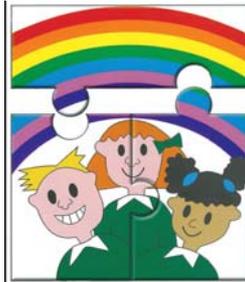


# Emersons Green Primary School



## SEVERE BEHAVIOUR POLICY

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## **POLICY FOR DEALING WITH SEVERE BEHAVIOUR**

### **INTRODUCTION**

The Emersons Green Primary School 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 may warrant the sanctions of the Severe Clause:

- Racial abuse
- Verbal abuse of an adult
- Extreme behaviour causing damage to property or person OR potential damage to property or person (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 AND SEVERE BEHAVIOUR STAGES**

Incidents of the above behaviour, although rare, must be dealt with firmly and immediately. They are initially covered by the whole school behaviour policy, by which the child will be given a **Red Card**. In addition, the child concerned must be sent to the Headteacher (or, in his/her absence, the Deputy Head or other senior leader) 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 log (pupil file in SIMS).
- 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 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 **a 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'**, and will be issued **a Report Card**.
- 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, 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 Behaviour policy or from the list below may also be appropriate.

### 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 internal or external exclusion at lunch time or day(s) duration up to a maximum of 15 days.
- Education Welfare Officer will be informed if an external exclusion is initiated.

#### 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 Service will be informed. We will seek the support of the other outside agencies if appropriate.
- The Chair of Governors will be informed.
- Governors will be informed at the next available Governors meeting if there has been 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.
- Upon return to the school a re-integration meeting will take place with child and parents.

**PLEASE NOTE:** Should the behaviour exhibited be of a particularly severe nature, then the child may be excluded from school at any stage of this Severe Behaviour Policy. This is in line with DfE guidance on school exclusions. Physically assaulting a member of staff will normally result in an immediate Fixed-Term Exclusion.

#### **REPORT CARD**

While on Report, a child will miss playtimes and lunchtime play, spending that time with a member of SLT. The child will be given a report card and will have to have it signed by the class teacher and a member of SLT for each session completed with expected behaviour. There are 3 sessions in a day – 2 in the morning and 1 in the afternoon. It is likely that a child on report will not be permitted to attend after-school clubs until they are no longer on report.

The child will be removed from report when they have exhibited good behaviour (no Yellow or Red Card for at 3-5 days in a row, as agreed by the Class Teacher and SLT.

## **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 IN ADDITION 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 DFE non-statutory guidance 'Use of reasonable force' July 2013, 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.

At least one member of SLT will have completed Team Teach physical restraint training. If there is a pupil in school who is expected to require regular physical restraint, then additional members of staff will be trained as appropriate.

Any incident of physical restraint will be recorded in the pupil's child protection file and the Physical Restraint 'Bound and numbered book'. The child's parent/carer will be informed and an investigation carried out by the Headteacher to ensure correct procedures were followed.

## **VULNERABLE PUPILS AND PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

All pupils are individuals - it is expected that staff working from this policy will take into account individual pupil needs. There are some pupils who may exhibit severe behaviour more frequently than others due to an ongoing need, such as attachment disorder. These pupils should already have agreed strategies, an action plan and, if required, a de-escalation or physical restraint plan in place. If these systems are in place, all members of staff working with that child should be made appropriately aware of them.

Sanctions should always take into account the emotional and physical needs of individual children. For example, exclusion may not always be an effective sanction for improving behaviour if the pupil's emotional or cognitive level means they do not fully understand what they have done, what sanction is being imposed and what behaviour change is expected of them. In this case, other sanctions may be agreed.

Some pupils with disabilities may not have physical control over their own movements, meaning they may inadvertently cause physical harm to others. It is the responsibility of SLT and staff who regularly work with these pupils to ascertain whether any physical harm is intentional or as a result of the child's disability.

## **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 positive rewards and sanctions of the whole school Behaviour Policy, the expectation 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. Further, the priority at all times should be maintaining the safety, health and welfare of all members of the school, including pupils, staff, family members and visitors.