

St Mary's CEVA Primary Academy



Challenging Behaviour Statement

Aims and expectations

This document has been created in line with “Valuing All God’s Children”, “Fruits of the Spirit: Character Education” and the “Church of England’s Vision for Education: Deeply Christian, Serving the Common Good”. Staff and governors have been made aware of these documents which form the foundation for the school’s ethos, decision-making process and policy design. This policy fully acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with SEND. This document is shared in writing with the whole school community annually.

We always try to support our pupils following our Positive Relationship Vision, however, we do recognise that at some times a child may display significantly challenging behaviour, which may bring in to question the educational journey, safety or Inclusion of the other children at our school.

Should this occur, the Session leader or school will follow the below actions.

Initial approach

KCSIE is clear that all staff have a responsibility to provide a safe environment in which pupils can learn free from disruption (Department of Education: Behaviour in Schools July 2022).

As stated in our Positive Relationship Vision, all behaviour is communication and therefore, we must consider why the child is acting in this way. With this in mind, the session leader must make sure that all of the following considerations have been taken into account and tools used before progressing further. The likelihood is that once the child’s need is met, the disruptive behaviour will dissipate.

Firstly, staff must recognise that the clues to a successful resolution to behavioural challenges are to be found in the child and it is vitally important that we are attentive to changes and alert for opportunities to provide support when they are presented. Staff must use their knowledge of the child in their quest for a successful resolution, this includes knowledge of the child’s personal history, current situation, triggers, vulnerabilities and motivators.

With this knowledge in mind, staff will employ the below strategies to support the child.

- Polite reminder of learning expectation
- Deliberate ignoring
- Check that the task is correctly pitched and differentiated if necessary
- Utilisation of peer support
- Utilisation of Teaching assistant to provide academic support or a brain break
- Check the child isn’t hungry and offer food
- Check the child isn’t thirsty and offer a drink
- Check the child isn’t too hot or too cold and offer to move places or add/remove clothing
- Check the child doesn’t need to go to the toilet and offer the opportunity to go
- Check the child isn’t in pain or has any medical sickness, issue or injury
- Check the child is sat by peers that encourage them to be successful
- Check the child understands the task
- Explicitly warning the child about their behaviour is disruptive

Children will be given one verbal warning and then have an additional 3 warnings recorded on a laminate square that is put on the child’s desk.

These laminated sheets will be wiped at lunchtime and reset for a fresh afternoon.

In the rare occasion that none of the above have the desired outcome, and the child continues to cause disruption to the learning of their peers and themselves after 3 explicit warnings, they will be asked to leave the classroom.

As stated in the Department of Education: Behaviour in Schools July 2022 document section 80: *Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted.*

Should a child be removed from class, they will be expected to complete their work for the remainder of that session away from the class with either a member of SLT or the Inclusion Team. The Class Teacher administering the removal will complete a “Disruptive Behaviour Report” (Green form)(Appendix 1).

Should a child be removed from class the following actions will apply:

Occasion	Immediate Action	Further Action
1	Child removed from class for rest of session (AM/PM)	Child to complete Empathy sheet (Appendix 2) with Inclusion Team before return to class Inclusion team will fully complete the empathy sheet and share this with the classteacher The class teacher will return this to the Inclusion team for recording.
2	Child removed from class for rest of session (AM/PM)	Child to complete Empathy sheet with Inclusion Team and Class Teacher to try and resolve issue.
3	Child removed from class for rest of session (AM/PM)	Parent to meet with a member of SLT and classteacher Child to complete empathy sheet with Inclusion team and Class Teacher. Class Teacher to be offered CPD from SLT/Behavioural lead regarding child and their behavioural presentation. Parent to be notified in writing regarding their child’s behaviour presentation.
4	Child removed from class for rest of day and following day on internal exclusion	Parent to meet with Headteacher/Deputy Headteacher to be notified that child is at risk of exclusion. Child’s educational programme to be reassessed in order to support the child.
5 (an all other occasions following this)	Child will be excluded for the rest of the day and following day will be in internal exclusion.	Child and parent will meet with Headteacher. Child’s educational programme will be closely monitored.

*If a child does not complete the required work during their removal from class, they will remain out of class to enable them to complete this so they are able to access the next steps in the curriculum

A child may be excluded instantly in cases of severe behavioural incidents (Significant and harmful behaviour toward a child, significant and harmful behaviour to a member of staff, significant and harmful behaviour toward themselves, significant damage to property, child on child abuse, significant disruptive behaviour and serious discriminatory behaviour).

Should behaviour not improve the School may consider a permanent exclusion.

Behaviour at play and Lunchtime

It is recognised that playtimes and lunchtimes are an integral part in a child’s social development. Our Positive Relationships vision document outlines the ways in which we seek to teach, nurture and grow our children’s social and emotional development. At times, like all learning processes’, we recognise that individuals may not act in a way which reflects our school vision and values. Should this occur, staff will seek to educate in a restorative manner, by asking questions such as:

- What did you want to happen when you....?
- How do you think that made..... feel?
- What could you do to make the situation better?

In rare cases, children may need specific support (please see below) at playtimes, this can include replacing time outside with other social opportunities with the aim of teaching specific social skills.

Specific Support

It is recognised that some children may require additional support. This can be for a number of different reasons and this will be tailored to the child and applied with the best interests of the child in mind. The need for additional support can be highlighted by Staff, Parents, External Services and most importantly the child themselves, and if applied, it is the duty of the School to notify parents and monitor the provision.

Child on Child abuse

Following the safeguarding principles set out in Keeping Children Safe in Education (KCSIE), a designated safeguarding lead (DSL) will investigate all allegations of Child on Child abuse, recording onto a Child on Child abuse form (Appendix 3) Where appropriate, we seek to use any allegation of Child on Child as an important teaching tool, hopefully resolving the issue through a restorative approach.

The role of Staff

It is the expectation that all staff will follow our Positive Relationships Vision, in respect to all of our children.

The Inclusion Team are responsible for recording Behavioural incidents on the school's data management system.

Process for Fixed-term and permanent exclusions

The Headteacher has the responsibility for fixed-term exclusions for individual children for serious acts of challenging behaviour. For repeated or very serious acts of challenging behaviour, the Headteacher may permanently exclude a child.

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents in writing that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. For exclusions of 5 days or under the school will provide work but the care of the child is the responsibility of parents. For exclusions over 5 days the school or local authority are responsible in line with guidelines.

The Headteacher and Governing body may decide to offer a reduced timetable in order to support children with complex behavioural presentations. In this case, it is the responsibility of the Headteacher to inform the parents and the local authority, informing both parties on the arrangement of the reduced timetable and how the child will be supported when in School.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and, along with other agencies, whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Upon return to the school after an exclusion the excluded child and parents/carers will meet with the Headteacher or his/her deputy to discuss the exclusion and the expected behaviours upon return to school, set out in a Behavioural Support Plan. The School may require the child and parents/carers to sign an agreement concerning behaviour and agreeing to follow the school rules and behaviour expectations of the school. Refusal to sign may result in a further exclusion. This process is carried out in compliance with the LA guidance.

Complex Challenging Behaviour Management & Support

At times, in order to support children who are displaying complex behavioural needs, it may be necessary to physically escort a child to a safe place in order to calm. This decision will be made by a member of the SLT on the basis of protecting the child, other children and staff or extensive damage to property.

If a child has to be physically handled, it will be recorded in the Positive Handling Log and parents will be informed immediately.

Following the first instance of physical handling, The Headteacher is responsible for making sure that the child has a Behaviour Support Plan put in place, which states what will happen should this child need this level of intervention again. This plan will be shared with parents.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

12 Review

12.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: January 2022

Signed:

Appendix 1

St Mary's CEVA Primary Academy

Disruptive Behaviour Report

Class Teacher to complete



Child's Name	
Class Teacher	
Date	
Time	
Current Lesson	
Description of Behaviours displayed	

Check list	
<i>I have (please tick)</i>	
Politely reminded of learning expectation []	
Tried deliberate ignoring []	
Checked that the task is correctly pitched and differentiated if necessary []	
Utilised peer support []	
Utilised a Teaching assistant to provide academic support or a brain break []	
Checked the child isn't hungry and offered food []	
Checked the child isn't thirsty and offered a drink []	
Checked the child isn't too hot or too cold and offered to move places or add/remove clothing []	
Checked the child doesn't need to go to the toilet and offered the opportunity to go []	
Checked the child isn't in pain or has any medical sickness, issue or injury []	
Checked the child is sat by peers that encourage them to be successful []	
Checked the child understands the task []	
Explicitly warned the child about their behaviour is disruptive []	
Issued the three reminders []	
Work to Complete	
Sent to (Name)	

This section is to be completed by a member of the Inclusion Team

Empathy Form Completed	
Report number this half term	
Report number this Academic Year	
Recorded on Arbor	

Appendix 2

St Mary's CEVA Primary Academy

Empathy Sheet



To be completed by the child with support from a member of the Inclusion Team

Name	
Date & Time	
Why do you think you had to leave the classroom?	

What did you want to happen/ What did you think would happen?	
How did you feel when you had to leave the classroom?	
How do you think your classmates felt that their learning was being disrupted?	
How do you think your Teacher felt when you were disturbing the lesson?	
What can we do to help you in class?	
What can you do to help yourself?	
Signed (Child)	
Signed (Adult)	

Appendix 3

St Mary's CEVA Primary Academy

CHILD ON CHILD REPORTING LOG



Name of potential victim		
Chronological Age	Developmental stage	SEND Y / N

Name of alleged perpetrator	
Chronological Age	Developmental stage SEND Y / N
Reported by	
Date reported	
One off or repeated action	
Type of Peer on peer Abuse	Racism Homophobic Sexist Transphobic
Exploitation Links	CCE CSE
Refer to external agency	
Alleged Victim's voice	
Wishes of alleged Victim	
Alleged Perpetrator's voice	
Witness Statement <i>(use & attach separate sheets as needed)</i>	
Recorded By	
Role	

Restorative meeting notes (if applicable)

Attendees	
Date of Meeting	
Alleged Victims voice	

Alleged Perpetrators voice	
Solutions and agreements	
Recorded by	
Role	
Date	

Reporting & Actions

<u>Parents Informed. (Who & How)</u> Victims	
---	--

Perpetrators	
Date reported to Parent / Carer	
Any additional information following report to parents / carers.	
Actions for School	
Emailed to Teachers / TA's for awareness	
Recorded by	
Role	