



Behaviour Policy



All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen. The environment our coaches produce is one in which children feel safe, and in which bullying, discrimination and peer on peer abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur. Due to the nature of our work we often work in schools and pride ourselves on integrating our coaches to follow each school's individual behaviour strategies. This Behaviour Policy has been produced for instances whereby coaches cannot follow a school's behaviour strategy. It sets out the expectations of behaviour during our sessions, and helps our children to develop positive attitudes and motivates them to work hard. It also clearly defines the consequences should rules be broken, which are applied consistently and fairly by all staff.

To make these work we:

- Are consistent.
- Teach and model good behaviour.
- Believe our relationships are pivotal to high standards of behaviour.
- Train and support staff.
- Provide pastoral support.
- Work with parents and other agencies.
- Ensure high quality transitions.
- Teach outstanding and dynamic lessons.
- Are a warm, welcoming and safe company to all.
- Are strict without being nasty
- We maintain boundaries and correct children.
- Do not tolerate discrimination or bullying of any kind.
- Work as a team but take responsibility for the children we work with.
- Believe children are responsible for their own self-discipline.
- Expect parents to support the company behaviour policy.

Key points:

- Coaches have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff with responsibility for pupils, such as coaching assistants.
- Coaches' can confiscate pupils' property in certain circumstances.
- Superstar Sports fully complies with and embraces our duties under the Equality Act 2010. Namely that treating a person less favourably because they have one or more of nine protected characteristics would be unlawful.

The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.



- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation



Children with Special Educational Needs or Disabilities are also not treated less favourably on the basis of their Special Educational Need. We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, we follow the company's safeguarding policy.

Recognition

As a company, we feel that adopting positive behaviour management strategies is the most effective method for us in ensuring the children we teach access their highest potential both physically and mentally.

We recognise our children's achievements in the following ways:

- Instant and reflected praise throughout their development process.
- Messages home
- Stickers and Certificates
- Trophies and Medals

Children are recognised externally when they go 'Above and Beyond' and nothing less.

Sanctions

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. When children break the rules we inform them of which rule they have broken and the sanction. The most common sanction is a strike given in a PE lesson. Strikes can be given at any time, such as holiday courses or after school clubs where coaches cannot follow the school rules for any reason.

Where coaches can not follow the specific schools behaviour policy:

- A strike means a child receives a formal warning from the coach dealing with the session.
- Two strikes means a child has their parent or guardian spoken to at the end of the session to inform them of the child's misbehaviour.
- If a child receives 3 strikes in one day/session with Superstar Sports their parent/guardian is informed of the seriousness of their misbehaviour and that their future behaviour will have to be monitored as to whether they can continue to attend Superstar Sports sessions.

Alternative and additional sanctions can be as follows:

- Verbal reprimand which may include a voice being controllably raised.
- Extra work or repeating unsatisfactory work until it meets the required standard.



- The setting of written tasks as punishments, such as writing a letter of apology
- Loss of privileges – for instance the loss of a prized responsibility or not having the same opportunities as peers in the year group.
 - Children missing break or lunchtime, the same or following day.
 - Children working in another classroom/session led by a Superstar Sports coach.
 - Sent to the Senior Coach on site for time out.

Exclusion

In more extreme cases, or in cases of persistent low level disruption, we may use fixed-term or permanent exclusion.

The above list is not one to be 'worked through' and there may be times when a child's behaviour warrants a sanction such as an immediate exclusion (for example in an extreme case including but not limited to an assault on a member of staff). In such cases the Headteacher has the governors' authority to act swiftly and decisively.

Restorative Meetings

Following some sanctions a restorative meeting may take place.

The following is discussed:

What has happened?

Who has been affected?

How have they been affected?

What needs to happen to make things right?

What will we do differently next time?

A commitment to the relationships between those in the room is reaffirmed.