



**St Augustine of Canterbury
Catholic Primary School**

Severe Behaviour Policy

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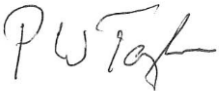
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“Created by God to love and learn”

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Document Information

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Review Date	March 2022	Chair of Governors Signature 	

SEVERE BEHAVIOUR POLICY

Mission Statement

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are...

“Created by God to love and learn”

Section 1 - Introduction

1.1 St Augustine's '3B s' Code of Conduct and Behaviour Policy are 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 clause that is indicated in the policy. This policy explains the structure and processes of the severe clause, which, like the 'mainstream' policy, must be applied consistently.

Section 2 - Definition of 'Severe Behaviour'

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

- i. Verbal abuse (including homophobic/ transphobic verbal abuse)
- ii. Racial abuse
- iii. Extreme behaviour (e.g. violence, running away, vandalism, deliberately dangerous activities, etc)
- iv. 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.
- v. Violence towards staff
- vi. Persistent disobedience or destructive behaviour
- vii. Deliberately bringing in items which could endanger others onto the school site.

Section 3 - Severe behaviour resulting from SEND

- 3.1 This policy applies to all children at St Augustine's, however is likely that many severe behaviours are the result of a specific Special Educational Need or Disability (SEND).
- 3.2 Where this is the case, staff will attempt to improve these severe behaviours by addressing the SEND needs of the child e.g. by adapting the curriculum, reducing stress factors, identifying triggers, creating bespoke behaviour plans and creating risk-assessments.
- 3.3 The school will make every effort to reduce SEND exclusions by consulting with specialist agencies at the earliest opportunity.

- 3.4 The school retains the right to exclude a SEND child where allowing them to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Section 4 – Sanctions

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 and entered on CPOMs by the witnessing member of staff. The Head teacher will investigate whether or not the offence is deemed to warrant the severe clause, and if it does, then the child will follow the procedures as outlined in the Severe Behaviour Framework (see appendix 1). The following action will be taken:

Stage 1 - First Incident

- 4.1 The Head teacher or other senior staff, together with Team Teach trained staff if necessary, act to ensure that children and adults are, in the first instance, safe from harm. If a child is acting violently, refusing to comply with instructions intended to keep them or other people safe or is damaging property, Team Teach trained staff may use physical intervention to take the child to a safe place where they can calm down (Green Room, Sunshine Room or Head's Office).
- 4.2 If physical restraint has been necessary, this will be recorded on CPOMS as soon as possible after the incident.
- 4.3 The Head teacher will investigate by talking to all those involved in the incident including the victim(s), possible perpetrator(s) and observers.
- 4.4 The Head teacher or other staff involved records the incident on CPOMS.
- 4.5 The child will sit outside the staff room to reflect on his/ her behaviour at the next playtime.
- 4.6 Children with specific behaviour plans will have sanctions adapted to match those agreed in the plan.
- 4.7 The Head teacher informs the parents/ carers of the victim(s) and perpetrator(s). This will usually be done by telephone and recorded as an action on CPOMS.
- 4.8 Parents are invited to discuss the incident with the Head teacher and/or class teacher.
- 4.9 They will be informed that any repetition of the offence will result in the child having an Individual Behaviour Plan.
- 4.10 Victims will be offered the opportunity to discuss the incident and may be counselled by appropriate member of staff if necessary.

4.11 Staff will be made aware of the incident and asked to monitor those involved at the weekly staff meeting.

Stage 2 - Second Incident

4.12 Same procedures as Stage 1 with the addition of:

4.13 A child's needs will be discussed with the SENCO/ Parent Link Worker and parents will be offered support and the completion of a SAFeh considered.

4.14 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 (see appendix 2) for a specified period (usually between 4 weeks) written by the class teacher. This will be written in consultation with the class teacher, parent, child and Inclusion Co-ordinator. The parents will be given a copy of this policy and the action plan

4.15 Parents/ carers will be informed in writing that further behaviour of a similar nature may result in a Head teacher's fixed term exclusion for a day(s) duration up to a maximum of 5 days.

4.16 The child's behaviour will be discussed regularly at SLT.

Stage 3 - Third Incident

4.17 If not completed already, parents will be encouraged to complete a SAFeh with the SENCO or Parent Link Worker to explore the issues and plan interventions.

4.18 If the child reaches Stage 3 as a result of a single serious incident, the child will be excluded from school for between 1-15 days (usually no more than 5 days), in accordance with LA and DFE regulations. All Governors will be informed at the next available Full Governors (FGB) meeting. Parents will be informed of the exclusion using a variation of the standard DFE letter. On returning from a fixed-term exclusion, the child and their parents will attend a re-integration interview with the Head teacher to establish actions to avoid a recurrence. However, the Head teacher may choose to use 'internal seclusion' (child attends school but is separated from other children) for between 1-5 days, where the behaviour is deemed to relate to persistent, lower level disobedience.

4.19 By now the Special Needs Code of Practice will have been implemented and it is probable that the child will have a Behaviour Action Plan. Consideration will be given for referral to the Educational Psychologist or Behaviour Support Team if this has not already occurred.

4.20 If there is a risk of imminent escalation which could lead to further exclusions, a 'Team around the child' (TAC) meeting will be arranged where all relevant agencies will be invited to share information and discuss possible strategies to improve outcomes.

4.21 Where the child is demonstrating increasingly volatile behaviour which is likely to result in further fixed term exclusion, staff will be asked to complete ABC (Antecedent, Behaviour, Consequence) charts to establish a pattern of behaviour (see appendix 3 and appendix 4). The Behaviour Support Team will be contacted and a new Behaviour Support Plan written, using specialist advice if necessary.

Stage 4 - Fourth Incident

4.22 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 imminent risk of permanent exclusion.

- a. The pupil will receive a further fixed term exclusion of between 1-15 days.
- b. Any exclusion longer than 5 days will involve the school organising alternative provision either within another local school or via a recognised private provider.
- c. Upon return, the child, parent and Head teacher will meet to agree and sign a behaviour contract aimed at identifying the critical behaviours being demonstrated and strategies for avoiding them.
- d. Another Team Around the Child (TAC) meeting will be held with relevant agencies and the LA to discuss ways to avoid a Permanent Exclusion.
- e. Parents will be informed, in writing, that a further serious incident could lead to Permanent Exclusion.

Stage 5 – Subsequent Offences of a Similar Nature

4.23 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.

- a. The LA will first be contacted by the Head teacher and the case discussed prior to the final decision being made.
- b. Parents will be contacted by phone and then the Head teacher's decision to exclude will be confirmed in writing within one working day. This letter will explain appeals procedures.
- c. The Chair of Governors will be contacted and asked to inform the Exclusions Committee, ensuring that no prejudicial information is given.
- d. The formal Permanent Exclusion procedure will then begin as described in S Glos. LA 'Guidance on Permanent Exclusion'.

Conclusion

5.1 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 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's values.

Equality Impact Assessment - Groups that may be affected:

Equality Impact Assessment -Groups that may be affected: Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	x	
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	x	
Gender reassignment (transsexual)		
Marriage and civil partnership		

Severe Behaviour Framework**Name of child****Date started:****Stage 1- First incident**

SLT/ Team Teach trained staff remove child to a calm space.	
If physical restraint has been used, record on CPOMS.	
Head teacher to investigate the incident.	
Record incident on CPOMS.	
Child to miss a playtime (or sanctions agreed in a Behaviour Plan).	
Head teacher informs the parents by telephone and record on CPOMS.	

Stage 2- Second incident**Same procedures as stage 1 with the addition of:**

A child's needs will be discussed with SENCO.	
Completion of SAFeh considered.	
Class teacher will write a Behaviour Plan with support from the SENCO.	
Parents informed in writing that a further behaviour of similar nature may result in a fixed term exclusion.	

Stage 3- Third incident

If not completed already a SAFeh will be written to explore the issues and plan interventions with parents.	
Fixed term exclusion 1-15 days or an Internal seclusion.	
By now the special needs code of practice will have been implemented.	
Consider referral EP or Behaviour Support Team.	
Risk of imminent escalation- 'Team around the child' meeting	
ABC chart- New behaviour support plan written using specialist advice from the BST.	

Stage 4- Fourth Incident

Fixed Term exclusion of between 1-15 days.	
Exclusion longer than 5 days school will provide alternative provision.	
Child, Parent, Head will meet to agree a behaviour contract.	
Another TAC meeting with the LA to discuss ways to avoid permanent exclusion.	
Parents informed in writing that another serious incident could lead to permanent exclusion.	

Stage 5- Subsequent offences of similar nature

Permanent exclusion (or a short-term exclusion may be more appropriate)	
Head to contact LA before a final decision is made.	
Parents contacted by phone/letter. Appeal procedure explained.	
Chair of Gov contacted	
Formal Permanent exclusion procedure will begin.	

St. Augustine of Canterbury Catholic Primary School

INDIVIDUAL BEHAVIOUR SUPPORT PLAN

Name of child:

Class:

Date started:

Behaviour Target	Support/intervention	Person responsible	Progress/ review
1.			
2.			
3.			

Next steps:

Next steps:		
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Class Teacher:	Parent/ Carer:	Child:

ABC (Antecedent, Behaviour, Consequence) Chart

Date/Time	Activity	Antecedent	Behaviour	Consequence
Date/Time when the behaviour occurred	What activity was going on when the behaviour occurred	What happened right before the behaviour that may have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour

How to use an ABC chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the behaviour that occurred e.g. X threw item on the floor. 'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?