviour:

- when taking part in any school -organised or school-related activity;
- when travelling to or from school;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school.
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

#### **Sporting Behaviour**

Whether competing in or watching team events or taking part in some other competitive activity, pupils are expected to behave with good manners and to set an example that reflects well on the school. They must play to the rules; play hard; play fairly and do their best. They should aim to enjoy the game and never cheat. Pupils should be equally gracious in defeat as in victory.

#### **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, biphobic or transphobic will not be tolerated.

The above is also expected from students' family members. Homophobic, biphobic 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 from threatening behaviour. Persistent bullying is likely to lead to permanent exclusion.

#### **Pupils should**

- 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 are being bullied
- take action 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 Service or any other member of staff.

#### **Fighting**

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

#### **Other property**

Pupils must not interfere with other property or open desks which are not their own. If someone has lent property to another pupil it must normally be returned immediately on request. Pupils must not borrow another pupil's money, property or books without their prior permission. Pupils must be strictly honest with regard to money or property that does not belong to them or that they find. If there is any doubt, ask a teacher.

#### **Accidental damage to property**

Pupils must report to a teacher any damage caused to property which is not their own. Pupils may be asked to pay for the damage.

#### **Support systems for pupils**

If there is an issue pupils wish to talk about they can talk to: Head of Centre, Support staff, teachers, on role school or any other outside agencies.

#### **Liaison with parents and outside agencies**

When concerns are identified concerning a student's behaviour, welfare or academic performance parents are kept informed by Heads of Centre or the relevant member of staff. Parents are informed by telephone, letter and/or email and through the planner regarding concerns and where necessary they are invited into school to discuss how school and parents can support the student. Where necessary help and advice is sought from outside agencies. The school seeks to work in partnership with parents over matters of discipline and it is parents' obligation to support school rules.

## **Health, Safety and Discipline**

### **The safety of pupils and others**

#### **All pupils must:**

- know and obey the various evacuation procedures and other safety regulations which are clearly displayed throughout the school.
- move around school in an orderly manner.
- not use any specialist school equipment unless a member of staff has given their permission to do so.
- not fight or take risks with their own safety or that of others.

### **Alcohol, tobacco, drugs and other items - banned items**

Pupils may be liable to permanent exclusion from the school for any serious breach of this rule.

Pupils must not be under the influence of or to have in their possession while under the jurisdiction of the school or while travelling to and from school

- any tobacco or tobacco product, including ECigarettes;
- any alcoholic liquor;
- any dangerous or classified drug or steroid (unless prescribed and notified to the school.)
- any other harmful substance;
- any pornographic material or computer device for that purpose;
- any knives or dangerous weapon or other item that might endanger their own safety or that of others;
- any dangerous animal (unless permission has first been obtained).
- any laser pens

### **Serious misconduct**

The main categories of misconduct which are considered to be serious breaches of discipline include but are not limited to:

- supply / possession / use of certain drugs and solvents and substances intended to resemble drugs, alcohol or tobacco
- Use of E-cigarettes on the school premises
- theft, blackmail, physical violence, intimidation, racism or persistent bullying
- Sexual harassment and sexual violence
- Child on Child abuse
- Suspected criminal activity.
- physical, emotional or sexual misconduct or abuse
- behaviour that is in contravention of the school policies on acceptable use of technologies or online safety
- supply or possession of pornography
- possession or use of unauthorised firearms or other weapons
- vandalism or computer hacking
- Refusal to hand over banned items
- persistent behaviour or attitudes which are inconsistent with the school ethos.
- other misconduct which affects the welfare of a member or members of the school community, or which brings the school into disrepute on or off the school premises

### **Child on Child Abuse**

Child on Child abuse is a form of harmful behaviour inflicted on children by other children and occurs when children are singled out for ridicule and abuse by their peers. These acts of bullying and abuse are designed to induce a sense of powerlessness, helplessness and humiliation in victims. Child on Child abuse by a pupil will always be viewed as a serious breach of school rules. Examples of child-on-child abuse include, but are not limited to: violence and other forms of physical abuse; sexual harassment and violence; emotional harm; online bullying and manipulation; teenage relationship abuse. All staff are alert to the risk of child-on-child abuse and understand their role in preventing, identifying, and responding to it. Staff know that children are capable of abusing their peers and they never dismiss abusive behaviour as a normal part of growing up, or 'banter', as this can create a

culture permissive of unacceptable behaviours and an unsafe environment for children.

There is a zero-tolerance approach to child-on-child abuse and it is considered to be as serious as abuse by adults. All staff also understand that child-on-child abuse can happen outside of school and online and it may involve young people from multiple school.

### **How will the school respond to child-on-child abuse?**

The school takes this issue seriously and actively seeks to prevent all forms of child-on-child abuse by educating pupils and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community. All cases of child-on-child abuse and any cases of bullying (no matter how trivial) will be addressed promptly and appropriately by the school. If any member of staff believes a pupil is at risk of abuse from another child or young person, or that a child may be abusing others, this concern should be reported to the Designated Safeguarding Lead without delay. If any child perpetrates significant harm on another child, or is at risk of significant harm, a referral to Children's Social Care and/or the police will be made. The school will investigate the behaviour and will, where necessary, take any immediate steps to ensure the safety of the victim(s) or any other child. The school will also consider appropriate disciplinary sanctions. All incidents will be considered on a case-by-case basis but more serious cases of bullying and abuse may be considered under the Exclusions policy.

### **Child-on-child sexual violence and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education 2024 (KCSIE)

The school is clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. school makes it clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

Staff and pupils should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Staff should advocate high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

It is essential that all victims are reassured they will be supported, kept safe, and are taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals to support services as appropriate.

### **Low level concerns and allegations**

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO(S))(s).



Examples of low-level concerns could include:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child one-to-one in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

To help prevent low-level concerns, staff codes of conduct, behaviour policies and safeguarding policies and procedures will be implemented effectively, and appropriate action will be taken to deal with any concern. Records should be reviewed so that potential patterns of concerning, inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO(S)(s).

### **Recording concerns**

The Head of Centre should record all low-level concerns. Records should include the details of the concern, how the concern arose, evidence collected by the DSL where the concern has been raised via a third party, the decision categorising the type of behaviour and the actions taken. The rationale for decision and actions taken should be recorded as well as the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible). Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken. Where such a pattern is identified the school will act through its disciplinary procedures, or if it meets the harm threshold, refer to the LADO(S). The school will also give consideration to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

### **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, members of staff should refer the incident to the designated safeguarding lead.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Pupils will be sanctioned when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or

if the behaviour could adversely affect the reputation of the school.

### **Suspected criminal behaviour**

In cases when a member of staff or the Head of Service suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and every effort will be made to preserve any relevant evidence. Once a decision is made to report the incident to police, the school will ensure that any further action taken will not interfere with any police action taken. However, the school retains the discretion to continue investigations and enforce sanctions so long as it does not conflict with police action.

### **Prejudicial conduct**

Pupils will be liable to exclusion from the school if, during term-time or holidays and on or off the school premises, they engage in: the misuse of drugs, bullying, dishonesty, cheating or any other conduct that is, in the opinion of the Principal, seriously disruptive or prejudicial to the reputation of the school or to the welfare of any other person. If pupils engage in criminal behaviour the Head of Service may bring this to the attention of the police.

### **Malicious Accusations against staff**

If pupils are found to have made a malicious allegation against a member of staff the Head of Service will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence has been committed). The sanction applied will depend upon the circumstances of the accusation.

Where a parent has made a deliberately invented or malicious allegation the Head of Service will consider whether to require that parent to remove their child or children from the school on the basis that they have treated the school or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

The school will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

### **When sanctions apply**

Sanctions will usually be applied for breaches of school rules, for other misdemeanours or for unsatisfactory work. When a matter occurs that may or may not need a sanction, staff and the school may do key work with a pupil so that there is development and understanding going forward.

### **Corporal punishment**

The school neither uses corporal punishment, nor the threat of it.

### **Chances Mentoring Positive Support System.**

**A1:** Students will receive 3 impromptu support warnings before then being placed on an A1. These prompts should be engaging.

Behaviors that may require prompts include but are not limited to:

- None engagement in lessons.
- Disruptive behavior
- Bad language
- Refusal.

**A2:** If a student receives an A1 and continues on the same behaviour that has resulted in an A1, they will escalate to an A2 as a way of giving students a chance to improve their behaviour while also ensuring that the escalation process is appropriate and fair.

**A3:** If a student is still still not improving the behaviour, the teacher will then escalate this to an A3. At this point a member of staff responsible for being on call will come and remove the student from the lesson. That member of staff will attempt

to understand why the student is unsettled in lessons. The student will then either return to the lesson, for an inclusive education. Should the staff member feel the student is best not returning to the lesson, an alternate approach will be proceed.

If a child is removed from a lesson, Removal should be used for the following reasons:

- a) to maintain the safety of all pupils
- b) to restore stability following an unreasonably high level of disruption;
- c) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- d) to allow the pupil to regain calm in a safe space.

Any pupil who is removed from a lesson must be placed in an appropriate room which is supervised and resourced. The removal should only be for a short period of time and there should be a clear process for reintegration.

**A4:** If a student receives an A4 , this will mean that the student will participate in 1-1 work on their next day in. This can be a mixture of education work 1-1 and intervention work.

### **Suspension and exclusion**

A pupil may be excluded or suspended for very serious breaches of School discipline or a serious criminal offence. Parents will be contacted, and pupils may be suspended from school for a fixed term. In the last resort pupils may be permanently excluded.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension and permanent exclusion may be used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

### **Other sanctions**

Apart from the formal sanctions mentioned above, informal sanctions (such as written impositions) are applied as necessary for minor misdemeanors.

### **Supporting pupils following a sanction**

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in provision;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead;
- considering whether the support for behaviour management being provided remains appropriate

### **Preventing recurrence of misbehaviour**

#### **Initial intervention following behavioural incidents**

Examples of interventions school may consider include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour reports or longer-term behaviour plans;

engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

#### **Additional needs**

The school will make reasonable adjustments for managing behaviour which is related to a pupil's disability.

## **Safeguarding**

If behaviour and discipline matters give rise to a safeguarding concern, the school's safeguarding procedures will be followed.

## **Parent/Guardians support**

We at Chances encourage positive communication between staff and parents/guardians. This helps to support students whilst at Chances. Staff will communicate to encourage students to follow our expectations, where we will request parents/guardians support students by positively guiding them.

We will not tolerate or accept any abuse or aggression shown towards any member of staff at Chances, and we kindly request parents/guardians adhere to this policy.

## **Rewards**

As well as being praised and encouraged, pupils can be rewarded in several ways. Daily rewards are monitored through the points system, each child will 'earn' and 'miss out' on points based on their behaviour, attainment and engagement.

Student of the week, a student will receive student of the week based on their efforts and achievements including but not solely academic progress.

Students with 100% attendance will also receive an award at the end of the year.

There are many prizes awarded each year for effort and achievement, these may include an end of year trip for example.

Points will be collated at the end of the week. For these to be logged as achievements and points gained, students must achieve a greater amount of points, to points missed out on. This is for Students to strive for personal progress at Chances.

The school also promotes good behaviour through the PSHE programme, which is regularly reviewed in the light of serious behaviour issues.

## **Report System**

If a student is placed on a report system whilst at Chances, they will initially be placed on;

Report stage 1. This will consist of; 2 check in's per week with a member of staff who is allocated to the student. They will remain on this for a minimum of 3 weeks, with a review to conclude this after 3 weeks.

Report stage 2. This will consist of; 2 check in's per week with behaviour lead. This for a minimum of 3 weeks, if after 3 weeks there has been no negative impact, and progress has been made, the student will return to report stage 1.

Report stage 3. This will consist of; Student to have frequent check in's with members of the SLT plus parent/guardian. This will be for a minimum of 3 weeks, if progress is made, the student will return to stage 2.

Report stage 4. This will consist of; Students and parent/guardian will be required to have daily check in's at the start of the day for a minimum of 3 weeks, if progress is noted, the student can return to stage 3.

If improvements are not noted following the 3 weeks on stage 4, placement will be at risk of termination.