**Behaviour Policy**



# Rationale

 The school follows additional guidance from Pivotal Education as well as national DfE guidance from ‘Behaviour and Discipline in Schools’ and ‘Mental Health and Behaviour in Schools’.

The aim of the policy is to ensure that the entire school community is aware of what standard of behaviour is expected; how we seek to encourage positive behaviour and how we manage unacceptable behaviour in order for us to be ‘our best version’.

**Civitas Academy has 3 rules for behaviour:**

* Be ready
* Be respectful
* Be safe

This provides a simple, clear and consistent approach to behaviour for the school, its pupils, their families and staff.

Children are expected to complete assigned work in the expected time frame; maintain respectful behaviour towards peers and adults alike; exercise self-discipline appropriate to the stage of development; avoid bullying and prejudiced behaviour of any kind.

*We do not accept or allow any sexualised behaviour or language between pupils in our academy. This includes, but is not limited to: any names, comments, requests, threats and ‘jokes’ that are considered sexual or sexually suggestive, physical contact of a sexual nature, sexual violence, and gender-based bullying, regardless of whether it takes place face to face or online. We will respond to any reports of such behaviour on a case-by-case basis,* *taking into account the age, gender, and understanding of the*pupils involved. In order to develop a safe, positive learning environment, members of staff follow the five pillars of adult behaviour:

* Consistent, calm adult behaviour
* First attention for best conduct
* Relentless routines
* Scripting difficult interventions
* A restorative follow up

**Our ‘Behaviour Blueprint’ is followed by all adults who work here. It clearly summarises our Behaviour Policy in action.**

**Civitas Academy Behaviour Blueprint**

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| **5 Pillars of Practice for All Staff**1. Consistent calm adult behaviour.
2. First attention for best conduct.
3. Relentless Routines.
4. Scripting difficult interventions.
5. Restorative follow up.
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| **Rules**Be ReadyBe RespectfulBe Safe | **Rewards**Positive reinforcementAcknowledgementRecognition boardHouse pointsPrivate sincere verbal praisePositive referral to SLTPositive note homePositive phone call homeReward sessionQuality time with an adultStickers/certificates | **Stepped Sanctions**1. Reminder (remind of 3 rules. This can be done more than once. Use initiative).
2. Caution (clear verbal caution, outlining consequences if they continue).
3. Last Chance (final opportunity to engage, use scripted intervention).
4. Time Out (a SHORT time out of the room for the child to calm down. This may be with SLT if it was a major incident).
5. Sent to Another Class
6. Sent to Phase Lead/ Assistant Head
7. Sent to Deputy Head/Exec Head
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| **Restorative Conversation***This should follow if a child reaches the time out or above stage when the child is ready. SLT will support if it is a major incident.*1. What happened?
2. What were you thinking at the time?
3. Who has been affected? How?
4. What should we do to put things right?
5. How could we do things differently in the future?
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**If a child reaches Time Out, the behaviour incident must be recorded on CPOMS. Staff will also use professional judgement if any other sanctions are necessary e.g losing break time. Some pupils may require a Behaviour Plan and personalised timetable to help them achieve individual targets. These will be distributed and communicated to relevant staff.**

**Class Charters**

Our Class Charters are discussed and agreed by pupils at the start of each year with their teacher. Our three behaviour rules, Be Ready, Be Respectful, Be Safe are at the core of our Class Charters. Class Charters are displayed in the classrooms. **Recognition boards are displayed in each classroom to highlight positive learning behaviours.**

**What we expect of parents and carers**

All parents and carers are expected to:

* Support the school in its application of the Behaviour Policy;
* Talk to their children about the school’s expectations of work and behaviour;
* Encourage children to discuss problems;
* Attend parents’ evening and communicate with the school any concerns or issues which may affect their child’s behaviour or learning;
* Ensure that their child attends every day and on time.

**Equal Opportunities and Special Educational Needs**

At all times teachers will consider factors that have contributed to the particular incident such as the child’s level of Special Educational Need or their psychological and emotional circumstances.

Should any incidents happen repeatedly, a graduated approach will be followed, and this may lead towards an Education Health Care Plan (EHCP) being applied for. The school could also decide to seek involvement from outside agencies. Parents will be fully involved in this process through discussion with the school team.

The school acknowledges its legal duties under the Equality Act 2010 in meeting needs of pupils with SEN.

**Graduated approach to tackling and supporting concerns about behaviour**

**Stage 1 Concern**

If the class teacher has ongoing concerns about behaviour, they will call a meeting to discuss this with parents or carers. At this meeting they will share with you what their concerns are and agree a way forward. A meeting time will be set to review progress and see if the steps taken have had the right impact. At this follow up meeting, it will be decided, if steps taken have had the required impact. The outcome of this meeting will either to remove the stage 1 concern status, keep it at stage 1 or move the concern to stage 2. If the decision has been made to escalate to stage 2, the review meeting will become a stage 2 meeting.

**Stage 2 Concern**

If there has been insufficient progress at stage 1, then a meeting will be held with the parent/ carer alongside the class teacher and the relevant leader of the phase. At this stage, a more formal behaviour plan may be considered. Initial actions to address behaviour will be reviewed and next steps planned. A meeting time will be set to review progress and see if the steps taken have had the right impact At this follow up meeting, it will be decided, if steps taken have had the required impact. The outcome of this meeting will either to downgrade the stage 2 concern status, keep it at stage 2 or move the concern to stage 3. If the decision has been made to escalate to stage 3, the review meeting will become a stage 3 meeting.

**Stage 3 Concern**

If there has been insufficient progress at stage 2, then a meeting will be held with the parent/ carer alongside the class teacher and member of SLT. At this stage, a formal behaviour plan will either be reviewed or introduced, if not already in place. Actions to address behaviour so far will be reviewed and next steps planned. This may involve referrals to outside agencies. A meeting time will be set to review progress and see if the steps taken have had the desired impact at this follow up meeting, it will be decided, if steps taken have had the required impact. The outcome of this meeting will either to downgrade the stage 3 concern status or keep it at stage 3. If a child remains at stage 3, they are at risk of an exclusion.

**Special Programmes**

Some children have special needs in relation to their behavioural and emotional difficulties. We aim to address these through a range of intervention programmes such as social skills, anger management, mentoring and behaviour plans. An assessment of risk may be completed for pupils whose behaviour poses a risk to themselves or others. Depending upon the outcome, a positive handling plan may be devised. The school would require families to be supportive of this process.

We believe that excellent teaching and learning promotes positive behaviour. Civitas Academy Teaching and Learning Policy defines the standard of teaching and learning expected in our school.

**Physical Intervention**

Physical intervention should only be used within the strict safety guidelines laid out in Civitas Academy’s Physical Intervention Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times.

**Confiscation of Inappropriate Items**

On occasions, it may be necessary for staff to confiscate items brought into school by children. Items such as: mobile phones, toys, electric games, sweets and chewing gum are not allowed. Consumables will be disposed of or will be retained by staff to be collected from the school office by a responsible adult. Staff reserve the right to search pupils where they reasonably suspect that “prohibited items” may be in a child’s position. These could be items which are stolen, illegal or dangerous e.g.: drugs, weapons, cigarettes, fireworks, or pornographic images.

**Behaviour Outside School**

Behaviour expectations outside school remain the same as in school. A risk assessment may be carried out on children who pose a risk of unsafe behaviour on school trips.

**Internal, Fixed Term (Suspensions) External and Permanent**

Incidents which warrant internal or external exclusion are at the discretion of the Head of School and the Local Governing Body. The child will be provided work throughout internal and external exclusions.

The following types of behaviour may result in an internal and/or external exclusion:

* A serious attack on another pupil;
* Physically attacking a member of staff;
* Persistently disruptive behaviour which negatively impacts on the learning of others;
* Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter;
* Danger to themselves or others.

The length of the exclusion is at the discretion of the school but will operate within DfE guidelines.

**Fixed-Term Exclusion (Suspensions)**

What constitutes serious behaviour?

1) Aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language);

2) Physically disruptive behaviour (e.g. smashing, damaging or defacing objects, throwing objects, physically annoying other pupils);

3) Socially disruptive behaviour (e.g. screaming, running away, absconding from school site);

4) Authority-challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour);

The length of exclusion will be decided by the Deputy Headteacher or Executive Headteacher after an appropriate investigation, including any confidential information available, has taken place. If a child is excluded parents will receive:

· An exclusion letter, outlining the reasons for exclusion, the length of exclusion and the child’s expected date and time of return.

· Work for the pupil to complete.

· A date and time for a reintegration meeting, which the parent/carer is expected to be present.

Only the Deputy Headteacher or Executive Headteacher has the power to exclude a pupil from school, and **always** following referral to the Deputy Director of Education. The Deputy Headteacher or Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

It is the school and Governing Body’s duty to arrange education from the sixth consecutive day of a fixed period exclusion.

Parents/carers of the child are required to attend reintegration meetings. Failure to attend this meeting will prevent the pupil from returning to school/class until the meeting has been held successfully with all parties.

If a child is deemed to be at risk of permanent exclusion, an individual programme will need to be put in place to support the child and their family. The individual programme will take into consideration the needs of the child and family.

Our school is committed to working very closely with every child and their family to bring about an improvement in the child’s behaviour so that fixed term and permanent exclusions can be avoided.

**Permanent Exclusion**

A child may be at risk of permanent exclusion if there is:

· A serious breach, or persistent breaches of the school behaviour policy

· Where a pupil’s behaviour means allowing the pupils to remain in school would be detrimental to the education or welfare of the pupil or others in the school.

(DfE Exclusion Guidance January 2015)

The decision to permanently exclude would only be taken after an appropriate investigation had taken place and the child given the opportunity to give his/her version of the events unless the child was in immediate danger.

In all cases, the Director of Education, or Deputy Director of Education, will have been informed of this potential decision.

Only the Executive Headteacher has the power to permanently exclude. It is also possible for the Deputy Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher permanently excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Deputy Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

The school keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. This data is collected by the Academy Trust and also shared with the Local Authority.

**Implementation and review of policy**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness.

The Deputy Headteacher is responsible for ensuring the health, safety and welfare of all children in the school. This includes implementing the school behaviour policy consistently throughout the school. The Executive Headteacher keeps records of all reported serious incidents of misbehaviour and reports to governors on the effectiveness of the behaviour and discipline policy, when requested.

**Monitoring:**

Class Teachers / Leadership Team / Deputy Headteacher / Executive Headteacher

Adopted: September 2022

Reviewed: July 2023