



Lynneham

Primary School

Severe Behaviour Policy

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Contents

Introduction	3
Definition of “Severe Behaviour”	3
Sanctions	3
Stage 1 - First Incident	5
Stage 2 - Second Incident	5
Stage 3 - Third Incident	5
Stage 4 - Fourth Incident	6
Stage 5 – Subsequent Offences of a Similar Nature	7
Conclusion	7
Appendix 1: Physical Restraint	8
Appendix 2: Children attempting to leave the site	9

Introduction

1. The Lyneham Primary School Rewarding and Improving 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. However, there are some occasions when it is necessary to apply the severe behaviour clause that is indicated in the policy. This policy explains the structure and processes of the severe behaviour clause, which, like the 'mainstream' policy, must be applied consistently.

Definition of 'Severe Behaviour'

2. The following inappropriate behaviour can be classed as 'severe' and would therefore warrant the sanctions of the Severe Behaviour clause:
- a. Extreme Racial abuse.
 - b. Extreme Verbal abuse.
 - c. Extreme behaviour that presents a Health and Safety risk (e.g. violence, running away, vandalism, deliberately dangerous activities, etc).
 - d. Persistent Bullying, that is the repeated physical or verbal abuse to victim(s) by person(s) that continues following the implementation of the Anti-bullying policy and procedures.
 - e. Persistent disobedience or destructive behaviour.
 - f. Deliberately bringing items which could endanger others onto the school site.

Sanctions

3. Incidents of the above behaviour, although rare, must be dealt with firmly and immediately. The child concerned must be sent to the Head teacher (or, in his/her absence, the Deputy Head, then the next most senior member of staff) and a clear account of what has occurred given. The Head teacher will investigate whether or not the offence is deemed to warrant the severe behaviour clause, and if it does, will apply an appropriate sanction. In deciding upon the most appropriate sanction, the Headteacher will review previous behaviour, assess the severity of the severe behaviour, the impact of any sanction on the educational progress of the child, the likely effect of the sanction on preventing further occurrences of the undesirable behaviour, and the need to protect the safety of staff and pupils.

4. Where a behaviour is assessed to be at the lower end of the spectrum of severe behaviour, it is envisaged that sanctions will commence at Stage I and, if this sanction is unsuccessful in improving behaviour, will progress through the Stages. Where behaviour is assessed as being towards the higher end of the spectrum of severe behaviour, it may be necessary to commence sanctions at a higher Stage, even for a first offence. Whatever the behaviour, any sanction applied will be the minimum necessary, as determined by the Headteacher, to rectify the undesirable behaviour and to prevent further occurrences.

5. There are a number of sanctions and actions available which the Headteacher may apply, either singly or in combination, to best modify the undesirable behaviour. The sanctions and actions that may be applied are:

- a. Child remains with Headteacher to reflect upon their behaviour.
- b. The "Five Day Turn Around" programme. The child must achieve 5 consecutive days of good behaviour. If the child misbehaves, the 5 day requirement starts again.

- c. Being placed on report. The child is issued with a 'Report Book' (usually in the form of a card) on which positive behaviour is recorded, which is to be presented to the member of staff responsible for him/her at the end of each session, break time, 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.
- d. The provision of an Individual Behaviour Plan (IBP) with targets designed to make expectations clear and provide support for the child in achieving these goals. This will be written in consultation with the class teacher, parent, child and Inclusion Co-ordinator.
- e. Internal seclusion. Where the behaviour is deemed to relate to persistent, lower level disobedience, the child attends school but is separated from other children for between 1-5 days. The child will work under the supervision of a member of staff, usually outside the Headteacher's office.
- f. Fixed term exclusion. The child will be excluded for a period from one day up to a maximum of 15 days in accordance with LA and DfE regulations. Where the exclusion is less than 5 days, Governors will be informed at the next available Governors meeting. Where an exclusion is for 5 or more days, the Chair of Governors will be informed immediately. The Chair of Governors will then convene the Pupil Discipline Committee to review the exclusion within 6 to 50 school days of the exclusion being invoked. Work will be provided by the school for children to complete at home for any fixed term exclusion.
- g. Permanent exclusion. The child will be permanently excluded from the school and the Chair of Governors will be informed immediately. The Chair of Governors will convene the Pupil Discipline Committee within 15 school days of the permanent exclusion being invoked to either uphold the exclusion or direct reinstatement.

6. The Staged application of sanctions is defined below. This is not a rigid set of rules but provides a framework within which the Headteacher can work to modify undesirable behaviour.

7. Stage 1 - First Incident:

- a. Head teacher investigates by talking to all those involved in the incident including the victim(s), possible perpetrator(s) and observers.
- b. Head teacher records the incident in the School Information Management (SIMs) system.
- c. The perpetrator(s) remain(s) with the Headteacher to reflect on his/her/their behaviour.
- d. The Headteacher informs the parents/carers of the victim(s) and perpetrator(s). This will usually be done by telephone and/or meeting.
- e. Parents of the perpetrator(s) are invited to discuss the incident with the Headteacher and/or class teacher.
- f. The perpetrator's parents will be informed that any repetition of the offence will result in the child moving onto the "Five Day Turn Around" programme, being placed on report and/or having an Individual Behaviour Plan written.
- g. Victims will be offered the opportunity to discuss the incident and may be counselled by appropriate member of staff if necessary.

8. Stage 2 - Second Incident:

- a. Same procedures as Stage 1 with the addition of...
- b. Parents of the perpetrator(s) will be informed that the child is 'on report' for a specified period (usually between 4-6 weeks) if that is the action taken by the Headteacher.
- c. The child is placed on the “Five Day Turn Around” programme.
- d. It is likely that the child will be issued with an Individual Behaviour Plan (IBP).
- e. Parents/carers of the perpetrator(s) will be informed in writing that further behaviour of a similar nature may result in a Headteacher’s fixed term exclusion for a day(s) duration up to a maximum of 15 days.

9. Stage 3 - Third Incident:

Note: A child may reach Stage 3 as a result of a single serious incident without progressing through Stages 1 and 2.

- a. As the behaviours demonstrated continue to jeopardise the educational/ social outcomes for the child/ their peers, the child will be issued with an Individual Behaviour Plan (IBP) if this has not occurred before. The IBP will be monitored by the SENCO/ class teacher/ head teacher in line with the SEN Code of Practice.
- b. Parents of the perpetrator(s) will be given a copy of this policy and the IBP.
- c. The child will be excluded for a period from one day up to a maximum of 15 days (usually no more than 5 days) in accordance with LA and DfE regulations. However, the Headteacher may choose to use ‘internal seclusion’ for between 1-5 days, where the behaviour is deemed to relate to persistent, lower level disobedience.
- d. Parents of the perpetrator(s) will be informed of the exclusion using a variation of the standard DfE letter.
- e. Governors will be informed of any fixed term exclusions and convene the Pupil Discipline Committee as necessary.
- f. On returning from a fixed-term exclusion, the child and their parents will attend a reintegration interview with the Headteacher to establish actions to avoid a recurrence.
- g. By now the Special Needs Code of Practice will have been implemented and it is probable that the child will be on a Support Plan or My Support Plan (SEN Code of Practice). Consideration will be given for referral to the Educational Psychologist or Pupil Referral Service if this has not already occurred.
- h. The Behaviour Support Team or other outside agency will be informed and a CAF completed if concerns deem it necessary to provide multi-agency support.
- i. Where the child is demonstrating increasingly volatile behaviour which is likely to result in further fixed term exclusion, the Behaviour Support Team will be contacted and a ‘Pastoral Support Plan’ (PSP) written.
- j. Parents of the perpetrator(s) will be informed in writing that further incidents may result in further fixed terms exclusions.

10. Stage 4 - Fourth Incident

- a. When this stage is reached, the child’s behaviour is presenting serious challenges to their own safety or educational development, that of their peers or the health and safety of school staff. At this point the child is at immanent risk of permanent exclusion.
- b. The child will receive a further fixed term exclusion of between 1-15 days followed by the re-integration procedures under Stage 3.

- c. Governors will be informed of any fixed term exclusions and convene the Pupil Discipline Committee as necessary.
- d. The Pupil Referral Service will be informed and asked to make a home visit to support the child and the family.
- e. Upon return, the child, parent and Headteacher will meet to agree a behaviour contract aimed at identifying the critical behaviours being demonstrated and strategies for avoiding them.
- f. Parents of the perpetrator(s) will be informed, in writing, that a further serious incident could lead to Permanent Exclusion.

11. Stage 5 – Subsequent Offences of a Similar Nature:

Note: In exceptionally rare circumstances, a child may reach Stage 5 as a result of a single exceptionally serious incident without progressing through the preceding Stages.

- a. 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 fixed term exclusions are first appropriate.
- b. The Local Authority will first be contacted by the Head teacher and the case discussed prior to the final decision being made.
- c. Parents of the perpetrator(s) will be contacted by phone and then the Headteacher's decision to permanently exclude will be confirmed in writing within 1 working day. This letter will explain appeals procedures.
- d. The Chair of Governors will be contacted and asked to convene the Pupil Discipline Committee, ensuring that no prejudicial information is given.
- e. The formal Permanent Exclusion procedure will then begin as described in Wiltshire's LA 'Guidance on Permanent Exclusion'.

Conclusion

12. The occasions when it will be necessary to reach the concluding stages of this policy are and should be very rare, since most children who find themselves facing severe behaviour 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 Lyneham 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 our chosen school values.

Appendix I: Physical Restraint

1. All possible measures should be taken to avoid any form of physical restraint of children. The only circumstances when it is justifiable are when the child is in danger of causing harm to him/herself or others. In these circumstances the child may be restrained. A second adult should be present at this time. The child should be taken straight to the Headteacher and a full account of what has occurred be given initially orally, but subsequently in writing. Since the child who has had to be restrained in this manner is unlikely to be able to respond to verbal instructions, the parents/carers may be telephoned and asked to remove the child for the rest of the day, pending a meeting with the parents/carers as soon as possible following the incident. The Governors should be informed as this would be regarded as a Fixed Term Exclusion.

2. Staff should ensure that:

- a. Minimum physical contact is used to secure the safety of the child.
- b. If possible, ensure that a second member of staff is present, or summoned.
- c. Ensure that the incident is reported immediately to a senior member of staff.
- d. Ensure that the incident is recorded in accordance with school policy.
- e. Ensure that parents are informed.
- f. Consider whether the situation may arise again and whether an IBP is therefore necessary.

3. In rare circumstances, an emergency situation may occur where a degree of preplanning is possible, for instance the breaking of disturbing news to a child. At the very least staff should be informed to contact senior management and an emergency plan set up.

Appendix 2: Children attempting to leave the site.

The school is a safe site and provides no opportunity for children to take themselves off the premises unnoticed or without adult supervision. However, in some instances a child may attempt to scale a fence or gate in order to leave the site. This is considered a risk to their safety and when occurs, the parents of the child will be informed by a senior member of staff. This will be considered severe behaviour and will be managed in line with the severe behaviour policy at the school's discretion.

Climbing a gate or fence could be made more dangerous by an adult attempting to restrain a child who is already in a heightened sense of alertness and could result in injury to the child or the adult. Therefore it is not our policy to physically restrain a child in these circumstances. Where possible, two adults should be present and encourage the child to dismount the fence or gate safely. If the child does climb over the fence or gate and removes themselves from the school property, the following steps will be taken:

1. The police will be called immediately and informed that a child is at risk of harm.
2. The parents will be called directly after the police and informed of the incident.
3. A member of staff will not pursue the child, as this could result in a road accident or other possibly serious course of events, but will maintain a safe distance and maintain visual contact with the child to as much an extent as it is possible and safe to do so.
4. After the incident has ended, the child will be excluded from the school for at least one school day but possibly longer, at the discretion of the school, whilst plans are made or reviewed in how to keep the child involved in the incident safe in the future.
5. The incident will be reported to the local authority in line with our routine health and safety procedures.

There are several secured exterior doors to the school which children are under no circumstances allowed to open for themselves. These doors have measures in place to prevent children from easily opening them but these doors cannot be locked as they are fire escapes. If a child does however leave by themselves through one of these doors, this will be treated in the same way as if the child had left the site as mentioned above.