

Positive Behaviour Policy

2023/2024

Vision

Inspiring kind and joyful learning communities who use innovative thinking to build a mindful and sustainable world.

Mission

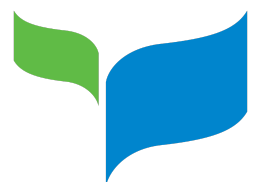
Verita ensures that kindness is the centre of everything we do. Deeply committed to international and intercultural understanding, Verita provides an academically engaging, inquiry-based educational approach.

Our responsibility is to whole-heartedly assist our students to develop the social-emotional and academic skills necessary to live meaningful, fulfilled and happy lives.



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1. POLICY OBJECTIVES

- To provide a framework for our collective values around behaviour as it relates to child development
- To provide an inclusive model for our understanding of behavioural needs
- To underpin our beliefs with evidence based practice and current research

2. GENERAL OVERVIEW

This policy will be reviewed annually or earlier if necessary. The Principals (Primary and Secondary) will seek the widest possible agreement for this policy and will report at least annually to Verita School's Board on its implementation.

The policy will be published to parents, staff and pupils yearly and will be published on the School's website. A summary of the policy will be given to all parents and prospective parents of pupils at the school.

The power to discipline applies to all paid staff with responsibility for pupils at Verita, including teaching assistants. Discipline can only be exerted on the school premises or elsewhere when the pupil is under the lawful control of the staff member.

3. SCHOOL ETHOS

Verita International School is a school where:

- All individuals are respected and their individuality valued;
- Where pupils are encouraged to achieve;
- Where self-regulation is promoted and good behaviour is the norm;
- Where the first instinct is to do the right thing
- Where bullying is actively discouraged;
- Assigned work is completed; and
- Where rewards/celebrations and consequences are applied fairly and consistently.

4. MISSION

We ensure that kindness is the centre of everything we do.

Verita provides an academically engaging, inquiry-based educational approach.

Our responsibility is to whole-heartedly assist our students to develop the social & emotional skills necessary to live meaningful, fulfilled, and happy lives.

VISION

We aim to inspire kind and joyful communities who use innovative thinking to build a mindful and sustainable world.



5. RESPONSIBILITIES

Verita School has the responsibility of promoting good conduct.

Principals (Primary and Secondary)

The Principals' (Primary and Secondary) role is to determine the detail of the standard of behaviour acceptable. The Principals' (Primary and Secondary) have the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Principals' (Primary and Secondary) are expected to:

- Promote self-discipline and proper regard for authority among pupils;
- Encourage good conduct, behaviour and respect for others and to prevent all forms of bullying among pupils;
- Secure that the standard of conduct is acceptable; and
- Otherwise regulate the conduct of pupils.

All Staff

Curriculum leads are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Key stages are well thought out and of a consistently high standard.

All staff are expected to encourage good conduct, behaviour and respect for others in pupils, and to apply when necessary all rewards and consequences fairly and consistently. Well-planned, interesting and demanding lessons make a major contribution to good discipline.

6. KEY BELIEFS

A) At Verita School we believe that:

- Children and young people 'do well if they can' *Ross Green
- Respecting and loving our students and giving them what they need includes setting clear and consistent boundaries and holding high expectations for them – all of which helps them achieve success in relationships, academics and other areas of their lives.
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately. When children misbehave, it's usually the result of not handling major feelings well and not yet having the skills to make good choices. Being attentive to the emotional experience *behind a behavior* is just as important as the behavior itself. Science shows that *addressing children's emotional needs is actually the most effective approach to changing behavior over time*, as well as developing their brains in ways that allow them to handle themselves better as they grow up (self-regulation).
- With the right support and intervention, children and young people can learn to improve their behaviour and manage it well throughout life
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process
- All adults can learn strategies and model behaviour to support young people to improve their Conduct.



B) Adults can support the children and young people in our school through:

- The quality of our relationships with each other and them
- A well-informed understanding of their needs
- The positive behaviour strategies we put in place
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow children to practise and make mistakes

C) The Positive Behaviour Strategies consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards/celebrations and consequences
- Reparation wherever possible and appropriate
- Acknowledgement of appropriate behaviour
- Fair and predictable responses to both negative and positive behaviour

7. KEY BELIEFS EXPLAINED

We believe that:

- Children and young people want to behave well
- We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.
- Behaviour and Communication - how children behave gives us important information about how they are feeling.
- Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately.
- Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs and levels of stimulation and engagement.
- Children and young people can learn to improve their behaviour. Children and young people at Verita find learning as a process: learning new behaviour is a task, just like learning to read or write.
- As adults, we must consider the learning styles and needs of children and young people; we must also have high, yet also realistic, expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.
- Mistakes are part of the learning process. We don't make a judgement about it – instead we support our children and young people to get it right.



- All adults can learn strategies to support children and young people to improve their behaviour. Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.
- At Verita we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way. This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (Lead Professionals, Psychotherapists)
- All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development.

Adults can support children and young people through:

The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – this has to be earned: it's not given
- We should have high expectations for all children and young people and when we demonstrate our belief in them, it supports them to succeed.
- We treat children and young people with dignity and respect at all times (e.g. by saying 'thank you'); by communicating carefully and clearly in a way that is accessible to them and their current level of need
- Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond
- **Invest in your relationships with the children and have fun together**
- When circumstance allow it, consider what might be behind the behaviour; why the child or young person is behaving in this way. There will usually be a reason: the behaviour is a symptom of something that we need to identify; Good discipline is required to create the optimum learning conditions. Verita's values are pointing to the original meaning that comes from the latin 'disciplina' - to offer instruction & knowledge.
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
- Identify the strengths in the child or young person – identify these with the child and build on it.
- Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect
- Name and manage your own emotional reactions to children and young people's behaviour ie demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person (e.g, support team, support group for teachers, school counsellor, etc)
- Quietly but firmly hold appropriate boundaries for the children and young people
- Seek support from wider professional networks to problem-solve student's challenging behaviour



- We are always respectful to children, we do not talk about them over their heads or in front of other children
- Identify the child or young person's needs
- Support children and young people to develop high self- esteem, so that they believe that they can succeed
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.
- Know what motivates each child or young person
- Differentiate learning to ensure that we meet each child or young person at his/her point of development
- Actively teach the children and young people behaviour for learning (see Skills for learning Unit in Second Step Curricula)

8. POSITIVE BEHAVIOUR STRATEGIES

A) Rules

They should be:

- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we want to achieve
- Regularly referred to by all staff with children and young people
- Appropriate to the activity and developmental range

B) Routines

Routines support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.

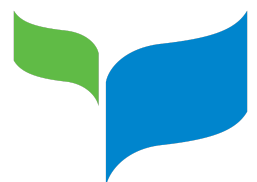
C) Connect & Redirect

Our first response should always be to offer soothing connection; then we can redirect behaviors. *Even when we say no to children's behavior, we always say yes to their emotions, and to the way they experience things.* If children are upset or out of control, that's the worst time to try to teach them. Those major emotions are evidence that the children need you. Your first job is to help them calm down, so they can regain control and handle themselves well. Disciplinary moments have to happen when children are (back) in the green zone.

D) The language of choice

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We link consequences to the choices they make, to help them make the best choice.



This communication:

- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

9. REWARDS, CELEBRATIONS, CONSEQUENCES AND REPARATIONS

Celebrations

- Acknowledging appropriate behaviour occurs when a student receives acceptance and a positive response for using certain skills
- Symbolic rewards (e.g. trophies, certificates)
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (e.g. sensory room, music of choice, technology time-for older children, golden time etc.) They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Consequences

For example:

Behaviour	Consequence
Child or young person disrupts activity or behaves in a way that makes other children feel unsafe	Child or young person has a cool down period Child or young person is supported by an adult to consider their behaviour

1. It is important for our children and young people to clearly link a specific behaviour with its consequence.
2. The consequence needs to be a logical consequence, which makes sense to a child. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

Reparation means repairing relationships, or 'making good' in some way.

We believe that children and young people should always be given the opportunity to repair, and that they want to do this. Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved /affected.



10. Secondary School- Behaviour steps and consequences

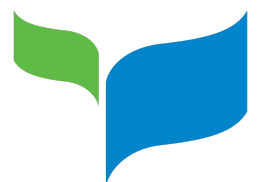
Overview:

Our goal is for students to accept responsibility for their actions and to understand the link between their behaviour and its effect on themselves and others. A proactive, collaborative and age-appropriate approach is used to solve behaviour issues. The staff is committed to working with students, parents, teachers and administrators to maintain high standards of behaviour. Students are expected to behave appropriately and respectfully at all times. The following secondary behaviour steps and responses are applicable during school or any school-related activities. There are two levels of inappropriate behaviour, Level 2 and Level 3 as described below. In the event that a student falls within these levels, the delineated response plan will be followed. There is also a section on Level 1 behaviours, which are the behaviours students should embody as valued members of the school. These Level 1 behaviours are in line with the school ethos and values. Focusing on the positive side of the behaviour policy is a key element necessary for the success of the overall policy.

10.1. Level 1: Appropriate Behaviour

The following behaviour is seen as “Level 1” behaviour and falls within the school’s ethos and values to be a role model student. The purpose of this level is to ensure students understand that this is the goal they should be reaching for at all times. It also helps differentiate to students that the behaviour policy focuses on all aspects of behaviours, both positive and negative. Below are examples of what falls under Level 1.

- Following the rules and instructions with no reminders
- Focusing on kindness and acceptance of others
- Helping friends solve problems in a positive way
- Managing yourself on the pitch
- Entering and leaving the classroom appropriately
- Saying good morning and goodbye at the end of the day
- Waiting for your turn to speak
- Looking at the person who is speaking
- Being on time and ready for the next lesson
- Keeping your materials organised
- Using a polite tone of voice
- Keeping your voice level appropriate for the classroom
- Speaking in English as our common language
- Engaging in the classroom activities with a growth mindset
- Being a positive influence in the classroom
- Offering to help others
- Encouraging others
- Saying please and thank you
- Using devices only when permitted by the teacher
- Apologising if you have wronged someone
- Keeping the classroom tidy and organised
- Leaving other people’s possessions alone
- Using classroom materials appropriately and as they are intended to be used



- Cleaning up after yourself

10.2. Recognition of Level 1 Behaviour

Requirements:

- The student, parents, and other teachers are aware of the recognition
- Manageable on a day to day basis for teachers.

10.3. Level 2: Minor Inappropriate Behaviour

The following behaviour is seen as “Level 2” behaviour. The following list of Level 2 behaviours is given as an example, and is not exhaustive. Other forms of behaviour can fall within this category, under the discretion of the teacher, advisor, assistant principal, principal, dean, superintendent, senior leadership team, students, staff members and/or behavioural committee.

- Disruptive behaviour in the classroom such as talking over the teacher and other students.
- Interfering with another student's belongings.
- Interfering with the teacher's belongings on the teacher's desk.
- Breaking of classroom rules.
- Leaving the classroom without permission.
- Running around in the classroom.
- Rude or disrespectful behaviour towards any staff member.
- Interfering with the learning of other students.
- Constant or continued unacceptable behaviour.
- Using the elevator without a permission slip.
- Using your phone during school hours.
- Disrupting behaviour on the pitch.
- Not leaving the pitch when instructed by a teacher or any staff member.
- Entering a classroom while there is a class without permission from the teacher.
- Swearing and/or using rude language/gestures in the presence of students, staff or parents.
- Not completing class assignments or homework assignments.
- Poor use of computers.
- Disturbing in the library.
- Being boisterous and loud in the library.
- Skipping class or break by staying in the bathroom.
- Violation of the school's dress code.
- Violation of the school B.Y.O.D policy.

10.4. Level 3: Serious Inappropriate Behaviour

The following behaviour is seen as “Level 3” behaviour. The following list of Level 3 behaviours is given as an example, and is not exhaustive. Other forms of behaviour can fall within this category, under the discretion of the teacher, advisor, assistant principal, principal, dean, superintendent, senior leadership team, students, staff members and/or behavioural committee.

- Aggressive behaviour towards any staff member or student, including but not limited to slapping, kicking, punching, insulting,
- Constant breaking of school rules.
- Causing bodily harm or intent to cause bodily harm.



- Abusive language/swearing towards any student, parent or staff.
- Serious property damage.
- Stealing or deliberate destruction of another's property.
- Bullying and/or harassment.
- Failure to report bullying, harassment, or any other level 3 behaviours.
- Bringing harmful substances or weapons to school.
- Skipping class.
- Use of sexualised language either spoken or online or in a handwritten message.
- Leaving the school without permission.
- Racism, homophobia and any kind of discriminatory remarks made towards any member of the school community.
- Smoking or drinking on or in the proximity of the school campus.
- Possession of drugs.
- Coming to school inebriated or in an altered state.
- Cheating on a test or plagiarism.

10.5. Response Progression

The following steps outline the response process to be followed if a student's behaviour falls within Level 2 or Level 3.

Level 2 Behaviours:

Step 1:

1. If a student's behaviour falls within Level 2 the teacher will first attempt to manage the behaviour by redirecting the student using standard classroom management techniques. Should a student display repeated Level 2 behaviours after redirection, the classroom teacher will email parents. *They may also assign the student to complete an after-school reflective period.*
 - a. *Reflective periods are held on Monday, Tuesday, Thursday, and Friday from 3:45 to 4:45. Students will be asked to complete a written reflection about the incident which led them to the reflective period. When they have completed the reflection, students may complete homework or sit quietly until the end of the period.*
 - i. *Should a student be unable to attend the assigned reflective period, parents should contact school administrators in advance to arrange for an alternate day.*
 - ii. *Students who miss more than one scheduled reflective period will be moved to Step 2 on the school behaviour plan*
 - b. To ensure continuity of communications and messaging, secondary admin should be CCed on all behaviour-related parent emails.
2. If the student cannot or will not accept redirection, in the moment the teacher may call the Secondary Principal (HS) or Assistant Principal (MS) to come remove the student from the classroom.
 - a. Depending on the specific circumstances (severity and frequency of behaviours, student attitude, etc.) the responding administrator will move forward in an appropriate manner. These responses might include (but are not limited to):



- i. Further messages home to parents via phone or email
 - ii. Having the student fill out a reflection document
 - iii. Temporarily holding a student out of classes until they can regain self control
 - b. Any steps taken by administrators will be shared with the student's advisor and the referring teacher.
3. If the student continues to display Level 2 behaviours over an extended time frame, the student will be moved to Step 2 on the response scale.

Step 2:

1. Student will be placed on a behaviour plan that contains some or all of the following steps:
 - a. Meeting with the school counsellor
 - b. Specific behaviour requirements or expectations
 - c. Clearly stated steps and future responses
2. The finalised plan will be shared at a meeting with parents, either online or in-person.
3. The school administrators will periodically monitor progress in following the behaviour plan.
4. The behaviour plan will be formally reviewed at the end of the period specified in the plan.
 - a. If significant progress has been made, the plan may be discontinued
 - b. If progress is being made but there is continued room for improvement, the plan may be extended.

Step 3:

1. The administrative team will review the case to determine if an exclusion is warranted.
 - a. Exclusions may be internal or external, as appropriate. This decision is under the discretion of the admin team.
2. If there is a continued lack of progress after the initial exclusion, the admin team will again review the case to determine whether another exclusion is warranted, or to refer the student to the Behavioural Committee.
 - a. If referred to the Behavioural Committee, proceed to Step 4.

Step 4:

1. If a case is referred to the Behavioural Committee by the secondary admin team, the Committee will review the case and may determine appropriate next steps.
 - a. These steps include, but are not limited to continued exclusion or withdrawal of enrollment from Verita.
2. The Behavioral Committee is comprised of:
 - a. Founders
 - b. School Director
 - c. Secondary Principal
 - d. Secondary Assistant Principal
 - e. Secondary Counsellor



Level 3 Behaviours:

In the event a student displays a Level 3 behaviour, the student will be referred to the secondary administration team, who will place the student into one of the following response paths:

- c. Proceed from Step 2 of the Level 2 response progression
- d. Proceed from Step 3 of the Level 2 response progression
- e. Proceed from Step 4 of the Level 2 response progression

10.6. Exclusion Information

Overview:

Exclusion is an unfortunate but necessary part of upholding the behaviour policy for all students. Exclusion is seen as a last resort. An exception is made to this rule for serious (Level 3) behaviours, which may lead to immediate exclusion or withdrawal of enrollment. The possible forms exclusion may take are outlined below:

1. Internal Exclusion (1 day)

- a. Students will spend the day with the Assistant Principal of Secondary or Principal of Secondary.
- b. Students will engage in community service.
- c. Students will research and learn about the impact of their actions on the class and create a lesson to raise awareness on this topic.
- d. A restorative approach will be taken for the student
- e. Students will develop a behavioural contract with the Assistant Principal of Secondary or Principal of Secondary.

2. External Exclusion (3 days)

- a. Students will complete Google Classroom work.
- b. Students will complete supplementary work.
- c. Students will complete a reflection document.
- d. Students will have an online meeting/s with the School Counsellor.
- e. Students will meet online with the Assistant Principal of Secondary or Principal of Secondary to develop a behavioural contract.

3. External Exclusion (5 days)

- a. Students will complete Google Classroom work.
- b. Students will complete a reflection document.
- c. Students will have an online meeting/s with the School Counsellor.
- d. Students will meet online with the Assistant Principal of Secondary or Principal of Secondary to develop a behavioural contract.

Exclusions are not documented on the student's report card and will not affect them in terms of transferring schools or applying to universities.



11. CHILDREN WITH EXCEPTIONAL BEHAVIOURAL NEEDS/SEN

The majority of children and young people at school will respond positively when a staff member works within these guidelines, but some of our children and young people need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this Policy
- Putting in additional strategies, tailored to the specific needs of each child or young person with SEN.
- Multi-disciplinary review
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up an Individualised Learning Plan in multidisciplinary Team.
- Parental and family support to implement changes in strategies

Bullying (including Cyber-bullying*)

- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Parents and carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- Children and young people need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying
- Further guidance is available in the school's Anti-Bullying Policy (to be revised by Damian and School Counsellor) which is available on request from the school.
- Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

Banned Items

- Confiscation of property in the case of disciplinary issues concerning prohibited or banned items. See Verita School's Policy for Screening and Searching and Confiscating Pupil Property;
- Verita School is required to clearly publicise what items students are banned from bringing into school. The following items are banned:
 - *Any alcoholic beverages*
 - *Cigarettes, including e-cigarettes*
 - *Any item which could be used as a weapon (e.g. knives)*
 -



- *Drugs including medicines which have not been officially sent into school (a form must be filled in)*
- *Any other item which the Director deems is unsuitable for children to have in school*

Restraint and Reasonable Force

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property. Reasonable force may be utilised by authorised staff when conducting a search without consent for a prohibited item or any items used to commit an offence or cause harm.

Members of staff, volunteers or parents who have temporarily been put in charge of pupils at Verita International School have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, to conduct a search and to maintain good order and discipline in the classroom.

- Should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had specific training.
- Should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect
- If used, it must be recorded in the school's incident recording system
- If restraint is used, parents/carers need to be contacted before the child arrives home
- Due regard will be paid to the use of reasonable force on special educational needs and disabled pupils and those with behavioural problems.

Restricting Liberties

At the school, children and young people may never be:

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances a pupil may be secluded in a safe space to reduce overall risk to him/herself or others. There must always be at two adults present and a senior member of staff must be notified immediately.

If a pupil is secluded the incident must be fully recorded, and it must be shared with parents/carers.

Corporal punishment is illegal and is never used at the school.

Contingent touch may be used appropriately (e.g. pat on shoulder in a public place, in the appropriate context).

Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature (e.g. the child or young person is led away by hand/arm/around shoulder -using specialized practices- or for very young children it may mean more direct physical support – cradling or hugging. Children with complex sensory needs may also request squeezing or deep pressure.



Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support pupils and we will always try to adapt and personalise strategies for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of going through all 3 steps of the Secondary behaviour policy
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence/ sexual assault
- Incidents of significant deliberate damage to property
- incidents of filming/photographing of individuals without permission in or outside the school building.

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time. Only the Director can impose fix-term exclusions that require the pupil to stay home.

Permanent exclusions

It is extremely rare for us to permanently exclude a pupil at Verita.

Only the Director, Principal of Secondary and Principal of Primary can exclude a pupil for specific days from the school.

Permanent exclusions are decided upon by a committee of Senior Staff after consultation. The Director's signature is required to permanently exclude a child from Verita.

Where an incident is also subject to a police investigation that may subsequently lead to criminal proceedings, the evidence available to the Director may be very limited. A decision to exclude will have to be made on the basis of the available evidence, but it will not be postponed on the grounds that criminal proceedings might ensue.

12. PHYSICAL INTERVENTION POLICY

We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property
- Any intervention should be a last resort and be proportionate, reasonable and necessary.



- All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

13. BEHAVIOUR SUPPORT SYSTEMS

Verita School has a number of programmes and techniques for supporting behaviour management. These are:

- Mindfulness
- SEE Programs
- Quiet corner, circle time and use of self-regulation tools
- Counsellor and Students Support Team

Verita School is diligent in monitoring patterns of poor behaviour for indications of safeguarding issues and will implement safeguarding mechanisms where appropriate.

Verita School are also sensitive to the possibility that continuing disruptive behaviour might be the result of unmet educational or other needs.

Advice for Staff

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, ie not toe-to- toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Intonation and use of voice - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, calmly and in a lower tone.

Involvement of Parents

Parents will be involved in discipline cases as appropriate. Individual staff will not involve parents in serious discipline issues without first informing the Director.

Parents are also encouraged to support good conduct and behaviour and positive habits in their children. Schools are no longer required to hold home school agreements. Verita School will continue to foster positive relationships between educational settings and home.

Involvement of Staff

The working of **Verita School's** policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with pupils in class time.



Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action. Training in conduct/behaviour management will be provided from time to time.

Involvement of Pupils

Article 12 of the *UN Convention on the Rights of the Child* allows children who are capable of forming views the right to express those views. **Students** will be involved in reviewing Verita School's behaviour and anti-bullying procedures and in the academy's programmes to reinforce self-discipline and positive work and conduct/behaviour patterns.

In particular, the School's Counsellor in collaboration with the Support Team, will ensure that the needs of SEN pupils are properly taken into account, and their participation in the consultation process is assured.

Equal Opportunities

The Director will ensure that any actions taken under this policy will be in accordance with **Verita School's** equal opportunity policies and procedures and is passionate in its duty to proactively prevent discrimination.

Links with Other Policies

The policy should be read alongside the following policies:

- Anti-bullying Policy;
- Attendance Policy;
- Drugs, Alcohol and Smoking Policy; and
- Safeguarding Policy and any further child protection policies.

Monitoring and Review

The Principals' (Primary and Secondary) will monitor the implementation of the policy and will report to the **Verita Board**.

The Principals' (Primary and Secondary) are responsible for proposing any amendments to the policy and procedures to the Board. The board will review this policy annually and assess its implementation and effectiveness.

Created and Reviewed by: Damian Ward/Verita Founder and Advisory Board
Policy Category: Admissions
Approved by Richard Joannides
Next Review: August 2024

