



Southlands School

Behaviour Policy

Updated December 2024

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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:

1. **Support** for students to help them develop appropriate and acceptable behaviours.
2. **Rewards** for Attendance, positive behaviour and engagement in learning.
3. **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 will 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 the Student Support 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. Trackit points are awarded during the lesson and social times.

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

Students are awarded green 'Trackit points' for positive behaviour and engagement. If students have met all expectations they will receive 6 points. Students have the ability to earn a **Purple** star award which is worth 5 points. Points are collated weekly and discussed on a regular basis during the week with form tutors.

When a student demonstrates negative behaviours they will be given a verbal warning, if they continue with negative behaviours a yellow trackit point will be given.. This is monitored by the Student Support Team for patterns and they will introduce support/ strategies if appropriate.

A red Trackit point 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 if required.

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

Trackit and Rewards Process

Our rewards process is combined with our school attendance. Each week the student support staff will review attendance, engagement in learning and behaviour around school. Those students who have over 90% green on their Trackit profile and 100% attendance for that week will receive a golden ticket as a reward.

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 – 5 extra points which will be calculated towards a golden ticket
Green Trackits	Following all 6 expectation with some prompting: Supported and some prompting to follow expectations	praise /recognition - 6 points which will be calculated towards a golden ticket
Yellow Trackits	Following only some of the 6 expectations/ low level behaviour. Include – Examples of lower level behaviour: <ul style="list-style-type: none"> ● name calling ● refusal to follow instructions ● off task for shorter period of time ● minor rule breaking set out in expectations ● persistent distracting and winding up others ● not attending a lesson 	Support/ sanction
Red Trackits	Not following any of the 6 expectations/ more significant behaviours. Include – <ul style="list-style-type: none"> ● Being aggressive to others. ● screaming shouting ● abuse/ aggressive manner ● Bullying ● Walking out for the majority of the lesson and not engaging for long periods) ● Intentional hurting others biting pinching, slapping, spitting, hair pulling 	Support/ sanction

	<ul style="list-style-type: none"> ● Intentionally damaging or using equipment in a dangerous manner such as throwing chairs or tipping tables ● Destructive behaviour such as: throwing things, breaking furniture and damaging school ● Highly disruptive behaviour such as: persistent shouting/ name calling, prolonged interruption to the learning of others ● Incidents resulting in the use of any Physical Intervention (reasonable force) 	
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Rewards, support and sanctions

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 combined with 100% attendance - students will be earn 5 extra points which will be calculated towards a golden ticket given at the end of each week.	Student Support Team
Recognition of Purples combined with 100% attendance - students of the week from each year group will have the opportunity to participate in an activity delivered by an external agency.	Student Support Team
End of each half term the top point scorers from each year group for attendance and engagement participate in a reward afternoon.	Student Support Team

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 students 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 and Citizenship curriculum reinforces the importance of respect, and the value of rules and responsibilities.

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.

Student support Hub

Our Student Support Lead, Student Support Team 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. The student support staff will support students and make plans to reintegrate them into lessons. 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.

Support as a result of yellow and red behaviours includes

Support from the Student Support Team

Discussions with staff

Meetings with parents

Positive re-engagement plans

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.

The following sanctions are not in order of severity

Type of sanctions	Who is responsible
Verbal warning	All staff
Yellow Trackit points, Staff to record a note to state why the yellow was received.	All staff
Red Trackit point. Record on CPOMS/ significant incident form. Report to student support staff for decision about parental contact.	All staff
Removal from lesson - work to be completed in their own time.	All staff
Increased monitoring of yellow/red behaviour on Trackit to identify trends or when behaviour is persistent	Form tutors/ Student Support Team
Parents/ carers informed of repeated issues	Form teachers/ Student Support Team
Student put onto positive behaviour report	Form tutor/ Student Support Team 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/ Student Support Team
Internal exclusion	SLT/ Student Support Team in discussion with staff involved
Significant behavioural issues- parents/carers informed by lead member	All staff

of staff involved in incident in order to give a detailed account of the incident.	
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	Student Support 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.

PRICE training and techniques are used to support staff developing regulation plans which are used to support students to use identified strategies.

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

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. – Students who require a mobile to support them with a medical monitoring/communication are exempt from this expectation.

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. The Student Support Team 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 in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Searching, screening and confiscation in schools - GOV.UK](#)
- <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- [Use of reasonable force in schools](#)
- <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf

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.