



SPORTING STARS ACADEMY

BEHAVIOUR POLICY

Current Version Valid From 5th January 2023

To Be Reviewed in January 2024

Reviewed by The Directors

January 2023 – January 2024

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1. Aims

This policy sets out:

- Our overall approach to maintaining good behaviour in our school
- Our commitment to inclusion
- The expectations and responsibilities of our staff, students, and parents
- How we enable everyone to meet these expectations and responsibilities

This policy has been written with consideration to (but not exclusively to) the following legislation and government guidance:

- Keeping Children Safe in Education (2022)
- Equality Act (2010)
- SEND Code of Practice (2014)
- Behaviour in Schools (2022)
- SEND Review: Right Support, Right Place, Right Time (2022)

This policy should be read alongside all our policies but paying particular attention to:

- Safeguarding
- Child on Child Abuse Policy including sexual violence and sexual harassment
- Safer Handling

- Exclusions

2. Introduction & Purpose

Sporting Stars Academy is a small, Ofsted registered, independent school. The majority of our students are in receipt of an Education, Health, and Care Plan (EHCP) with their primary need being social, emotional and mental health (SEMH) needs. Students without an EHCP have typically experienced difficulties in mainstream education. In addition to this, a significant percentage of our students are looked after children who require a bespoke education placement to support their intellectual, emotional, and social development. As such many of our students present with a range of barriers including anxiety and emotional dysregulation. In attempting to help them overcome their barriers, it is vital that we provide holistic support to help build confidence and esteem, whilst promoting independence and helping our students return to full-time education where they can experience academic success.

3. Our Overall Approach

We aim to provide our students with the best possible education in an environment that is safe, supportive, and inclusive. Our vision is to ensure that all of our students are actively engaged in their learning opportunities, feel respected and valued and enjoy attending school. Therefore, this policy is primarily concerned with promoting good behaviour, reinforcing the importance of positive, consistent relationships, and establishing the importance of making the right choices. It is also important to note that our response to behaviour challenges will be focussed upon the individual needs of each student, with all staff working collaboratively to improve the behaviour of every student through targeted and personalised interventions.

4. Supporting Students to Behave Well

Whilst our staff are highly adept in managing challenging behaviours and promoting positive choices, partnership working is vital, and we are committed to working with local agencies to support students' behaviour. We also take bullying and behaviour which displays prejudice very seriously. We never tolerate it, and we deal with it quickly and effectively.

We use fixed-term suspension and permanent exclusion as a last resort and carefully consider the implications for the student(s) concerned and the impact this could have on them and others within their class and the school as a whole.

4.1 For All Students

From the moment that students join the school, we make our school expectations and values clear. All parents/carers are directed to this policy when their child joins the school. This policy has been written, in clear and accessible language, so that it is easily understandable by everyone in our school community.

Where school leaders see emerging trends of behaviours that don't meet our values and expectations, they swiftly make sure that students are reminded of what we expect and why it is important. This might be through meetings with students or through communicating with parents/carers.

Our staff are expected to be consistent about expectations across the school. This means that students can be sure that the same expectations exist wherever they are within the school.

We use sanctions consistently, fairly, and proportionately to ensure that students know the high value we place on positive behaviour. The sanctions we use can be found under *Sanctions*.

4.2 When Things Go Wrong

Everyone has times when things go wrong and, as a result, sometimes a student's behaviour can deteriorate. There can be no 'one-size fits all' approach to help meet students' needs in this situation. However, support for students is likely to consist of:

- Working with students and their parents/carers to better understand what is happening
- Involving the Special Educational Needs Coordinator and the support team
- Making reasonable adjustments where students have protected characteristics
- Making reasonable adjustments while students await a diagnosis
- Making reasonable adjustments for those who have a personal crisis
- Behaviour tracking to help students monitor and understand their behaviour
- Use of Individual Support Plans (ISPs) and Risk Assessments (RAs) to identify how these can be managed safely and effectively
- Mentoring by the student's form tutor, school staff or a member of the senior staff team
- Involving outside agencies such as CAMHS (child and adolescent mental health service), social services and the educational psychology service etc.

5. Rewards and Recognition

Sporting Stars Academy places great importance on the positive effect that rewards and recognition have on students. Students are encouraged to earn rewards through good behaviour. The rewards on offer include:

- Individual and/or group verbal praise
- Written comments
- Praise postcards and reward cards
- Certificates
- Verbal report to parents/carers
- Written communication to parents/carers
- Achievement prizes
- Individual privileges
- Trips and outings

6. Expectations and Responsibilities of Staff

Our staff work hard to ensure a calm, safe and orderly environment within the school so that we can unlock students' academic and personal potential. All staff in our school have high expectations of the children in terms of their relationships, choices, and behaviours and this is mirrored in the expectations we have of ourselves in that we will be fair and consistent in applying and upholding our behaviour policy. Staff conduct is essential to the maintenance of good student conduct; as such, all staff are expected to:

- Plan lessons effectively to meet the needs of all, tailoring effective support for those with additional learning needs
- Foster a love of learning
- Maintain a safe and nurturing learning environment
- Understand and respond to the individual needs of each student
- Treat all students consistently whilst maintaining an awareness of individual needs
- Communicate effectively and appropriately
- View individual behaviour as a form of communication and, as such, endeavour to understand the intention of this communication, whether it be concerned with task

avoidance, attention seeking, boredom, anxiety or be the reaction to an event that may or may not be understood by the school staff

It is the responsibility of all school staff to:

- Model the behaviour they want to see/expect from the students
- Praise students on an individual and group basis, making the reasons for the praise clear
- Follow our rewards and behaviour systems, making the reasons for the reward/sanction clear
- Record a score for the students' behaviour at the end of each lesson and after enrichment. If a student does not meet the minimum expected standard, a zero will be given and, for all serious incidents, the issue will be logged on CPOMs
- Ensure there is a consistency of challenge when students are not adhering to our expectations
- Be a positive role model, demonstrating positive relationships with everyone at the school
- Show unconditional positive regard and 'wipe the slate clean' after each lesson
- Promptly record serious incidents using CPOMS
- Communicate with SENCO/SLT, who will liaise with external agencies as necessary, to support and guide the progress of each student
- Regularly report to parents/carers, updating them on their child's progress, including daily communication passports for students in care homes

7. Expectations and Responsibilities of Students

We expect students to work with us and to try their best to understand our expectations and why these are important in ensuring their success in school. We promote excellence by having a clear behaviour system, emphasising that all students should be able to meet the minimum expectations (Level 1)

7.1 Level 1

In lessons:

- I put my phone away when asked
- I take off my hat, hood and coat when asked
- I try to use appropriate language
- I ask for permission to leave the classroom

In my learning:

- I attempt to complete all the work set
- I stay in lessons and if I get distracted, I try to put things right

Outside school:

- I try to use appropriate language
- I behave sensibly on the minibus when asked
- I am respectful to people around me

7.2 Level 2

In lessons:

- My phone is away
- My hat, hood and coat are off
- I use appropriate language and do not swear

In my learning:

- I show a positive attitude and attempt all the work set for me
- I stay in lessons and put things right if I get distracted

Outside school:

- I use appropriate language and do not swear
- I behave sensibly on the minibus
- I am respectful to people and the environment around me

7.3 Level 3

In lessons:

- I am respectful of all people and allow others to express their opinions

In my learning:

- I support other learners
- I complete the work set for me to the best of my ability

Outside school:

- I am a role model for others

7.4 Items That Are Not Allowed in School

So that we can keep everyone safe and focused on learning, there are some items that students are not allowed to bring into school. This list is incomplete, as we cannot imagine everything that might cause students or staff to be unsafe and/or unable to focus on learning. Students cannot bring into school:

- Knives, regardless of size or purpose
- Weapons of any kind
- Alcohol
- Illegal drugs, recreational drugs, and vapes/vaping equipment
- Stolen goods
- Tobacco, cigarettes, cigarette papers, filters, and other smoking equipment
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified as an item which may be searched for

8. Expectations and Responsibilities of Parents/Carers

Everyone has a role to play in making sure that our school is a calm and orderly environment. We expect parents/carers to work with us to ensure that all students unlock their academic and personal potential. There are some specific things that parents/carers can do to help us; these include:

- Openly supporting the expectations identified in this policy
- Letting staff know of anything that might affect their child's ability to behave well in school
- Acknowledging their child's successes
- Working with us to resolve issues of negative behaviour choices by attending reintegration meetings and reiterating expectations at home

9. Sanctions

Being clear on the reasons that sanctions have been used helps school staff to use these sanctions effectively. We will only ever use sanctions that are reasonable, fair, and proportionate. Sanctions, where necessary, must take into account all mitigating circumstances and be clearly explained to the student in question. They should also consider how the student's conduct is impacted by their individual learning needs. Sanctions are used to:

- Make our behavioural expectations clear to the school community
- Help students reflect on their behaviour and facilitate the choice to behave differently
- Enable staff to maintain a safe, calm, and orderly environment

The simplest form of sanction is to ignore undesirable conduct and reward appropriate behaviour. Similarly, a supportive word from staff may be sufficient. A further development of this approach would be the use of distraction techniques such as giving a student a task that breaks a developing pattern of conduct or simply asking the student to take time away from the class.

During this time the student would receive support from a member of the staff team so that they are able to continue their work in an alternative learning space or access an intervention activity that provides them with an opportunity to consider their own behaviour and to make the right choice.

Other sanctions may include:

- Temporarily withholding rewards or privileges, e.g., an afternoon activity or trip
- Using restorative approaches to enable the student to take responsibility for their conduct and allow them to make an apology or reconcile with a classmate or staff member
- Referring a student to a member of the Senior Leadership Team or sending a student to the Head Teacher's office
- Arranging a meeting with the student's parents/carers

In the event of more serious conduct issues, it may become necessary to use physical interventions. These are always used as a last resort and with the intention to protect the student from harming themselves or others, seriously damaging property, or to ensure the orderly running of the school. Further information regarding the use of physical interventions can be found in our [Safer Handling Policy](#)

For students where behaviour is not improving or who are a risk to others, the Headteacher and other senior staff members may consider using the intervention pathway.

9.1 Intervention Pathway

Where a student's conduct significantly impacts their own and others' learning and/or poses a safeguarding risk to themselves and others, they would access a layered response depending on the severity of the incident. This would result in a bespoke intervention package following a time-limited and structured manner to support appropriate behaviour for learning. This could include:

- Adapting a student's timetable to create a bespoke and blended approach (particularly if a student's behaviour deems them too high a risk to be in school). This approach may include alternative sessions or provisions, interventions, virtual lessons, 1:1 support or smaller groups away from the main classroom and during school hours to allow the student to refocus. This will typically be for a short period of time and with a designated staff member. This action will only be taken if it is in the student's best interest and if agreed upon by senior school staff with the support of parents/carers and other appropriate professionals
- Remote learning or home learning for students who are experiencing barriers to learning in the regular classroom environment or if behaviours are deemed too high a risk
- Removing access to certain timetabled activities, after-school sessions, and/or off-site provisions should these activities be deemed untenable following a student risk assessment

In the event of a student's behaviours or actions being deemed extreme or unsafe, and the above sanctions being considered an insufficient response, it may be necessary for a student to be placed

on a remote or blended pathway away from the school. This action will only be taken when a student's attendance at the school puts themselves or others at significant risk.

10. Fixed-Term Suspensions and Permanent Exclusions

The decision to give a fixed-term suspension or permanent exclusion from school is very serious. Before issuing, the Headteacher will always consider the context and circumstances of the situation. Whilst it is not possible to list all of the reasons for which a student could be suspended or permanently excluded; they are likely to include the following:

- Serious violence, actual or threatened, against another student or member of staff
- Bringing onto school premises or being found in possession of a weapon
- Bringing onto school premises or being found in possession of illegal or recreational substances
- Taking part in bullying, cyberbullying, or other harmful online behaviour
- Sexually inappropriate behaviour, sexual abuse, or assault
- Threatening others, physically, verbally, or both
- Deliberate involvement in, or the instigation of, conflict
- Verbal aggressiveness
- Wilful disobedience or serious disrespect to a member of staff
- Theft
- Knowingly possessing stolen property
- Vandalism and destruction of property
- Consistently disrupting learning
- Misusing fire alarms or extinguishers
- Smoking (including vapes or e-cigarettes), drinking alcohol, using, or distributing drugs or other illegal substances
- Cheating in a test or exam
- Any other one-off behaviour considered by the Headteacher to be exceptionally serious

The behaviour of students outside of school can be considered as grounds for suspension and/or permanent exclusion.

If a student is subject to a fixed-term suspension, the school will provide work to be completed at home and access to online learning. All students will complete a reintegration meeting with an appropriate staff member, in person or over the phone. The circumstances of the return from suspension meeting will be addressed on an individual basis by senior staff members.

The Headteacher may permanently exclude a student in line with the Department for Education's Statutory Guidance. A permanent exclusion will only be used as a last resort in response to a serious breach, or persistent breaches of the school's Behaviour Policy and where allowing the student to stay in the school would seriously harm the education or welfare of the student and/or other students in the school. Please see our [Exclusions Policy](#) for more details.

11. Bullying and Prejudice

We believe everyone has the right to be and feel safe and respected in school. We are committed to ensuring that our school is calm, orderly, caring, inclusive, and welcoming.

More information on how we tackle bullying and what we do as a school to deal with bullying can be found in our [Anti-Bullying Policy](#) and [Cyber Bullying Policy](#). Bullying can take many forms and, by definition, includes:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (for example, email, social media, and instant messenger)

Prejudicial behaviour is when someone says or does something negative based on a person or a group's characteristics, for example, being racist or using homophobic language.

At Sporting Stars Academy, we do not tolerate bullying or prejudicial behaviour; as such, we are committed to:

- Enabling students to know when bullying and/or prejudicial behaviours are happening
- Enabling students to easily report bullying and/or prejudicial behaviours
- Encouraging students to report bullying and/or prejudicial behaviours
- Acting quickly and effectively to stop bullying and/or prejudicial behaviours when seen by staff or when reported by students

We use our Behaviour Policy to respond to bullying. Each case is dealt with individually. Students who perpetually bully others are likely to be permanently excluded from the school.

12. Absconding Students

Some students exhibit flight behaviours and may abscond. In some instances, individuals will be prevented from absconding or will be followed if they do so. Key school staff members are made aware of those at risk of absconding and of the appropriate responses.

13. Reasonable Force, Screening, Searching and Confiscation

In certain circumstances, normally to keep students safe or stop damage to property or another person, school staff can use reasonable force. These circumstances are likely to be extreme and infrequent. Our [Safer Handling Policy](#) outlines the use of reasonable force, which adheres to the Department for Education's guidance. Although schools do not have to inform parents/carers when reasonable force has been used on their child, we always communicate with parents/carers following any use of reasonable force and ensure that these incidents are recorded.

Our school does not routinely use screening (i.e., the use of hand-held wands or walk-through detectors).

Sporting Stars Academy follows the guidance outlined in Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies (September 2022). School staff are allowed to search students if the student agrees. When talking to a student about a search, a staff member will explain why it is taking place and how it will be conducted so that their agreement is informed.

Staff are allowed to search for certain items without a student's agreement. These items are those which could be considered dangerous, and include:

- Knives and weapons
- Alcohol
- Illegal drugs and any associated paraphernalia
- Recreational drugs (including nicotine pouches) and any associated paraphernalia

- Vapes
- Tobacco, cigarettes, cigarette papers, filters, and other smoking equipment
- Stolen goods
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

We will never ask a student to remove anything other than outer clothing. Unless it is an emergency (for example, a student or students are in imminent danger), a search will always be completed by a member of staff who is the same sex as the student, with another staff member also present. Usually, a search will be done by a senior staff member. It is important to remember that searching a student is unusual and does not happen often.

If a student brings an item into the school that is against school rules or that the Headteacher considers inappropriate, this item can be confiscated. Sometimes we will need a parent/carer to collect a confiscated item. If confiscated, certain items cannot be returned to the student, for example, a knife, weapon, or stolen goods.

14. Training

The Headteacher and Directors will ensure that appropriate, high-quality, training on all aspects of behaviour management is provided to support the implementation of this policy. This includes:

- Regular Safer Handling Training and refresher courses
- Specialist Level 1,2 & 3 Safeguarding Training
- Specialist Safeguarding Training i.e., PREVENT, Domestic Violence, Sexualised Behaviours
- Staff in-house training days and guest speakers

Appendix 1 – Behaviour Management Procedures

On a day-to-day basis, students are expected to conform to Sporting Stars Academy expectations. If a student displays positive or negative behaviours, these will be recorded. Students will strive to reach our expectations in and out of lessons (see Appendix 3) The behaviour points for the week will be discussed in the weekly phone call home. If a form tutor identifies an issue, they will discuss the student with a member of the Senior Leadership Team.

Positive Behaviour Logs

Positive behaviour points will reflect students' behaviour in and out of lessons through our positive behaviour levels. The behaviour is recorded by the teacher or support staff. At the end of each lesson and after enrichment, students will be given a grade (1-3) for their behaviour. At the end of each day, the tutor will review and total the score for the students and enter it on the behaviour tracker.

Negative Behaviour Logs

Negative behaviours or incidents of both a serious nature and low-level disruptions will be recorded by the teacher or support staff. For students who do not reach the minimum expected standard in a lesson, a zero will be given, and a note will be added explaining the reason.

Serious Incidents

For a serious incident, staff will log the issue on CPOMs on the same day to ensure the behaviour is discussed in context. A phone call home and/or a meeting with the parent/carer will be arranged and a member of the Senior Leadership Team will issue the sanction. The incident report and suspension paperwork will be logged on Integris. A copy of the incident report and suspension paperwork will also be recorded on CPOMs.

Negative point(s), typically -3 or -5, if the incident results in a suspension or permanent exclusion, will be added to the student's behaviour points on Integris. The outcomes for the student may vary depending on the severity of the behaviour displayed or the incident.

The Whole School Behaviour Tracker is kept centrally. Behaviour scores will be shared weekly with Form Tutors and students; information can then be shared with parents/carers to support weekly calls home and the communication passports to form discussions around behaviour. For the purpose of rewards, only positive points will count unless behaviours are deemed too excessive to access trips or activities that involve being offsite, and students' risk assessments are deemed too high risk. All students have the opportunity to access the rewards system at different points of the term(s) to ensure their efforts can be rewarded.

Appendix 2 – Intervention Pathways

Intervention pathways may be considered:

- where there is one serious incident
- where a student's conduct significantly impacts their own and others' learning
- where conduct poses a safeguarding risk to themselves and/or others
- where there is a series of smaller incidents
- where students are persistently failing to achieve level 1 in our expectations

Students would then access a layered response depending on the severity of the incident(s). This would result in a bespoke intervention package following a time-limited and structured manner to support appropriate behaviour for learning. Typically, this would follow the following framework:

Stage 1 - Restorative Pathway

- Parent/involvement of external agencies
- Targeted intervention (short time period) e.g., mentoring, daily report
- Daily review

If the behaviour remains unchanged

Stage 2 - Behavioural Intervention

- Parent/involvement of external agencies
- Targeted intervention (short time period) e.g., IBP, removal from some lessons
- Daily review

If the behaviour remains unchanged

Stage 3 - Bespoke Provision

- Parent/involvement of external agencies
- Targeted intervention (time limited) e.g., IBP, reduced timetable, off-site education, home learning
- Weekly review

If the behaviour remains unchanged an **interim review is held after half a term** to agree on a long-term provision.

Appendix 2 – Sporting Stars Academy Intervention Pathways Record Sheet

INTERVENTION PATHWAYS RECORD SHEET	
STUDENT'S NAME:	CLASS:
Date:	Medical conditions/needs:
Date of next review:	Staff working with the pupil:
Challenging Behaviour What does it look like? What triggers it? Weekly behaviour scores	Targets What are we working towards? How do we get there?
Intervention Pathway (please select one)	
<i>Restorative</i>	Review
<i>Behaviour</i>	Review
<i>Bespoke</i>	Review
<i>Long Term</i>	Review
Agreement: Parent Name Date	Staff Name Date

INTERVENTION PATHWAYS REVIEW

STUDENT'S NAME:

CLASS:

Log of Incidents:

Weekly Behaviour Scores:

Date	Description of Behaviour	Trigger for Incident	Action Taken

Overall Evaluation:

Next Steps:

Appendix 3 – Sporting Stars Academy Individual Behaviour Plans

BEHAVIOUR PLAN	
STUDENT'S NAME:	CLASS:
Date plan starts:	Medical conditions/needs:
Date of next review:	Staff working with the pupil:
Skills and Talents:	Achievements:
Likes:	Dislikes:
Challenging Behaviour What does it look like? What triggers it? Weekly behaviour scores	Targets What are we working towards? How do we get there?
Strategies for Positive Behaviour How do we maintain positive behavior? <ul style="list-style-type: none"> Phrases to use Rewards/Motivators 	Early Warning Signs How do we prevent an incident? <ul style="list-style-type: none"> What to look out for How to respond (reminders, alternative environment)
Reactive Strategies How do we diffuse the situation? <ul style="list-style-type: none"> What to do and what not to do Phrases to use Calming techniques At what stage should another member of staff be informed? Who should this be?	Support After an Incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Agreement: Parent name Date	Staff name Date

Log of incidents:

Weekly Behaviour Scores:

Date	Description of Behaviour	Trigger for Incident	Action Taken

IBP Evaluation:

How effective is the plan?

Next Steps

Close IBP

Continue IBP

Move up the Intervention Pathway

Appendix 4 – Sporting Stars Academy Expectations

