



Emersons Green Primary School

POLICY FOR DEALING WITH SERIOUS BEHAVIOUR PROBLEMS

INTRODUCTION;

The Emersons Green Primary School Good Behaviour Policy is intended to encourage children to make positive choices and, through appropriate rewards and sanctions and the involvement of parents, provide a framework for children to learn self-discipline and respect. For almost all of the children this policy, which has its strength in its supportive nature and whole school application, is successful. However, there are some occasions when it is necessary to apply the severe clause that is indicated in the policy. This appendix explains the structure and processes of the severe clause, which, like the "mainstream" policy, must be applied consistently.

DEFINITION OF "SEVERE BEHAVIOUR":

The following inappropriate behaviour can be classed as "severe" and would therefore warrant the sanctions of the Severe Clause:

- Racial abuse
- Verbal abuse of an adult
- Extreme behaviour (e.g. violence, running away, vandalism deliberately dangerous activities etc)
- Bullying, that is the repeated physical or verbal abuse to victim(s) by person(s)
- Persistent disobedience or destructive behaviour.

SANCTIONS:

Incidents of the above behaviour, although rare, must be dealt with firmly and immediately. The child concerned must be sent to the Headteacher (or, in his/her absence, the Deputy Head) and a clear account of what has occurred given. The Headteacher will investigate whether or not the offence is deemed to warrant the severe clause, and if it does, then the following action will be taken:

Stage 1 - First Incident

- Headteacher investigates by talking to all those involved in the incident including the victim(s), possible perpetrator(s) and observers.
- Headteacher records the incident in the serious behaviour logbook.

- If appropriate the Headteacher informs the parents/carers of the victim(s) and perpetrator(s). This will usually be done by telephone and outcomes recorded.
- Parents are given the opportunity to discuss the incident with the Headteacher and/or class teacher.
- Victims may be counselled by appropriate member of staff if necessary.
- The incident will be talked through with the perpetrators and counselling given if appropriate.
- A suitable sanction from the Good Behaviour policy will be imposed.

Stage 2 - Second Incident

Same procedures as stage 1 with the addition of:

- Parents/carers of perpetrator will be notified in writing that any repetition of the offence will result in report card. Parents will be encouraged to visit the Headteacher to discuss the situation and an action plan will be jointly drawn up to support the child.
- The action plan will include appropriate sanctions and rewards to encourage good behaviour.
- Parents will be given a copy of this policy and the action plan.
- The class teacher and other adults, who regularly deal with the perpetrator e.g. support staff, will keep a behaviour log until the behaviour is deemed satisfactory.

Stage 3 - Third Incident

Same procedures as stage 1 with the addition of:

- Parents/carers will be informed that the child is on 'Report'.
- The child is issued with a 'Report Card' which is to be presented to the member of staff responsible for him/her at the end of each session, breaktime, lunch, for a comment and a signature.
- At the end of a given period (day/week), the child must take the card to the Headteacher for comment and signature.
- Further sanctions from the Good Behaviour policy or from the list below may also be appropriate.
- By now the Special Needs Code of Practice will have been implemented and it is probable that the child will be on School Action. Consideration will be given for referral to the Educational Psychologies (School Action + S.E.N. Code of Practice) if not already occurred.

Stage 4 - Fourth Incident

Same procedures as Stage 1 with the following possible actions as appropriate.

Either:

- Further report cards to be issued

OR:

- Parents/carers will be informed in writing that further behaviour of a similar nature will result in a Headteacher's exclusion at lunch time or day(s) duration up to a maximum of 15 days.
- Education Welfare Officer will be informed.

Stage 5 - Fifth Incident

- Following further discussions with the parents/carers and if a written warning has been given (Stage 4 - Severe Behaviour) the child will be excluded. The exclusion can be for a maximum of 15 school days in one term, and must be in the requirements of the LA and DFCSF regulations.
- The Education Welfare Officer will be informed and asked to make a home visit to support child and the family. We will seek the support of the Family Support Worker (Barnardos) if appropriate.
- The Chair of Governors will be informed.
- Governors will be informed at the next available Governors meeting if there has been an exclusion but not given details in case of appeal.
- The Headteacher will discuss with the child and the parents the conditions which the child will be expected to adhere to when he/she is re-admitted to school. A contract will be drawn up.

SUBSEQUENT OFFENCES OF A SIMILAR NATURE:

Subsequent offences, which are not resolved by the actions taken above and which clearly put staff and/or children at risk of constant mental or physical harm, or the buildings and equipment of destruction or damage can result in only one outcome: permanent exclusion. This is to be considered as a very last resort, and it may be that further short-term exclusions are first appropriate. At this stage, appropriate external agencies such as the Behaviour Support, the EWO and the EP should be consulted before any decision is taken.

Should it be necessary to permanently exclude a child, the national procedures as laid down by the DFCSF must be followed.

Possible internal sanctions to be used to those listed in the 'Good Behaviour Policy'.

- Placing a child in another class for a short period of time.
- Long term loss of breaktime.

- Exclusion from class treats/golden time!
- Exclusion from extra school activities e.g. clubs, discos etc.
- Exclusion from residential trips.
- Extra supervision at break/lunchtimes (resources permitting)

Physical Restraint

All possible measures should be taken to avoid any form of physical restraint of children. Section 93 of the Education Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do the following:

1. Committing any offence- that would be deemed as an offence for an older pupil
2. Causing personal injury to or damage to the property of, any person (including the pupil himself), or
3. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise

The DCSF – The use of force to control or restrain pupils – Non statutory guidance for schools in England will be used if needed.

Physical restraint will be used at the very last resort and all effort will be made to diffuse any incidents.

Conclusion

The occasions when it will be necessary to reach the concluding stages of this policy are very rare, since most children who find themselves facing severe clauses will respond positively to the sanctions imposed. Although the above policy is intended for the tiny minority of children who fail to respond to the Good Behaviour Policy, the expectations is still to enable children to learn, how to behave appropriately and to encourage them to live within the rules which have been negotiated around the principles of listening, co-operating, respecting being safe and being responsible.