



## Southlands Behaviour Policy

Updated October 2023

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## **Introduction**

At Southlands, we aim to ensure there is a climate which enables students to feel safe, secure, happy and ready to learn. An effective climate for learning is developed and maintained by having clear and consistent expectations, routines and procedures. Staff use their expertise and professional judgement to ensure that students are supported to develop the skills they require to achieve their goals in life. Staff engage with students and work to develop respectful supportive relationships as a result.

Our climate cultures respect, empathy and compassion and avoid shame and punishment. We aim to create a safe, secure and calm environment using a system of:

- **Rewards** for positive behaviour
- **Support** for students to help them develop appropriate and acceptable behaviours
- **Sanctions** used to support student understanding of appropriate and acceptable behaviours.

At Southlands, we teach and support our students to develop their ability to regulate their own feelings and emotions. We understand the close link that there can be between developing these skills and a reduction in unacceptable or inappropriate behaviours. We endeavour to show grace and understanding to students as they develop and master their skills in this area. We recognise that lived experiences, socio-economic factors, developmental stage, SEND and other factors have an impact on an individual's emotional and self regulation skills.

We also understand that displayed behaviour may be the child's best attempt to communicate and/ or regulate themselves at that moment and this will be taken into account when considering sanctions.

## **Aims of this policy**

This policy outlines the routines, procedures and expectations that allow us to create the positive climate we aim for. Southlands are committed to a policy of behaviour which will work for the benefit of students, staff, parents and carers.

## **Rights and Responsibilities**

In developing a positive environment and behaviour, students, staff and parents all have rights, roles and responsibilities. These rights, roles and responsibilities are addressed throughout this policy.

We know that to create a culture of positive behaviour, the expectations need to be clearly identified and established with all students, staff and parents and carers. Students feel more secure when they are aware of expectations and know that these will be applied consistently. The relationship between home and school is pivotal in supporting us to

understand the needs of our students and best support their needs and development. A mutually respectful and supportive relationship between staff, students, parents and carers is vitally important to this work.

**\*\*Please note all staff are aware of our safeguarding procedures. The DSL or DDSL should be notified of any immediate concerns. The DSL will act upon information received and feedback accordingly. \*\***

\* School also have a separate child on child policy and student friendly child on child policy\*

### **Whole school expectations:**

- 1. Be here and on time**
- 2. Be ready to learn**
- 3. Follow instructions**
- 4. Speak appropriately to everyone**
- 5. Keep hands and feet to yourself**
- 6. Look after your learning environment**

### **Monitoring and Recording behaviour**

We use Trackit Lights as our system for monitoring behaviour in school. This colour coded system enables teachers to easily track behaviour and acts as a visual prompt for students. The SLT and pastoral team monitors behaviour throughout the week using this system and regularly review behaviour during meetings. This enables the student support team to identify patterns in behaviour and address these accordingly. Trackits are awarded during the lesson.

Each colour has a number of behaviour options available to assign to it:



Students are awarded green 'Trackits' for positive behaviour. For each green Trackit they are awarded 1 point and a **Purple** star award is worth 5 points. Points are collated weekly and discussed on a regular basis during the week with form tutors. Students with the most **purples** each week have the opportunity to win a spot prize. Larger prize for each key stage awarded every term in the school celebration assembly. Green 'Trackits' can be awarded at any time, even after an amber, yellow or red. BASE students receive 10 min choosing time at the end of each lesson.



This amber warning is given when expectations are not followed. When giving a warning to the student the member of staff will explain this to the student and the reason why their behaviour is inappropriate.



This yellow warning is given when the student continues to demonstrate negative behaviours. This is monitored by the pastoral team for patterns and they will introduce support/ strategies if appropriate.



A red Trackit is assigned for persistent negative behaviour. This may also be assigned if the behaviour is deemed to be particularly serious: e.g. aggression. If a behaviour is deemed to be sufficiently serious a child may be assigned a red Trackit without having previously been given any amber or yellow warnings. If a red is assigned the member of staff will complete a behaviour monitoring form.

In cases where the behaviour is considered too serious to follow the normal procedure the student is sent directly to a member of SLT.

PRAG	What does it look like?	Type of action
Purple Star award	Following all 6 expectations without requiring any prompting:  Ready to learn, allowing others to learn and contribute, engaging in learning activities, work allocated is completed, extension tasks are started.	praise /recognition / reward
Green Trackits	Following all 6 expectation with some prompting: Supported and some prompting to follow expectations	praise /recognition / reward
Yellow/ Amber Trackits	<b>Following only some of the 6 expectations/ low level behaviour. Include –</b>  Examples of lower level behaviour: <ul style="list-style-type: none"> <li>● name calling</li> <li>● refusal to follow instructions</li> <li>● off task for shorter period of time</li> <li>● minor rule breaking set out in expectations</li> <li>● persistent distracting and winding up others</li> <li>● not attending a lesson</li> </ul>	Support/ sanction

Red Trackits	<p><b>Not following any of the 6 expectations/ more significant behaviours. Include –</b></p> <ul style="list-style-type: none"> <li>● Being aggressive to others.</li> <li>● screaming shouting</li> <li>● abuse/ aggressive manner</li> <li>● Bullying</li> <li>● Walking out for the majority of the lesson and not engaging for long periods)</li> <li>● Intentional hurting others biting pinching, slapping, spitting, hair pulling</li> <li>● Intentionally damaging or using equipment in a dangerous manner such as throwing chairs or tipping tables</li> <li>● Destructive behaviour such as: throwing things, breaking furniture and damaging school</li> <li>● Highly disruptive behaviour such as: persistent shouting/ name calling, prolonged interruption to the learning of others</li> <li>● Incidents resulting in the use of any Physical Intervention (reasonable force)</li> </ul>	Support/ sanction

### Rewards, support and sanctions

#### Rewards

Type of recognition	Who is responsible
Points and Purple awards recorded on Trackit	Staff in lessons
Praise	All staff
Opportunity to represent school	Staff organising event
Positive telephone calls home or emails	All staff
Recognition of Purples - prize weekly 1st, 2nd and 3rd - students of the week	SLT
Student of the week - all students of the week in a half termly draw - pick a prize. Assembly recognition	SLT
Attendance prize draw at end of each term	SLT

End of each term the top point scorers from each year have a reward trip.	Pastoral team
Numeracy Ninja Maths Student of the week	Maths Department
Literacy & Reading student of the week	English Department

Rewards for students motivate them to become more productive. It creates a feeling of pride and achievement and the result will be happy students. With every reward a student gets he/she becomes more self-confident, proud, and also motivated to achieve another successful reward.

### **Support for all**

#### **Curriculum**

Our curriculum is key in addressing the needs of students. We design, develop and adapt bespoke approaches to learning to ensure curriculum accessibility. Staff continuously assess the way in which they work; in line with our school policies. From this staff create a curriculum which is stimulating, challenging and can be tailored to meet the needs of all students. Access to an appropriate curriculum and high quality delivery is an important strand in our promotion of positive behaviour.

Personal, social and citizenship education is a key element of the school's curriculum. This supports students to understand their own roles within school and wider society. It provides opportunities for our students to develop the skills and knowledge they need to thrive now and in the future. Through the PSHE and citizenship curriculum, students develop the skills to deal with difficult issues such as friendship problems/ bullying as well as supporting the development of skills to support their emotional wellbeing and mental health.

Our RE curriculum reinforces the importance of respect, and the value of rules and responsibilities.

Students accessing the Base in Year 7 - physical and emotional regulation is taught using the Zones of Regulation curriculum. Students are taught to recognise emotions in themselves and others; then to develop and use a bank of strategies to help them to regulate their emotions, to support them to achieve their goals. Our students are taught that it is healthy to experience a range of emotions as long as we are able to regulate them effectively.

Assemblies are held at the beginning of each week to encourage a sense of belonging to the school community. They are used as a platform to explore issues around tolerance, acceptance of all and community cohesion as well as celebrating success and disseminating whole school information.

#### **Multi disciplinary support**

At Southlands, we recognise the importance of supporting the needs of our students to enable them to reach their potential. In order to support this, we have additional support from North Tyneside Occupational Health and Speech and Language teams available. They are working with us to develop whole school approaches and support for individual students.

### **Regulation spaces**

At Southlands, we have two regulation spaces available to support students; the hub and the base. The Base has been expanded over the summer, it now has three classrooms with their own sensory rooms, a regulation space and an enclosed outdoor space which is separate from the rest of the school.

### **The Hub**

Our pastoral Lead, the Heads of year and our learning mentor are based in The Hub. All students are able to receive support in The Hub. Students access The Hub to receive pastoral support; this can be planned or as a result of issues which have arisen throughout the school day. Hub staff will support students and make plans to reintegrate them into lessons. Hub staff build good relationships with the parents/ carers of students in their year group and work together with them and the student to find solutions to problems. Students can access a range of therapies through The Hub including: animal therapy, play therapy, Mindfulness base with key sessions on mental well being and self care, Special FRIENDS and others as required.

### **The Base**

The Base is a separate area of the school for students who need access to a more calm, contained environment. The Base supports students' social communication, emotional regulation and personal independence skills. Students in The Base require a higher level of support, have more complex needs and who require greater access to regulatory activities. These students are identified by staff and encouraged to access The Base. Base Staff support students by creating bespoke timetables, offering support in lessons, working with parents; outside agencies and students to develop safety and regulation plans to support students.

### **The Quiet Room at Melrose**

Students can access the quiet room for short regulation time throughout the day. This quiet area provides a safe space for students to regulate before returning to lessons. Students are able to access the quiet room with support staff if needed or independently.

### **Support as a result of amber/ red behaviours includes**

Support from Head of Year

Discussions with staff

Meetings with parents

Therapies

Positive re-engagement plans (bespoke timetables including therapies/ additional support etc)

Restorative approach and/ or 'Mend it' sessions

### Sanctions

If sanctions are required, it is understood that it is best for students to experience logical sanctions linked to their actions, where this is possible. For example, if a student has missed work they will need to catch this up, if they have disrupted a lesson they may need to spend the next lesson in internal isolation.

For more significant issues, staff can seek the support of their colleagues and use the table of actions below to support their decision making. It is important that students and parents are kept informed of decisions relating to, in particular, significant behavioural issues.

Reasonable adjustments may be made to take into account a student's SEND need.

Type of sanctions	Who is responsible
Verbal warning	All staff
Amber on Trackit, Staff to record a note to state why the amber was received.	All staff
Red on Trackit . Record on CPOMS/ significant incident form. Report to HOY/ base staff for decision about parental contact.	All staff
Removal from lesson	All staff
Increased monitoring of red/ amber behaviour on Trackit if behaviour is persistent	Form tutors/ Head of year/ Base staff/Melrose Lead



Parents/ carers informed of repeated issues	Form teachers/ Head of year/ Base staff/Melrose Lead
Student put onto report	Form tutor/ Head of year/ Base staff to initiate and subject staff to complete
Loss of break time/ lunch time	All staff
Catch up work- breaks/ lunchtimes/ after school	Lesson staff
Text messages sent home to parents to advise of missed lessons (due to refusal)	Form Tutor/ Head of year/Melrose Lead
Internal exclusion	SLT/ HOY/ Base staff in discussion with staff involved
Significant behavioural issues- parents/carers informed by lead member of staff involved in incident in order to give a detailed account of the incident.	All staff
After school detention	All staff
Reasonable Force * explanation below	All staff
Suspension	Head teacher or Deputy Head teacher in the absence of the HT
'Mend it' session	Pastoral team, SLT
Police may be contacted if a criminal offence is thought to have been committed.	SLT/ lead staff involved
Permanent Exclusion	Headteacher

### **\*Reasonable Force**

Staff at Southlands School will only use physical interventions when it is reasonable, proportionate and necessary. Reasonable refers to staff using, 'no more force than is needed'.

## **PRICE- crisis prevention and behaviour management**

Southlands School train staff in the techniques of PRICE training (Protecting Rights in a Caring Environment) as a method of crisis prevention and behaviour management. The intervention skills that are taught in the PRICE training programme may be used to maintain a safe environment in school.

With a knowledge base rooted in Positive Behaviour Support and trauma informed practice, PRICE provides a human rights and person-centred framework that recognises the importance of promoting dignity, choice and inclusion for those being supported.

The primary objective of PRICE training is to help the student develop appropriate responses to their environment that assists them in their social and emotional development.

The de-escalation techniques of the programme form a behavioural management system from which students can learn whilst being educated and cared for in a safe and secure environment.

### **Application of any physical intervention:**

Staff receive regular training and updates on this programme. Holding safely (non-restrictive and restrictive) can be used by staff to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The safe hold will only be employed for the minimum time necessary and will cease when the student or young person is calm and safe.

After a safe hold has taken place, where appropriate, staff will talk to the student about the events which led to the necessity for physical intervention. Staff will support students to understand what happened and provide them with alternative strategies for next time. Discussions will be held at a time and in a way which is supportive of the students next steps towards developing the skills for emotional regulation.

Any use of Price restrictive or non-restrictive positive intervention will be reported to parents/carers on the same day or as when the parents have agreed/requested. PRICE also follows the RRN (Restraint Reduction Network) and use Trauma Informed Care during any physical intervention.

[https://restraintreductionnetwork.org/wp-content/uploads/2023/10/RRN\\_standards\\_v9\\_accessible\\_PDF\\_updated.pdf](https://restraintreductionnetwork.org/wp-content/uploads/2023/10/RRN_standards_v9_accessible_PDF_updated.pdf)

Correspondence with parents/carers is then documented on CPOMS via the Trackit behaviour system.

### **Procedures (not covered elsewhere in this policy)**

#### **Searching**

School staff can search a student for any item if the student agrees. The ability to give consent may be influenced by the child's age or other factors.

The Headteacher and staff authorised by the HT have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

**Prohibited items are:**

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- vapes, tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - ❖ to commit an offence, or
  - ❖ to cause personal injury to, or damage to the property of, any person (including the student).

School staff can seize any prohibited item found as a result of a search. They can also seize any item which they consider harmful or detrimental to school discipline.

**Schools' obligations under the European Convention on Human Rights (ECHR)**

Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

**Use of mobile phones**

As a school we appreciate that students carry mobile phones to school as a means of communication, should they require it on their way and from school.

We request that all mobile phones are handed in when students exit their transport/ arrive at school. Phones will be returned to students at the end of the school day.

Mobile phones must not be used in school at all.

### **Parents/Carers**

The school expects all parents and carers to actively support the school in the maintenance of positive behaviour. This is promoted through good communication systems between home and school. Heads of year, base coordinators and form staff will be the main point of contact between home and school; however, other staff may contact home as is required. Parents will be kept informed of important information (positive behaviour, incidents, sanctions etc) relating to their own children.

A home/school contract signed by all relevant parties is issued at the start of each academic year and covers day to day practice in school.

### **Dealing with complaints and allegations**

Parents / carers and students have a right to complain about actions taken by school staff and they should contact the Head teacher.

### **Legislation and statutory requirements**

**This policy is based on advice from the Department for Education (DfE) on:**

- [Behaviour and Discipline in schools- A Guide for Head Teachers and School Staff 2022](#)
- [Searching, screening and confiscation at school](#)
- The Equality Act 2010
- [Use of reasonable force in schools](#)
- Supporting learners with medical conditions at school
- Timpson Review May 2019

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

**In addition, this policy is based on:**

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its learners
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate learners' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### **Links with other policies:**

Child Protection Policy

SEND Policy  
Anti-bullying policy  
Exclusion Policy

**Monitoring and review**

Members of the Governing Body and the SLT will review this policy annually.