ENCOURAGING EXCELLENCE, NURTURING TALENT!

SPORTING CHANCES GROUP

BEHAVIOUR POLICY

Lead	David Johnson
Last Reviewed	June-2025
Next Review Date	June-2026

To be reviewed **annually**.

This policy is enforced across **all** Sporting Chances Group provisions.

SC SURREY

SC OUTREACH PROGRAMME

MINI

CREATIVE HAIR&LASHES

SC ONLINE MENTORING PROGRAMME

SC FOOTBALL ACADEMY

FITNESS ACADEMY

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INTRODUCTION

Sporting Chances Group (SCG) is an alternative education provision that provides specialist behaviour and emotional support to students who have struggled in the confines of a mainstream setting. SCG is built upon the expectation of high standards of engagement from students as well as their families and staff. We work creatively with the behaviour, attempting to understand the cause delivered through a tailored education that offers a vast curriculum of academic and sporting activity that facilitates students to build awareness, reflective practice, take accountability for their behaviour and take actionable steps to improve their behaviour for the betterment of themselves and others. This collaborative approach has led to a strong rapport being built between staff and each individual child. Our overall aim is to transition students back into mainstream education with a behavioural and attitudinal change, equipping them with the skills to thrive.

This policy sets out the ways in which such standards are both maintained and enhanced and the mechanisms for responding when behaviour falls below an acceptable level. Where this policy refers to mentors, it should be understood that this is referring to all members of staff in SCG.

1. CORE PRINCIPALS & EXPECTATIONS

Broadly, behaviour can be categorised into three types: towards oneself, towards others and towards the community. Through supportive mentoring, pastoral care, consistent demonstration of high yet realistic expectations, and positive role modelling from SCG Staff, students should be encouraged to behave in a suitably respectful and appropriate manner in each of these areas.

Our core principles are rooted in a trauma-informed and restorative approach, aiming to create a psychologically safe, inclusive, and nurturing environment where all students feel valued, understood, and empowered to develop positive behaviours and relationships. We believe that all behaviour is communication and our role is to understand and address the underlying needs:

TOWARDS ONESELF	Holding positive attitudes to learning, exemplified through good punctuality and attendance, being always prepared for learning with the correct mindset, setting high aspirations, engaging fully with learning and completing tasks to the best of one's ability. This also includes developing self-regulation skills, managing emotions effectively, and advocating for one's own needs in a respectful manner.
TOWARDS OTHERS	Demonstrating respect and tolerance for all, taking and making opportunities to help others and build good relationships, being polite and contributing towards making the SCG provision or outdoor setting, a safe and happy environment. Being able to always demonstrate kindness and an anti-bullying attitude. This extends to embracing diversity, challenging prejudice, and fostering empathy for the experiences of others, including those from different backgrounds or with different needs.

TOWARDS THE COMMUNITY	Acting as an ambassador for yourself, SCG and, your school (where applicable) both inside the provision or outside in the community by respecting property and the environment, following rules that aim to preserve an orderly environment. This also encompasses responsible digital citizenship and contributing positively to the wider community beyond.

2. APPROACH & RESPONSE TO UNACCEPTABLE BEHAVIOUR

Positive behaviour by all members of the SCG community is the keyway in which we demonstrate that we value each other and so our actions should always promote, reinforce, and commend this. We understand that for a variety of complex reasons, behaviour can go wrong. **In these cases, staff must maintain a calm and professional approach by:**

- Focusing on the behaviour, not the student;
- Not considering the behaviour as a personal affront to their work or the relationship formed with the student;
- Not becoming angry or aggressive with the student; and
- Responding in a calm and measured tone, not shouting unless there is a need to use the voice as a means of managing the situation.

When dealing with any aspect of unacceptable behaviour, our immediate aims must be:

1. To prevent behaviour impacting negatively on the safety or wellbeing of staff or students within or external to the provisions.
2. To prevent behaviour impacting negatively on students' learning, behaviour or emotional growth.
3. To prevent behaviour impacting negatively on the maintenance of an orderly and calm environment.
4. To understand the cause(s) of the unacceptable behaviour. This involves adopting a "curiosity not judgment" approach, exploring underlying needs, triggers, and potential vulnerabilities.
5. To help the student to understand why the behaviour was unacceptable.
6. To work to prevent the repetition of such behaviour.
7. To promote a restorative approach.

On some occasions, this will mean that a student will receive a sanction. Where possible and appropriate, this sanction should relate to the unacceptable behaviour, adopting a reparative approach. Sanctions should never humiliate or degrade a student; staff should seek to correct behaviour whilst maintaining positive relationships and being careful not to damage self-esteem. On all occasions, the response should seek to be restorative and should ensure that the student clearly understands the possible consequences of further transgressions. This is particularly important in cases of bullying. All such reported cases should be recorded in the incident book with communication with the DSL who will decide in conjunction with the reporting member of staff, if, when and how the incident should be escalated. For example, convening a mediation meeting through to possible suspension. Any patterns or emerging concerns should be considered. Recorded comments in the SCG Incident Logbook, must be factual, written in full sentences and in a professional manner; other students' names should not be included. We value our partnership with parents/carers, and it is therefore important that they are aware of incidents where their sons/daughters have not met our expectations.

SCG staff make professional, measured judgments about how to manage an example of unacceptable behaviour. No two instances are the same and it is not wise to set down a rigid set of requirements. Our consistency in behaviour management is rooted in our culture and ethos rather than in our responses or the consequences for individual students. Put simply, our intention is for students to act with courtesy, respect, integrity and with a willingness to improve behaviours, conduct, and attitudes through positive engagement with staff.

SCG operates a zero-tolerance approach to incidents of peer-on-peer abuse, if staff become aware of concerns of this nature, then the procedures outlined in the Safeguarding and Child Protection Policy should be followed. Upon notifying the respective DSL of a concern relating to peer-on peer abuse, the DSL and the student's key member of staff, will explore appropriate steps to address the concern, these steps are highlighted in the Safeguarding and Child Protection Policy.

Where there are concerns that relate to bullying, including physical bullying, cyber bullying, prejudice based bullying and discriminatory bullying the implementation of the behaviour policy, and our approach and response to unacceptable behaviour should be taken into account. Where the incident of bullying has an impact on safeguarding and child protection, our Safeguarding and Child Protection Policy, and our approach to keeping the SCG community safe should also be considered. SCG is committed to actively challenging all forms of bullying, including those based on protected characteristics (e.g., race, religion, gender, sexual orientation, disability).

SCG will consider whether a pupil's SEND has contributed to the misbehaviour and if so,

whether it is appropriate and lawful to sanction the pupil, in accordance with the Equality Act 2010. Individualised behaviour plans (IBPs) or positive handling plans (PHPs) will be developed in collaboration with the SENDCo, parents, and relevant professionals to support students with SEND and ensure reasonable adjustments are made.

3. BEHAVIOUR IN LESSONS

Positive behaviour can be established by embedding productive routines, for instance having a starter activity for immediate work. This is vital to maintaining effective classroom management or when working 1-to-1 with a student, thereby engaging students in learning as soon as possible. The Staff Handbook provides guidance on effective planning and delivery of outstanding teaching and learning, but the **key features relating to behaviour are:**

- Teacher's having presence, being in control, having high, realistic expectations, setting clear boundaries that are consistently applied and reiterated, and establishing good relationships with all students.
- Opportunities for learning should be presented from the very start of the lesson. As students enter the room there should be an engaging task, activity or question ready for them to sit down and start working on straight away.
- Explanations and instructions are clear and relevant.
- Work is interesting, varied and pitched correctly to meet each student's exacting needs.
- Students should be expected to join in with discussions and encouraged to ask questions. They do not call out but are invited to speak by the teacher.

Sometimes, despite effective planning and preparation, there will still be an incidence of unacceptable behaviour in a lesson. The most common examples are refusing to work, off-task talking, repeated calling out, refusing to follow other reasonable instruction (e.g. seating plan), argument with another student. In such cases, **teachers and mentors should follow a "three strike" approach:**

1. Clarify the unacceptable behaviour with the student and advise him/her on what s/he should do to correct this
2. If the unacceptable behaviour continues, take steps to intervene (e.g., move the student to another seat, ask the student to step outside of the classroom for 1-2 minutes for a reinforcing discussion) and record the behaviour on the student's weekly report with a comment to explain the behaviour. Consider also the use of planned "take a break" spaces or strategies for emotional regulation
3. If the unacceptable behaviour continues, defer to a manager whereupon that member of

staff will discuss and decide whether to remove the student from the lesson or activity. Should the student be removed from the lesson, the manager will discuss the next steps with the member of staff, this should include a restorative conversation prior to the next lesson.

4. Parents must be informed of any serious incidences of defiance, disruption of learning and removal from lessons. It is important that when such incidences have occurred, staff should make time to follow this up with a discussion with the student in order to address points iv. – vi. in paragraph

5. Staff are responsible for taking action to address and, as far as possible, resolve issues, seeking support from relevant colleagues (e.g. Designated Teacher, Pastoral Lead), if necessary. Unacceptable behaviour that may be more serious in its nature, for example: swearing at a teacher/student, prejudicial comment (any such cases, including racist, sexist or homophobic comments, should be reported to Provision manager), physical violence or aggression, threatening or otherwise dangerous behaviour who may make the decision to exclude (temporarily or otherwise)

4. BEHAVIOUR OUTSIDE OF LESSONS & IN THE COMMUNITY

Students are often taken into the community to participate in sporting activities or when engaging in an SC Outreach Programme session. As far as possible, any incidences of unacceptable behaviour outside in the community should be dealt with by the staff member on hand, who will need to inform their manager of such an incidence at a later time. By actively supervising students during break and lunchtime duties, wholly engaging with them during Outreach sessions, using quality time to build positive relationships with individuals and groups of students, good behaviour can often be maintained. All staff have a professional responsibility to arrive promptly for meetings with young people and to remain actively engaged with the student(s) at all times. Mentors, in particular, should use the contact they have with students to demonstrate an active interest in all aspects of the student's life, acknowledging achievements and encouraging through adversity.

Students are expected to demonstrate the same expected standards of behaviour outside of the provision, both whilst on off-site educational visits and on activities. SCG adopts the same views towards unacceptable behaviour (including the misuse of social media), and in cases where anti-social or criminal behaviour has led to the involvement of the police or other external agencies, SCG is committed to supporting law enforcement and will work with determination to tackle and eliminate wrongdoing. All members of staff have the authority to act in the interests of students' wellbeing and in support of good behaviour outside of SCG, at any time.

5. THE ROLE OF THE MENTORS

All SCG staff play a key role in monitoring behaviour and working to improve behaviour with all students and this is particularly the case for mentors. The 1-to-1 nature of contact mentors have with students enable them to quickly develop a depth of knowledge about the student, their behaviours and triggers to be able to identify any changes in patterns of behaviour. In addition, the strong relationships that mentors have with parents mean that they are well-placed to work in partnership with students' families where there are concerns. Managers should monitor achievement, progress, attendance and behaviour, taking direct action to address any emerging concerns through, for example, discussions with mentors, students, monitoring students' weekly reports, discussions with parents, liaising with wider SCG staff over particular difficulties and seeking additional support from the senior leadership team, where necessary.

6. COMMUNICATION

Effective and timely communication between members of staff and between SCG and parents is a vital aspect of securing good behaviour and working to improve it. Those working directly with students, particularly mentors, should always be informed of any emerging concerns and parents should also be informed early so that, through effective partnership, issues can be tackled and swiftly resolved. Communication should always remain professional and seek to inform and make progress, not to place blame or rebuke. All communication should be clear, concise, and respectful, building trust and a shared understanding of expectations and progress.

7. REWARDS

There are a range of options and rewards to promote and praise good behaviour. The reinforcement of good behaviour in all contexts is a key part of improving behaviour overall. Staff should encourage all students to aim high and excel in their efforts, acknowledging when this has taken place. Rewards will be varied and consider individual student preferences, focusing on acknowledging effort, progress, and positive choices. Examples include verbal praise, positive notes home, certificates, special privileges, and recognition within the SCG community.

8. STRATEGIES FOR IMPROVING BEHAVIOUR

SCG successfully work with students with complex behaviours and those with difficult emotional needs. We use a number of behaviour improvement strategies, adopting a creative and sometimes unconventional approach to reach students and encourage new ways of thinking and acting, this is often done, but not always, through the vehicle of sport. These strategies, however, should not be confused with sanctions, but may be used in addition to or in conjunction with a sanction. Strategies used include mentoring, 1-to-1s, open discussion, empathy, pastoral check-ins, reports (daily or weekly), an SCG Pastoral Support Plan (PSP), intervention through inclusion services, we never give up on a child. The purpose of all strategies must be to secure an improvement in behaviour so, for example, when setting the goal and targets on a report or a PSP, the mechanisms that will be used to support the student must also be included. A description of the desired behaviour without any such supporting detail is insufficient and is unlikely to prevent further deterioration. Behaviour approaches are tailored to individual students and focus on improving self, relationships, academic issues and resilience skills.

Behaviour management and strategies for improving behaviour, both generally and with particular groups of students and/or individual students, form a key part of SCG's ongoing professional development programme. All staff and new staff through induction, are provided with CPD training via an extensive TES & Educare online training package. This training includes explicit content on restorative practices, trauma-informed approaches, de-escalation techniques, and understanding diverse needs, including those related to SEND and mental health.

9. SANCTIONS

The main functions of any sanction should be to:

- Provide a consequence for acting in an unacceptable fashion.
- Act as a deterrent for further transgressions.
- Reinforce the ethos of SCG. The creation of the 'Commitment's values' should be upheld.
- Provide an opportunity for the student to reflect, learn, and repair harm.

Where deemed appropriate and necessary, the following sanctions may apply (this is not an exhaustive list of responses)**:**

VERBAL REPRIMAND	Reprimands should be straightforward, describing the inappropriate behaviour, why it is unacceptable and what replacement behaviour should occur. Reprimands should be delivered immediately and consistently so students know what is expected of them – they should not humiliate the student.
LOSS OF PRIVILEGES	Student is actively supervised by a member of staff during break/lunchtime or if the student has not been allowed to attend an activity (there must always be an opportunity for the student to use the toilet and to eat. Student is not allowed to participate in trips, extra-curricular activities – decision made by a manager. Mentors should use the opportunity to discuss the student's behaviour and resulting consequences to assist in developing their understanding of the impact of their actions.
INTERNAL SUSPENSION	Student spends a period of time (usually 1 day) working independently with support from an assistant, within the SCG provision but separate from usual activities. Decision made by manager and may be referred to an additional SCG service. This aims to provide a structured environment for reflection and continued learning.

EXTERNAL SUSPENSION	Student spends a period of time (usually 1-2 days) at home as a result of a serious incident of poor behaviour or a series of ongoing incidents of poor behaviour. Mentor will cease working with the student for agreed time. Decision made by Director and manager and may be referred to another SCG service. Prior to any external suspension, all reasonable alternative strategies will have been explored. Communication with parents will be timely and comprehensive, outlining the reasons for the suspension and the reintegration plan. SCG will adhere strictly to DfE guidance on suspensions.
PERMANENT EXCLUSION	Student is permanently excluded from all aspects of SCG as a result of a very serious incident or an ongoing pattern of unacceptable behaviour which is having a major impact on the learning, safety, growth and culture of the SCG community – decision made by Director. Permanent exclusion is a last resort, used only when all other efforts to manage behaviour have been exhausted and the student's continued presence would seriously harm the education or welfare of others in the provision, or the student themselves. Parents/carers have a right to appeal.

It is important to recognise that sanctions in themselves will not automatically "fix" behaviour; in order for behaviour to improve, a student must learn to recognise why their actions may have been wrong and build a determination to act with greater consideration in the future. Clearly, alongside parents, all members of SCG staff have a responsibility towards teaching and modelling outstanding behaviour at all times.

10. PARENTS / CARERS / REFERRER

At SCG we believe that the success of our students depends upon the 3-way partnership between staff, students and parents. Parents/carers and sometimes referrers, are our students' first mentors and so it is crucial that they trust and support our ambitions in order to develop disciplined, responsible and successful young adults. Parents/carers causing serious or repeated nuisance on SCG's premises, acting aggressively towards staff (including via social media or electronic communication), bringing the Group into disrepute or contravening of the Group's policies on social inclusion, diversity or equality may lead to restricted access to the site and staff. SCG will always strive to maintain positive and constructive relationships with parents/carers. In cases of unacceptable behaviour by parents/carers, SCG will follow its formal procedures for managing challenging behaviour from visitors, prioritising the safety and wellbeing of staff and students.

11. POSITIVE HANDLING & RESTRAINT

Positive handling is limited to unforeseen and emergency situations and used only in the last resort. Positive handling is considered to be a positive application of force with the intention of protecting the student from harming himself or others or seriously damaging property. Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control. It should never take a form which could be seen as a punishment.

Trained staff, authorised by the Director, can use such force as is reasonable in the circumstances to prevent a student from:

- committing an offence;
- causing personal injury to, or damage to the property of any person (including the student themselves); and
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the provision, in the community or among its students.

Parents/carers/referrers must be informed of any incidents requiring physical intervention. Any restraint must be recorded with the DSL and reviewed by the Director who will instigate further action if required.

In essence, good behaviour is a product of healthy relationships within a caring and supportive community, where everyone feels valued and encouraged to achieve their full potential and to always try to "do the right thing". We facilitate the creation, maintenance and enhancement of these conditions in order that our vision of delivering successful outcomes and futures for all of our students may be realised.

SCG follows the statutory guidance published by the Department for Education:

- ***Behaviour in Schools - Advice for headteachers & school staff (Feb 2024, gov.uk)***
- ***Further guidance and resources for supporting behaviour in schools (gov.uk)***

APPENDIX: SANCTIONS FLOW CHART

EVERY CHILD SHOULD BE TREATED FAIRLY, GIVEN OPPORTUNITIES TO LEARN & MAKE IMPROVEMENTS

It is important to recognise that sanctions in themselves will not automatically "fix" behaviour; in order for behaviour to improve, a student must learn to recognise why their actions may have been wrong and build a determination to act with greater consideration in the future.

The main functions of any sanction should be to:

- Provide a consequence for acting in an unacceptable fashion
- Act as a deterrent for further transgressions
- Reinforce the ethos of the Sporting Chances Group.

SANCTIONS FLOW CHART

VERBAL REPRIMAND (VR) **& LOSS OF PRIVILEGES** (LOP)

VR: Clear, concise & immediate - describe why behaviour is inappropriate

LOP: YP is actively supervised at all times & removed from trips & activities. Helped to understand impact of behaviours

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INTERNAL SUSPENSION

Student spends a period of time (usually 1 day) working independently with support from an assistant, within the SCG provision but separate from usual activities. Decision made by manager and may be referred to an additional SCG service. This aims to provide a structured environment for reflection and continued learning.

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EXTERNAL SUSPENSION

Student spends a period of time (usually 1-2 days) at home as a result of a serious incident of poor behaviour or a series of ongoing incidents of poor behaviour. Mentor will cease working with the student for agreed time. Decision made by Director, Senior manager (s) or Manager and may be referred to another SCG service. Prior to any external suspension, all reasonable alternative strategies will have been explored. Communication with parents will be timely and comprehensive, outlining the reasons for the suspension and the reintegration plan. SCG will adhere strictly to DfE guidance on suspensions.

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PERMANENT EXCLUSION

Student is permanently excluded from all aspects of SCG as a result of a very serious incident or an ongoing pattern of unacceptable behaviour which is having a major impact on the learning, safety, growth and culture of the SCG community – decision made by Director. Permanent exclusion is a last resort, used only when all other efforts to manage behaviour have been exhausted and the student's continued presence would seriously harm the education or welfare of others in the provision, or the student themselves.

Parents/carers have a right to appeal.