



SEVERE BEHAVIOUR POLICY

Approved By	M.Stanley Chair of Governors
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Statement of intent

Lakeside School understands that at some time throughout their education with us, our pupils may demonstrate unacceptable behaviour, severe behaviour or behavioural management issues.

Lakeside School's approach to behaviour management is one of positive reinforcement and support, rather than confrontation. Pupils are helped to overcome behavioural difficulties, while the safety and wellbeing of other pupils is protected.

This policy sets out our procedures for recognising, dealing with, and preventing instances of severe behaviour, and works in conjunction with our Positive Behaviour Policy and our Anti-Bullying Policy.

This policy works within a 6 week time frame.

Definitions

The following behaviour constitutes 'severe behaviour':

- Racial abuse
- Swearing / use of inappropriate language
- Physical or verbal bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour (e.g. violence, running away from school, vandalism)
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of other pupils

Sanctions

Instances of severe behaviour should be taken seriously and must be dealt with immediately.

Following an initial incident of severe behaviour, and any further incidents, the following special educational and behavioural support sanctions will be implemented:

- The pupil involved must be sent to a member of the Senior Leadership team immediately. The incident will be investigated and a decision will be made whether or not it constitutes severe behaviour.
- If the behaviour is deemed to be severe, they will record the incident as a severe incident on the o-track behaviour log system
- The child will be kept inside for the rest of the day's playtimes.
- The class teacher will inform the pupil's parents/carers, and discuss the incident with them. Parents/carers will be made aware that a repeat offence will result in the pupil being monitored with a behaviour report.
- Victims of any severe behaviour will be allowed the opportunity for support from an appropriate member of staff, at an appropriate time.

- The Parents / Carers of the victim are contacted.

Following a second incident of severe behaviour:

- The incident will be recorded as a severe incident on the o-track behaviour log system.
- A formal meeting between the parents / carers of the child concerned, the class teacher and the phase leader will be held. Parents/carers will be informed that the pupil is on behaviour report, and that any further severe behaviour may result in internal exclusion.
- The pupil's behaviour will be monitored, using a behaviour report sheet, for a specified period of time proportionate to the incident.
- If the pupil demonstrates any unacceptable behaviour during this time, the class teacher should make a comment in the pupil's behaviour report book.
- The pupil must present their behaviour report book to their teacher at the end of each session for a comment and signature.
- At the end of the specified period, the pupil must present their behaviour report book to the headteacher for a comment and signature.
- If the headteacher is not satisfied with the pupil's behaviour during the specified period, the behaviour report may be extended.
- The incident will be recorded as a severe incident on the o-track behaviour log system.
- Team Captains / Mentors would offer support as appropriate

Following a third incident of severe behaviour:

- The headteacher will exclude the pupil internally for an appropriate period.
- A formal meeting between the parents / carers of the child concerned, the class teacher and the phase leader will be held. Parents/carers will be informed that the pupil is on behaviour report, and that any further severe behaviour may result in exclusion.
- Although persistent disruptive behaviour does not necessarily mean that a pupil has special educational needs (SEN), an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties or mental health issues that may be contributing to the pupil's behaviour.
- Parents/carers, the class teacher, the pupil, the headteacher and the SENCO will together draw up an individual behaviour plan (IBP) for the pupil or review current IBP
- The class teacher/headteacher/SEN coordinator (SENCO) will monitor the pupil's IBP.
- The pupil's behaviour will be monitored, using a behaviour report sheet, for a specified period of time proportionate to the incident (as above).
- The incident will be recorded as a severe incident on the o-track behaviour log system.
- Continued support from their team captain/ mentor will be offered

Following a fourth incident of severe behaviour:

- The headteacher will exclude the pupil in line with the 'Exclusion from maintained schools, academies and pupil referral units in England' guidance for a period of up to 15 days.

- A formal meeting between the parents / carers of the child concerned, the class teacher and the phase leader will be held.
- The incident will be recorded as a severe incident on the o-track behaviour log system.
- A referral to the behaviour support service will be considered.
- When the pupil returns to the school; the headteacher, pupil and parents/carers will have a re-integration meeting to agree expectations and any support being put in place.
- Parents will be made aware, in writing, that a further incident could result in a managed move to another school

Following a fifth incident of severe behaviour:

- The school will explore possibilities for a managed move to another school or a dual placement within the Danesgate community
- A formal meeting between the parents / carers of the child concerned, the class teacher and the phase leader will be held.
- The incident will be recorded as a severe incident on the o-track behaviour log system.

Exclusion

Following repeat offences that are not resolved by the previous sanctions, a managed move to another school will be considered.

When the headteacher decides to exclude the pupil, parents/carers will be contacted by telephone, and then in a letter explaining the appeals procedure.

The formal procedure for exclusions will be followed as laid out in the DfE's 'Exclusion from maintained schools, academies and pupil referral units in England' guidance.

De-escalation strategies

In a situation where a staff member believes that severe behaviour may be escalating to a level of seriousness requiring physical intervention, staff members should first use the following de-escalation strategies to diffuse the situation:

- Appear calm, centred and self-assured, even if you don't feel it
- Use a modulated, low tone of voice
- Use simple, direct language
- Avoid being defensive when comments or insults are directed at you
- Provide adequate personal space – do not block a pupil's escape route
- Show open, accepting body language
- Reassure the pupil and frame an outcome goal
- Identify any points of agreement to build a rapport
- Offer the pupil a face-saving route out of confrontation
- Rephrase requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat I can help you with your work"

Physical intervention

All members of staff have the legal authority to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Physical intervention will only be used as a last resort and only as a method of restraint. Staff members must use their professional judgement of the circumstance to decide whether physical intervention is necessary.

Physical intervention will only take place in line with the school's Physical Restraint and Use of Reasonable Force Policy.

If possible, staff should ensure that a second member of staff is present.

Following an instance of physical intervention, the pupil should immediately be taken to the headteacher and the pupil's parents/carers should be contacted and may be asked to take the pupil home for the rest of the day.

Lakeside Primary complies with the DfE's guidance on when it is permissible to use reasonable force.

At Lakeside Primary reasonable force must only be used to:

- Remove a disruptive child from the classroom when they have refused an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom, if leaving would put their own safety or others at risk, or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force must never be used as a punishment.

Pre-emptive strategies

In circumstances where an instance of severe behaviour can be predicted, and where an element of preplanning is possible, staff should ensure that a member of senior leadership is present, for instance, when delivering bad news to a pupil.

Training

All staff members are provided with sufficient training in de-escalation strategies and dealing with severe behaviour as part of their new-starter induction.

A team of staff members are trained in the approved methods of physical intervention.

If a staff member feels they need more training in how to deal with severe behaviour, they may approach the headteacher and put forward a request.

Appendix A – Hierarchy of sanctions

(within a rolling 6 week time frame)

