

Southlands School

Behaviour Policy

Date: September 2026

Review date: September 2027 or earlier where legislation, statutory guidance or school practice changes

Responsible: Headteacher / Senior Leadership Team

1. Statement of intent

At Southlands School, we aim to create a climate in which students feel safe, secure, happy and ready to learn. An effective climate for learning is developed and maintained through clear and consistent expectations, routines and procedures. Staff use their expertise, professional judgement and knowledge of individual students to provide the support they need to develop the skills required to achieve their goals in life. Positive, respectful and supportive relationships are central to this approach.

Our approach is rooted in respect, empathy, compassion and dignity. We seek to avoid shame and approaches that focus solely on punishment. We aim to provide a safe, secure and calm environment in which students are supported to understand themselves, develop positive relationships and participate successfully in learning.

At Southlands, we teach and support students to develop their ability to recognise, communicate and regulate their feelings and emotions. We recognise that emotional and self-regulation skills develop over time and may be influenced by lived experiences, socio-economic circumstances, developmental stage, SEND and other individual factors.

We recognise that behaviour is communication and may represent a student's best available attempt to communicate a need, respond to an experience or regulate themselves at that moment. Staff will seek to understand the context and function of behaviour and consider the student's individual needs when deciding how best to respond.

2. 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 behaviour policy that works for the benefit of students, staff, parents and carers.

3. Rights and Responsibilities

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

Southlands recognises that positive behaviour is supported when expectations are clearly communicated and applied consistently, while also taking account of individual needs. The

relationship between home and school is pivotal in helping us understand our students and support their development. A mutually respectful and supportive relationship between students, staff, parents and carers is therefore an important part of this work.

All staff must remain familiar with the school's safeguarding procedures. Any immediate safeguarding concern must be reported to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL), who will respond in accordance with safeguarding procedures.

4. Whole School Expectations

1. I am ready for my lesson
2. I am ready to learn
3. I know what I am doing
4. I can communicate with people in my class
5. I am being safe and respectful
6. I can look after my learning space

5. Monitoring and Recording Behaviour

5.1 Incident Concerns

An Incident Concern is used to record an incident or concern that requires formal monitoring, follow-up or safeguarding consideration. Incident Concerns may include:

- Race-related concerns
- Religion or belief-related concerns
- Age-related discrimination or concerns
- Disability-related discrimination or concerns
- Gender reassignment-related concerns
- Sex-related discrimination or concerns
- Sexual orientation-related concerns
- Harassment
- Physical violence between students
- Physical violence student on staff
- Sexual violence
- Bullying or cyberbullying
- Low level

These categories include concerns relating to protected characteristics under the Equality Act 2010 as well as safeguarding, peer-on-peer and relational concerns. Where an incident raises a safeguarding concern, staff must follow the school's safeguarding procedures and report to the DSL/DDSL as required.

5.2 Significant Incidents

A Significant Incident is an incident requiring a higher level of formal recording, review and oversight because of the nature or level of risk involved. This includes incidents involving:

- Reasonable force
- Restrictive intervention

- Restrictive physical intervention
- Seclusion

Significant Incidents must be recorded in accordance with the school's restrictive intervention and incident recording procedures. They will be reviewed by the appropriate staff and used to inform debriefing, regulation planning, safety planning, staff communication and any further safeguarding or leadership action required.

5.3 Principles for Recording

- Record what happened objectively and factually rather than applying labels to the student.
- Record relevant context, including known triggers, antecedents and the student's presentation where appropriate.
- Record the strategies and support offered before, during and after the incident, where applicable.
- Record any injury, safeguarding concern or significant risk identified.
- Record any restrictive intervention accurately, including the type of intervention and relevant duration information, in line with school procedures.
- Ensure parents/carers are informed where required by school policy or the nature of the incident.
- Use incident information to identify patterns, review support and reduce the likelihood of repeated or escalating incidents.

6. Tracking and Rewards Process

A tracking system will be used to support a positive, consistent and evidence-informed approach to monitoring student engagement, achievement and support needs. The Tracking system will focus on positive recognition alongside clear recording of Incident Concerns and Significant Incidents.

6.1 Purple Recognition

Purple recognition is used to celebrate meaningful achievement, personal development and positive contributions. A Purple may be awarded when a student demonstrates a significant example of progress, resilience, positive contribution or personal development during the school day.

Purple recognition may include the following values:

Purple Value	Examples of what this may look like
Resilience Award	Overcoming challenges; persevering with learning; returning positively after setbacks.
Kindness & Compassion Award	Supporting peers; showing empathy; promoting inclusion.
Communication Award	Using appropriate communication; advocating for needs; developing social interaction skills.
Courage Award	Trying new experiences; facing fears or anxieties; taking positive risks.
Independence Award	Developing life skills; taking responsibility; showing initiative.

Purple recognition should reflect the individual student's starting point, needs and progress. It is not intended to reward only students who consistently meet every expectation without support. Students should be recognised for meaningful progress and positive contributions, including the successful use of strategies that help them regulate, communicate and re-engage.

6.2 Recording and Reviewing Purple Recognition

- Staff may award Purple recognition when a student demonstrates one of the agreed Purple Values.
- The reason for the Purple should be recorded so that students can understand and reflect on what they have achieved.
- Purple recognition should be shared positively with students and, where appropriate, with form tutors and families.
- Purple recognition will contribute to the school's wider recognition and celebration processes.
- Patterns in recognition will be reviewed alongside engagement, attendance, Incident Concerns and Significant Incidents to provide a balanced picture of student experience and progress.

6.3 Reporting Concerns Through the Tracking system

Tracking will provide a consistent route for staff to record relevant Incident Concerns and Significant Incidents. The purpose of recording is not to label a student, but to ensure that information is available to identify patterns, coordinate support, inform regulation and safety planning, and provide appropriate oversight.

Where an incident meets the threshold for safeguarding reporting, restrictive intervention recording, or another statutory or school reporting requirement, staff must complete the relevant additional record and follow the appropriate escalation procedure.

7. Rewards, support and sanctions

Type of recognition	Who is responsible
Purple awards recorded on our tracking point system	Staff in lessons
Praise	All staff
Opportunity to represent school	Staff organising the event
Positive telephone calls or emails home	All staff
Recognition of Purples through all school activities achieved for resilience, communication, kindness and compassion, courage and independence. Stickers and certificates will be awarded	All staff
At the 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 student becomes more self-confident, proud, and motivated to achieve another successful reward.

7.1 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 if we can regulate them effectively.

7.2 Student support Hub

Our Student Engagement and Development Lead alongside the student support team are based on the Hub. Students can access student support to receive pastoral support; this can be planned or because 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.

7.3 Support because of high amount of incident concerns and/or significant incidents

Support from the Student Support Team

Discussions with staff

Meetings with parents

Positive re-engagement plans

Restorative approach and/ or 'Mend it' sessions

7.4 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 up with this. If they have disrupted a lesson, they may need to spend the next lesson in internal isolation or have a reset day out of class if the incident is of sufficient severity and appropriate for the student. 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 significant behavioural issues.

Reasonable adjustments may be made to consider a student's SEND need.

The following sanctions are not in order of severity

Type of sanctions	Who is responsible
Low level class incidents – verbal warnings will be given	All staff
Incident concern – staff to record on Student Tracker	All staff
Significant incident – Complete incident form and update the student tracker. Report to student staff and relevant tutor group staff for decision about parental contact.	All staff
Removal from lesson - work to be completed in their own time.	All staff

Increased monitoring of incident behaviour on Tracker to identify trends or when behaviour is persistent	Form tutor/student support team and subject staff to complete
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 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	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

8. Restrictive Interventions, Including the Use of Reasonable Force

Southlands School recognises that restrictive interventions, including reasonable force and seclusion, can have a significant impact on students, staff, families and the wider school community. The school therefore seeks to minimise the need for restrictive interventions through prevention, early support, effective communication, de-escalation and personalised regulation strategies.

Where restrictive intervention is necessary to keep students or others safe, staff will act in accordance with the Department for Education guidance 'Restrictive interventions, including use of reasonable force, in schools' (April 2026), relevant legislation, PRICE training principles and the Restraint Reduction Network (RRN) Standards.

8.1 Key Definitions

Term	Definition
Restrictive intervention	A means to prevent, restrict or subdue movement of the body, or part of the body, of a pupil. It is an umbrella term covering physical and non-physical actions aimed at restraining pupils.
Reasonable force	A term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, depending on the circumstances.

Restraint	A non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not involve direct physical contact.
Seclusion	A non-disciplinary intervention involves keeping a pupil confined to a place away from others and preventing them from leaving by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

8.2 Principles for the Use of Restrictive Interventions

- Restrictive interventions must never be used as a punishment.
- Staff must consider whether the intervention is necessary and whether a less restrictive or more effective alternative could manage the risk.
- Where intervention is necessary, staff must use the least restrictive intervention and no more force than is necessary, for the least amount of time required to reduce the relevant risk.
- Staff must consider the student's welfare, dignity, SEND, medical needs, vulnerabilities, age, size and relevant equality implications.
- Where possible, staff should communicate calmly what is happening, why it is happening and what the student needs to do, allowing appropriate processing time.
- Intervention should cease as soon as the immediate risk of harm has reduced and it is safe to do so.
- Force must not be used to punish, humiliate or intimidate a student.
- Relevant regulation/support plans and risk assessments should inform practice, but the decision to intervene must always depend on the circumstances at the time.

8.3 PRICE, Prevention and De-escalation

Southlands School uses PRICE (Protecting Rights in a Caring Environment) training as part of its approach to crisis prevention, de-escalation and positive behaviour support. PRICE provides a human-rights-based and person-centred framework which promotes dignity, choice and inclusion.

Staff who may need to use restrictive interventions will receive appropriate training and updates. Training will include preventative and de-escalation strategies as well as safe and lawful use of restrictive interventions. School leaders will ensure training reflects the principles of the DfE guidance and the needs of Southlands School.

The school will use regulation plans, safety plans, environmental adjustments, communication strategies, sensory approaches, relationship-based support and other appropriate preventative measures to reduce the likelihood of escalation and restrictive intervention.

8.4 Students with SEND and Individualised Support

Southlands School recognises that some students with SEND may communicate distress, pain, sensory overload, anxiety, fear or unmet needs through actions. Staff will seek to understand underlying triggers and provide proactive support.

Where there is an identified risk that reasonable force or another restrictive intervention may be required, the school will ensure appropriate risk assessment and preventative strategies are in place. Individual support plans should identify relevant adjustments, communication approaches and, where appropriate, circumstances in which increased physical contact may be required.

Plans will be reviewed periodically and following significant incidents so that support can be amended in response to evidence of what has and has not worked. Where appropriate, students and parents/carers will be involved in reviews.

8.5 Seclusion

Seclusion is not used as a disciplinary sanction at Southlands School. Where seclusion occurs, it must only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation and the circumstances require the student to be separated from others.

- The space must be safe and must not be threatening or intimidating.
- The student must be supervised at all times.
- Staff must not use threats of punishment to prevent the student from leaving.
- The student must be allowed to leave as soon as the immediate risk of harm has reduced and it is safe to do so.
- Every incident of seclusion must be recorded and reported in accordance with the school's procedures.

8.6 Recording, Reporting and Debriefing

Each significant incident involving the use of force must be recorded as soon as practicable after the event, with staff involved endeavouring to complete the record no later than the same day. The record will include, as a minimum:

- names of the student and staff directly involved;
- relevant needs or circumstances, including SEND and SEN status where applicable;
- date, time, location and approximate duration;
- what led up to the incident, known or potential triggers and preventative/de-escalation strategies used;
- the type and degree of force used, where relevant;
- any injuries sustained;
- why the use of force was assessed as necessary; and
- post-incident support, including medical treatment or other adverse impacts.

Each significant use of force must be reported to the student's parent/carers as soon as practicable and the school should endeavour to do so no later than the same day, subject to the exceptions in the DfE guidance.

Each seclusion or restraint incident must also be recorded as soon as practicable, with staff endeavouring to complete the record no later than the same day. Parents/carers must be informed as soon as practicable and the school should endeavour to do so no later than the same day, subject to the exceptions in the DfE guidance.

Where a restraint incident also constitutes a significant use of force, the school will follow the significant use of force reporting procedure and will not duplicate the same report unnecessarily.

Following restrictive intervention, the school will undertake an appropriate debrief and review. This will consider what happened, why the intervention was used, the impact on the student and staff, what worked and what did not, and what may reduce the likelihood of recurrence. Regulation plans, safety plans, risk assessments and staff guidance will be updated where required.

The wellbeing of students, staff and witnesses will be considered following significant incidents, with medical assessment, support or further follow-up provided where appropriate.

9. Procedures

9.1 Searching

Southlands School follows the Department for Education guidance on Searching, Screening and Confiscation in Schools. Staff may search a student or their possessions with the student's consent. The Headteacher and authorised members of staff have statutory powers to search a student or their possessions without consent where there are reasonable grounds to suspect that the student is in possession of a prohibited item or an item identified in the school's behaviour policy as one that may be searched for.

The school's prohibited items include:

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

The school may confiscate prohibited items found during a lawful search. The school may also confiscate items in accordance with this behaviour policy where this is lawful and proportionate.

Any search must be carried out lawfully, respectfully and proportionately, taking account of the student's age, SEND, vulnerabilities and dignity. Staff must follow safeguarding procedures where a search identifies a safeguarding concern.

9.2 Use of Mobile Phones and Personal Interactive Communication Devices

Southlands School operates a mobile phone-free school day. In line with the Department for Education's statutory guidance on Mobile Phones in Schools, students should not have access to or use mobile phones or other personal interactive communication devices with similar functionality during the school day, including lessons, transitions between lessons, breaktimes and lunchtimes.

Students may bring a mobile phone to school for safe travel to and from school. On arrival, students are expected to hand their mobile phone to the designated staff member/collection point in accordance with the school's established procedure. Phones will be securely stored and returned at the end of the school day.

Students must not use a mobile phone or similar device during the school day unless an agreed exception applies. This includes calls, messages, notifications, photography, video, audio recording or other functions.

The school will consider reasonable adjustments and individual exceptions where required by law or where a student's individual circumstances make access necessary. This may include use connected to a medical condition, disability, communication need or other identified need. Any exception should specify, where appropriate, the purpose, time and location of permitted use and should be recorded in the student's relevant support documentation.

Where a student breaches the mobile phone policy, staff may confiscate the device in accordance with this policy. Any confiscation or other response must be lawful, proportionate and take account of the student's individual circumstances, including SEND and reasonable adjustments.

The Headteacher and authorised staff may search for mobile phones and similar devices where the school's behaviour policy identifies them as an item that may be searched for and the legal threshold for a search is met. Staff must follow the school's Searching, Screening and Confiscation procedures.

Staff will model the mobile phone-free environment by not using personal mobile phones for personal reasons in front of students during the school day, except where an appropriate professional reason applies.

10. Parents and Carers

The school expects parents and carers to work in partnership with Southlands in supporting students to develop positive relationships, regulation skills and successful participation in school life. The school will promote this partnership through clear, respectful and timely communication.

Parents/carers will be kept informed of significant information relating to their child, including positive achievements, relevant Incident Concerns, Significant Incidents, restrictive interventions and seclusion, in accordance with this policy and the school's safeguarding and reporting procedures.

Where a student requires additional support, the school may work with parents/carers to review regulation plans, safety plans, risk assessments and other support arrangements. Parents/carers will be involved in reviews following significant incidents where appropriate.

11. Dealing with Complaints and Allegations

Students and parents/carers have the right to raise concerns or make a complaint about actions taken by school staff. Complaints should be made in accordance with the school's Complaints Policy.

Any allegation concerning inappropriate use of force or another restrictive intervention will be managed in accordance with safeguarding procedures and Keeping Children Safe in Education, as applicable.

Complaints about restrictive interventions will be considered fairly, proportionately and in accordance with the school's normal complaints procedure.

12. Legislation and Statutory Requirements

- Department for Education, Restrictive interventions, including use of reasonable force, in schools (April 2026).
- Department for Education, Mobile Phones in Schools (statutory guidance; schools expected to follow from 1 September 2026).
- Department for Education, Behaviour in Schools: Advice for headteachers and school staff.
- Department for Education, Searching, Screening and Confiscation in Schools.
- Equality Act 2010.
- Human Rights Act 1998.
- Education and Inspections Act 2006, including sections 93 and 93A.
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- Education Act 1996, including relevant provisions concerning searching and reasonable force.

- Children and Families Act 2014.
- Health and Safety at Work etc. Act 1974 and associated regulations.
- Special educational needs and disability (SEND) Code of Practice.
- Keeping Children Safe in Education.
- Suspension and Permanent Exclusion guidance.
- Restraint Reduction Network (RRN) Standards.

13. Links with Other Policies

- Child Protection / Safeguarding Policy
- SEND Policy
- Anti-Bullying Policy
- Suspension and Permanent Exclusion Policy / Procedures
- Searching, Screening and Confiscation procedures
- Mobile Phone Policy, where maintained separately
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy
- Regulation / Behaviour Support and Safety Plan procedures

14. Monitoring and Review

The Governing Body and Senior Leadership Team will monitor the implementation and effectiveness of this policy and review it at least annually, or sooner where there are significant changes to legislation, statutory guidance or school practice.

Monitoring will include behaviour and engagement data, Incident Concerns, Significant Incidents, restrictive interventions, seclusion and restraint, Purple recognition, patterns and trends, staff training needs, student and parent feedback, and the effectiveness of support strategies.

The school will use learning from incidents, weekly Regulation and Support Meetings, staff training, student voice and family feedback to support continuous improvement and to reduce the need for restrictive interventions wherever possible.