



Southlands Behaviour Policy

Updated May 2022

At Southlands we believe positive behaviour is not only essential for high quality learning to take place but for students to feel safe, secure and happy. A safe, secure and effective learning environment is created and maintained by the consistent use of expectations, routines and procedures as well as staff's professional judgement and skill. This policy will describe the routines and procedures that support staff at Southlands School to create the correct environment for learning taking into consideration SEND.

Aims of this policy

Southlands are committed to a policy of behaviour which will work for the benefit of students, staff, parents and carers. All staff will provide a safe, secure environment for staff and students, where there is a calm atmosphere in which effective learning can take place.

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 headteachers and School Staff pdf](#)
- [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

Rights and Responsibilities

At Southlands we believe we all have a strategic part to play and that students staff and parents all have rights, roles and responsibilities

The school believes that for behaviour management to be successful the expectations of behaviour need to be clearly established with all students, staff and parents and carers. Students feel more secure when they are aware of the behavioural expectations established by their school and recognise that staff is consistent in their use of applying the whole school, and agreed expectations.

How we create and maintain a safe, secure and effective learning environment

Curriculum

Our LIFE Curriculum is key in addressing the needs of students. We design and develop bespoke approaches to learning relating to curriculum accessibility and Staff continuously assess their ways of working in line with our school policies. From this assessment, a curriculum is designed to be both stimulating and challenging can be tailored to meet the needs of all our 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 taught within the school's curriculum and additional issues are covered in morning and afternoon class registration periods and through school assemblies. These are held at the start and end of each week and attended by the whole school, which builds the sense of a school community working together. Assemblies 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. Social and emotional skills are developed using the restorative "fix it" approach which encourages students to explore social situations which may occur in and out of school in a range of contexts. The RE and citizenship curriculum also reinforces the importance of respect, and the value of rules and responsibilities.

Our 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

PRAG – what is it? – Our school monitoring system

Southlands School School's behaviour monitoring system uses four categories: red, amber, green and purple. Southlands School treats every student fairly and consistently. Therefore, each lesson is viewed as a fresh start, therefore ratings cannot be influenced by previous behaviour. Staff can choose from a list of pre-set actions (see below) or whatever they deem appropriate for awarding a rating.

Students are PRAG rated on a lesson by lesson basis and students are informed accordingly. This is encouraged so that students acquire sense of responsibility for their behaviour and attitude towards their learning.

PRAG	What does it look like?	Actions
Purple	<p>Following all 6 expectations without requiring any prompting:</p> <p>Ready learn, allowing others to learn and contribute, engaging in learning activities, work allocated is completed, extension tasks are initiated</p>	<p>Log on PRAG as Purple</p> <p>Praise</p> <p>Issue praise postcards</p> <p>Responsibility time (earned it)</p> <p>Telephone call home</p>
Green	<p>Following all 6 expectation with some prompting:</p> <p>Supported and some prompting follow expectations</p>	<p>Log on PRAG</p> <p>Praise</p> <p>Responsibility time (earned it)</p> <p>Telephone call home</p>
Amber	<p>Following only some of the 6 expectations: Lower level behaviour: verbal 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</p> <p>Not following any of the 6 expectations: Being aggressive to others. screaming shouting abuse in an over aggressive manner Bullying behaviour Walking out for the majority of the lesson and not engaging for long periods)</p>	<p>Completion of low level behaviour observation forms and outcomes (catch-up session, supported verbal warning etc...) and the form tutor to monitor and log that there have been "x" amount of low level behaviours recorded on a weekly basis on CPOMS for attention of the Year leader who can monitor and support the form tutor.</p> <p>Form tutor to keep parents /carers up to date.</p>
Red	<p>Intentional hurting others biting pinching, slapping, spitting, hair pulling</p> <p>Damaging equipment intentionally or using equipment in a dangerous manner such as throwing chairs or tipping tables</p>	<p>Log on CPOMS</p> <p>Parents/carers informed by lead member of staff involved in incident in order to give a detailed account of the</p>

	<p>Being destructive throwing things, breaking furniture and damaging school</p> <p>Use of any PI (reasonable force)</p>	<p>incident.</p> <p>Exclusion (only the HT or DHT in the absence of the HT can make this decision)</p> <p>All exclusions require a significant incident form to be complete and loaded up to CPOMs – all students and their parents/carers, on returning to school, will have a reintegration meeting with an SLT member</p> <p>All use of PI (Physical Intervention/ reasonable force) require a significant Incident form and loaded up to CPOMs</p> <p>Police maybe contacted if a criminal offence is thought to have been committed.</p> <p>Permanent Exclusion (HT only)</p>
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Please note all staff is trained in Child Protection. The DSL or DDSL should be notified of any immediate concerns. The DSL will act upon information received and feedback accordingly.

Roles and responsibilities

How we, as a school, recognise positive behaviour:

Type of recognition	Who is responsible	Frequency
Praise	All staff	All the time

Praise Postcards home	Subject staff	As and when required
Additional responsibility time (Friday P5 – earn it or mend it)	Student with form tutor	Weekly
Opportunity to represent school	Student with staff organising event	As when it occurs
Positive telephone calls home or emails	All staff	All the time
Purple and Green recognition	Staff leading lessons and staff on duty	Lesson by lesson / break times
Assembly recognition of Purples (outstanding) achieved in a week	SLT	Weekly (Mondays)
½ termly raffle	SLT	½ Termly

Supported consequences to be used as appropriate:

Type of consequences	Who is responsible	Frequency
Supported verbal warning	All staff	As and when required
Amber and Red	All staff	Lesson by lesson /Break times
Break time/ lunch time / Friday P5 (Responsibility) - catch up on learning sessions	Subject staff /form tutor for Responsibility Fri P5	As and when required
Lesson by lesson reporting	Form tutor to initiate and subject staff to complete	As and when required
On call assistance	Staff timetabled to be on call	As and when required
Parental contact	Form Tutor	As and when required

Senior staff on duty (there will always be SLT on site)	SLT on duty	Only when all other options have been used
Detention	All staff	As and when required
Reasonable Force	All staff	Only as last resort when: 1. Student harm/danger to them selves 2. Student harm/ danger to others 3. Significant damage to the learning environment
Exclusion	Head teacher or Deputy Head teacher in the absence of the HT	As and when required
Permanently exclude	Headteacher	As and when required

Updated 9/3/22 - An additional consequence of Detention available for staff to keep a student on detention, no student will be kept on an after school detention without a parent/carer knowing and giving consent

Reasonable Force

Southlands School employs the use of PRICE training (Protecting Rights in a Caring Environment) as a method of crisis prevention and behaviour management.

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.

Staff over 21/22 academic year will be fully trained in the use of all aspects of the PRICE training programme. 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 are trained in the PRICE training techniques as contained within the PRICE programme. The intervention skills that are taught in the PRICE training programme may be used within Southlands School facilities.

Staff receive regular training and updates on this programme. Holding safely (non-restrictive and restrictive) will only be used if the student is displaying behaviour that is either dangerous to

themselves or others. 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 a life space interview will be held where the student along with staff can discuss the events that led to the necessity for physical intervention. This time is used as a learning experience for both staff and young person. It is hoped that the student will learn from the experience and will accrue skills that will allow them to turn their behaviour in a more positive direction when they find themselves in crisis.

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.

All correspondence with parents/carers is documented on CPOMs

Staff at Southlands School will only use physical interventions when it is reasonable, proportionate and necessary.

Bullying

The school actively promotes a shared responsibility for the prevention and management of bullying. In supporting the right of all students to feel safe at Southlands the school adheres to its Bullying Charter which is made visible in the school entrance and is addressed through anti-bullying events held annually. (School Anti-bullying policy)

What is bullying?

- It is deliberate and hurtful behaviour
- It can be repeated over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can be – emotional, racist, sexual, trans-phobic and homophobic.

Physical hitting, kicking, taking/destroying belongings etc.

Verbal name-calling, insulting, making racist, sexist and other personal comments.

Indirect spreading hurtful rumour and gossip about someone or excluding them from social groups. Using mobile phones, Facebook & other social networking sites to be offensive and hurtful towards others.

Sexual which may be a problem for the child themselves or for someone else such as an invasion of personal space and/or inappropriate behaviour (verbal or physical) towards another student.

KEY FACTORS:

In order to qualify as bullying, behaviour should be offset against the four 'p's when analysed by school staff-

- Power
- Persistence
- Peers
- Perception

IMPLEMENTATION

Proactive strategies

- A clear lead from senior management with effective and repeated communication between staff, governors, parents and students providing advice and guidance on all relevant issues.
- Modelling positive behaviour for students by all adults.
- Listen carefully to and support students, parents and staff.
- Monitor student behaviour carefully in and around school.
- Recognise behaviour changes and early signs of distress e.g. bedwetting, lateness, deterioration of work, spurious illness, isolation, desire to remain with adults, increased anxiety and fear-possible bullying.
- Organised initiatives e.g. buddy system, peer counselling, peer mediation, lunchtime club, circle of friends.
- Curriculum approaches – promoting understanding of bullying issues through drama, art, PSHE, English, RE and pastoral group work.
- School will draw upon the expertise of outside agencies and other schools where appropriate and available.

Procedures for reporting incidents of bullying

- Students should report all incidents of bullying either to a member of staff or a trusted friend or the other means at their disposal.
- All staff has a responsibility to log all incidents of bullying and keep up to date and detailed records. The head teacher will collate evidence.
- Take short term action as soon as possible, inform other members of teaching, non teaching and midday staff. This will be recorded on CPOMS.

- All staff should increase vigilance at times of transition and unstructured times of the school day.
- Once clear evidence of bullying has taken place and initial school action has failed to prevent its continuance, actions will be taken to make sure there is no recurrence. These can include:
 - the parents of all students involved will be invited into school.
 - individual interview/counselling by teaching staff or senior manager.
 - increased monitoring of both vulnerable parties.
 - inclusion in anti-bullying programmes.
 - alternative facilities for unstructured times.
 - involve other agencies.
 - use assessment criteria against sexualised behaviours.
 - increased home/school liaison.
 - opportunities for reparation
 - use of rewards and consequences.
 - use of school council and its representatives.

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
- 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).

The headteacher and authorised staff can also search for any item banned by the school which has been identified in the rules as an item which may be searched for Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, 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 into the form tutor at registration and they will receive them on their return home.

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. These may be through the school office and form tutors. 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.

Form tutors with parents/carers can agree regular updates on their child's progress.

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.

Monitoring and review

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

Links with other policies:

Child Protection Policy

SEND Policy

Anti-bullying policy

Exclusion Policy

Incident No

Southlands School

Incident Form

PLEASE NOTE - All forms to be completed on day of incident and before member of staff leaves the building and handed in to SLT and uploaded onto CPOMS. All witnesses to incident are to complete separate forms in their own words.

There will be a folder for the documents in the Head Teacher room. The incident will be numbered with next succeeding number and this number recorded on CPOMS.

1. Name of person reporting the incident		2. Name of pupil (s) involved and Year group:	
3. Date of incident:	4. Time of incident:	5. Location of incident:	
6. Antecedents:			
7. Details of Incident: Be specific but detailed.			
8. De-escalation technique(s) used:			
Humour:	Physical presence:	Distraction:	
Reassurance:	Other: Please state	Other: Please state	
9. Outcome:			
Follow up talk:	Parental/carer contact:	Exclusion:	
Outside agency involvement:	Referral to another agency:	Other:	
10. Date handed in:	11. Date received:	12. Received by:	
13. Signed: (person completing the form)	14. Signed: SLT member	15. Other staff involved and their signature.	

