



BEHAVIOUR POLICY


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
Updates to sanctions, uniform, deliberate damage, and classroom expectations.	3	September 2025
Advisory governors added	4	November 2025

This policy has been approved by the SLT and Governors.

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

Approved: November 2025

Signature: 

Planned Review Date: August 2026

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 immense 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 an intense sense of community; they respect one another and expect school life to be civilized 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 always be 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 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 behavior and respect for others in pupils, to promote self-discipline amongst pupils, to deal appropriately with any unacceptable behavior and to apply all rewards and sanctions fairly and consistently.

Individual members of staff are encouraged to make explicit expectations of pupils, act as role models regarding appropriate behaviors, 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 behavior. 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 behavior and academic attainment. We recognise that poor behavior 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 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 behavior.

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.

Lateness will now be **tracked daily** to ensure consistency and to better support improved attendance.

Students who arrive after 9:20am will be subject to the following procedure:

- **Step 1:** Verbal warning for lateness
- **Step 2:** 15 minutes detention after school
- **Step 3:** 30 minutes detention after school
- **Step 4:** 1 hour detention after school
- **Step 5:** Parental meeting to discuss ongoing concerns

School hours

The normal teaching day begins at 9:30am and ends at 15:00pm. On days there may be after-school clubs; these can run until 16:00. Students receive dinner from 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 the Centre may require further information on sickness where appropriate.

Absence for parental holidays

Pupils should not be absent from school because of parental holidays but in very exceptional circumstances the Head of the 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 the 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.

Exceptional 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 a 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 lie.

Money matters

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

Personal initiatives

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

Uniform

Pupils are required to always wear the correct school uniform, as set out in the Uniform Policy. This expectation is non-negotiable. If a pupil arrives without the correct uniform, they will be taken to the office on arrival. Parents or carers will be contacted and required to bring the correct uniform to school immediately. If this is not possible, and where appropriate, a member of staff may accompany the pupil in the correct uniform. Repeated failure to comply with the Uniform Policy will not be tolerated. Parents will be invited to a formal meeting, during which the importance of uniform compliance will be reinforced. Persistent breaches may result in further sanctions in line with the school's Behavior Policy.

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, ambitious 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 the 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.

At Chances, we have actively listened to our student voice to develop a clear set of classroom expectations for both teachers and students. These expectations are designed to foster a respectful, supportive, and engaging learning environment where everyone can thrive.

Student Expectations:

- Always be respectful
- Positively participate at all times
- Maintain a clean and safe space
- Use appropriate language
- Always give 100%

Teacher Expectations:

- Actively listen
- Explain things clearly
- Be engaging and supportive
- Encourage all student progression
- Promote and celebrate positive behavior

Expectations of Families and Carers

Families and carers play a crucial role in supporting positive behavior. They are expected to:

- Communicate respectfully and calmly with all members of the Chances Mentoring team. Support staff decisions and work collaboratively to address any concerns or incidents.
- Model positive behavior, particularly when discussing staff or other students in front of their child.
- Attend meetings or reviews punctually and engage constructively to support their child's development.
- Avoid the use of disrespectful, abusive, or aggressive behavior towards any member of staff, student, or visiting professional — including in person, by phone, or online.

Expectations of Professionals and Visitors

All professionals and visitors engaging with Chances Mentoring are expected to:

- Uphold professional standards of conduct, communication, and confidentiality.
- Treat students, staff, and families with respect and courtesy at all times.
- Follow site safety, safeguarding, and visitor protocols during visits.
- Communicate professionally, addressing any concerns through appropriate channels.
- Refrain from any form of intimidating, disrespectful, or inappropriate behavior towards any member of the Chances Mentoring community.

Stance Against Abuse

Chances Mentoring does not approve of verbal abuse, aggression, or intimidation directed at our staff, students, or visitors. Any incident of this nature may result in restricted communication, the termination of involvement with our service, or escalation to relevant authorities where necessary. Each case is reviewed on an individual basis.

Classrooms expectations

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

Behavior outside of school premises, including online conduct.

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

School may sanction pupils for misbehavior:

- 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 Behavior

Whether competing in, 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 by 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 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.

The above is also expected from students' family members. Homophobia, biphobia, or transphobia 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 behavior. Persistent bullying is likely to lead to permanent exclusion.

Pupils should

- always treat every individual with respect
- never spread rumors, 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 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
- act 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 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 regarding money or property that does not belong to them or that they find. If there are any questions, ask the 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.

Deliberate damage to property

Deliberate damage to property may result in the parent / guardian covering the cost to repair the damage caused. This will be addressed with the family and will not be expected cash payments. All payments will be issued via

invoice.

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 behavior, 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 authority of the school or while travelling to and from school

- any tobacco or tobacco product, including E-cigarettes;
- 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 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
- behavior 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 unauthorized firearms or other weapons
- vandalism or computer hacking
- refusal to hand over banned items

- persistent behavior 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 behavior 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 can abuse their peers, and they never dismiss abusive behavior as a normal part of growing up, or 'banter,' as this can create a culture permissive of unacceptable behaviors and an unsafe environment for children.

There is a zero-tolerance approach to child-on-child abuse, and it is 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 schools.

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 behavior 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 2025 (KCSIE)

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

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

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

Responding assertively to sexually inappropriate behavior 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 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 behavior 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 sexualized, intimidating, or offensive language.

To help prevent low-level concerns, staff codes of conduct, behavior 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 behavior can be identified. Where a pattern of such behavior is identified, the school should decide on a course of action, either through its disciplinary procedures or where a pattern of behavior 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 categorizing the type of behavior 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 behavior can be recognized, 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 consider whether there are wider cultural issues within the school that enabled the behavior to occur and where appropriate policies could be revised, or extra training delivered to minimize the risk of it happening again.

Behavior 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. Behavior issues online can be exceedingly 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 behavior are expected online as apply offline, and that everyone should be treated with kindness, respect, and dignity.

Inappropriate online behavior 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 behavior, 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 behavior incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behavior. However, often incidents that occur online will affect the school culture. Pupils will be sanctioned when their behavior 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 behavior could adversely affect the reputation of the school.

Suspected criminal behavior

In cases when a member of staff or the Head of Service suspects criminal behavior, 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 the 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 behavior, 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 misdemeanors 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 Screening.

All students are expected to hand over their mobile device as soon as they enter the school, and students are not allowed to be in possession of an e-cigarette or any other prohibited item previously named.

If pupils are found in possession of either item:

- 1st instance - Item confiscated, verbal warning and phone call home
- 2nd instance - Item confiscated, written warning and phone call home
- 3rd instance - Risk assessment in place and daily screening from the Senior Leadership Team.

Should the prohibited item place themselves or others at significant risk, the Head of Centre may use their discretion to review a student's on a temporary or permanent exclusion.

Chances Mentoring Positive Support System.

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

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

- No engagement in lessons.
- Disruptive behavior
- Bad language
- Refusal.

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

A3: If a student is still not improving the behavior, 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 return to the lesson, for an inclusive education. Should the staff member feel the student is best not returning to the lesson, an alternative approach will 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 elevated 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 brief period, 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 either for the remainder of the day or the following day. This can be a mixture of education work 1-1 and intervention work.

Fixed Term Exclusion and Exclusion

A pupil may be excluded or suspended for profoundly serious breaches of school discipline or a serious criminal offence. Parents/carers will be contacted, and pupils may be excluded 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. Fixed term exclusions and permanent exclusion may be used in response to serious incidents or in response to persistent poor behavior 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 understand how to improve their behavior and meet the behavior 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 behavior fails to improve. This may also include advising them to apologies 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 behavior management being provided remains appropriate

Preventing recurrence of misbehavior

Initial intervention following behavioral 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 behavior reports or longer-term behavior 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 behavior which is related to a pupil's disability.

Safeguarding

If behavior 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 to 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 to 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 behavior, attainment, and engagement.

Students of the week will receive students 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 number of points, two points missed. This is for Students to strive for personal progress at Chances.

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

Report System

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

Report on stage 1. They will remain on this for a minimum of 3 weeks, with a review to conclude this after 3 weeks.

Report on stage 2. 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 on stage 3. This will be for a minimum of 3 weeks. If progress is made, the student will return to stage 2.

Report on stage 4. 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 in stage 4, placement will be at risk of termination.

Disrupting the safety of others.

The safety of all students and staff is our top priority. Emergency equipment, including emergency door releases, fire alarms, and extinguishers, must only be used in genuine emergencies.

Consequences for Misuse:

- Deliberately activating emergency equipment without cause is considered a serious safety violation.
- Students found misusing safety equipment will face disciplinary action, which may include detention, loss of privileges, or internal suspension.
- If misuse causes damage or incurs repair costs, the school may seek reimbursement from parents or guardians for the actual cost of repair.
- In cases where the misuse endangers others, the school may involve the police or relevant authorities.

Reminder: Misuse of safety equipment is not only against school rules but may also carry legal consequences. Students are expected to always act responsibly.

Roles and responsibilities

The advisory governing board

The advisory governing board is responsible for:

Reviewing and approving the written statement of behaviour principles.

Reviewing this behaviour policy in conjunction with the headteacher

Monitoring the policy's effectiveness

Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Head of Centre

The Head of Centre 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.

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 (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

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 the class teacher 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
- Take part in the life of the school and its culture

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.

