

# Southall School

## “Promoting Positive Behaviour” Policy

Date reviewed:	January 2022
Date approved by Governors:	January 2022
Date for review:	January 2023

## 1. Purpose/Background

- 1.1 This policy describes Southall School's approach to promoting positive behaviour and full attendance.
- 1.2 It supports the realisation of our core purpose:  
  
'To provide a positive environment for learning, which inspires all to discover, develop and fulfil their potential and aspirations.'
- 1.3 Positive behaviour is an essential component of an effective teaching and learning environment. Southall School is committed to the promotion of positive behaviour for all pupils and to supporting pupils to develop their social, emotional and behavioural skills. This policy provides the framework within which all staff, pupils, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.
- 1.4 Southall School will treat all students equally and will not discriminate on the basis of disability, race, sex, sexual orientation, gender realignment, pregnancy, age, religion or belief.
- 1.5 The school has two key values that underpin this commitment:
- meeting the needs of **all** pupils; and
  - including all pupils, regardless of their ability or disability, background, race, sex, sexual orientation, age, religion or belief. The school will also include those who have had gender realignment and those who are pregnant.
- 1.6 The implementation of this policy will ensure that the school takes action to promote equality and supports vulnerable individuals or groups e.g., following bereavement.
- 1.7 The promotion of self-discipline and respect for others also guides the school's actions to promote positive behaviour and full attendance and informs the school's response to any kind of bullying or intimidation.
- 1.8 These values inform the behaviour of all members of the school community - pupils and adults alike - and will form the basis upon which the school asks for support and assistance from parents, carers, other members of the community and supporting agencies.

## 2. Policy Objectives

- To encourage positive behaviour, with all pupils and adults working to agreed standards
- To set expectations that all pupils will be encouraged to learn the social emotional and behavioural skills required to make a positive contribution to society.
- To maintain a school environment where pupils are encouraged to behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

### **3. Discriminative Bullying**

- 3.1 Southall School will not accept any form of discriminative bullying to either students or staff, this includes but is not limited to race, sex, sexual orientation, gender realignment, pregnancy, age, religion or belief.
- 3.2 Southall School has a reporting and monitoring system in place for racist incidents and for homophobic/transphobic bullying. They are recorded on 'School Pod,' as well as reported directly to the Senior Leadership Team.

### **4. Learning and Teaching**

- 4.1 Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance. Pupils learn more effectively when the curriculum is differentiated, and teaching styles and approaches accommodate individual learning styles and preferences.
- 4.2 Southall School promotes an inclusive communication approach. An inclusive communication approach ensures that all pupils at Southall School can communicate their needs as well as receive an appropriately communicated curriculum. An inclusive communication approach facilitates the use of Makaton, visuals, schedules, gestures, communication aids (e.g., books, iPads); this list is not exhaustive, and Southall will cultivate the preferred communication method for pupils.

### **5. Principles**

- Staff should use the most appropriate method of teaching, which draws on pupils' experiences and values their contributions.
  - Pupils should be received into a classroom where routines are established, and high standards expected.
  - Explicit and regular praise should be used for all types of achievement.
  - *An inclusive communication approach should be used by all in Southall School.*
- 5.1 The impact of the curriculum on behaviour will be monitored continuously.
- 5.2 The PSHE curriculum and pastoral programme will be used to teach and promote the social, emotional and behavioural skills necessary for adulthood. All subject areas will provide opportunities to develop and teach these skills so that, through positive behaviour, all pupils can learn and make progress.
- 5.3 When designing the teaching programme, account will be taken of pupils' prior learning of social, emotional, and behavioural skills.

### **6. Practice and Procedures: Roles and Responsibilities**

- 6.1 The promotion of positive behaviour is the responsibility of all members of the school community, including parents and carers. Not all members of the school will play the same part in this process, but each section of the community will have a specific role.
- 6.2 The governing body will continue to work with other members of the school community to review and, if necessary, revise the principles underpinning this policy. For example, they will ensure that the policy and its implementation is consistent with the school's equal opportunities policy. Specific responsibilities of the governing body

include:

- approving policies, including this behaviour policy and equal opportunities policy
- monitoring fixed term and permanent exclusions
- ensuring the needs of pupils at risk of permanent exclusion are met.

- 6.3 The Headteacher, with the assistance of other members of the Senior Leadership Team, (SLT) is responsible for the form and content of the policy, and for its implementation in ways that maintain a school ethos that encourages positive behaviour. This policy has been written taking into account the principles outlined in section 89 of the Education and Inspections Act 2006.
- 6.4 All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour and punctuality expected from pupils.
- 6.5 Pupils have a role in shaping and promoting the school's behaviour and attendance policies. They will contribute to the detail of the policy through their involvement in defining Our Values, developing rewards, sanctions and consequences. This will be achieved through the School Parliament, student meetings, tutor time and PSD time. Pupils have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through encouraging them to follow Our Values.
- 6.6 Parents and carers have a responsibility for their child's attendance and behaviour inside and outside school, including transport to and from school, which they discharge by the standards they set and the way they encourage pupils' progress at home. They also have a role to play in actively supporting the school in achieving higher standards of behaviour through providing information such as contact numbers, significant events that may impact on their child's behaviour, attending meetings and accepting support packages the school may wish to put in place for their child.
- 6.7 Staff training will be held, as appropriate, to focus on behaviour strategies and discriminative behaviour strategies. Staff should request training if they feel it is required.

## **7. Code of Conduct**

- 7.1 One function of this policy is to set clear standards of behaviour and attendance. Through a Code of Conduct, pupils are informed about the expectations the school has of their behaviour, the manner in which these expectations will be rewarded, and the response pupils can expect if they choose not to meet these expectations. (see appendix ii)
- 7.2 The Code of Conduct has been developed through consultation with staff and pupils. It is based on respect for self, for others and for the environment. It is designed to encourage pupils to develop responsibility for their own behaviour.
- 7.3 Our Values are:

So everyone at Southall feels happy and safe we must:

- Include everyone in learning and have fun together.
- Be kind to everyone and everything.
- Listen to each other.
- Work hard in every lesson and let everyone else work hard too.
- Help each other.

7.4 Our Values will be displayed in all classrooms and other key areas in the school. In addition, Our Values will be sent home to parents/carers for information.

7.5 The Code of Conduct focuses on three key areas:

- Our Values
- respect for self, others, and the school environment
- taking responsibility for your own learning, and behaviour.

## 8. Praise and Rewards

8.1 Frequent praise and reward for achievement are features of teaching and learning at Southall School, so that pupils receive recognition for their positive contributions to school life. Contributions might include schoolwork and effort, positive behaviour or adherence to Our Values. Praise and rewards are available to all pupils whenever they show progress through verbal praise, certificates of recognition, our positive points system *and assemblies*.

## 9. Reinforcing positive behaviour

### 9.1 Informal praise

Non-verbal communication  
Verbal praise

### 9.2 Formal praise

- Positive points
- Certificates
- Student of the week (related to points)
- Key Stage student/class of the week
- Recognition for good work in assemblies
- Recognition in school newsletter
- Praise postcards home
- Head Teacher Award

### 9.3 Pro-active

- Positive atmosphere, attitude, behaviours modelled by staff example
- Negotiated personal behaviour targets
- Individual time during plenary for reflection on how students met 'Our Values'
- Pupils work displayed
- Phone calls home
- STAC (Southall team around the child) that includes parents and focuses on positive behaviour as a way of informing next steps. A STAC discusses:

1. Pupils' strengths
2. Pupils' story
3. What would the pupil say?
4. Why might this be?

5. What are the concerns?
6. What are the next steps?
  - *Support plans and risk assessments bespoke to the individual pupils' needs.*
  - *Southall School uses Positive Behaviour Support Plans (PBS) to promote positive behaviour and reduce the need for sanctions. The Assistant Headteacher has completed formal training provided by the Local Authority on PBS strategies.*
  - *Southall School seeks advice from outside agencies to promote positive behaviour, enabling specialist guidance on appropriate strategies to positively support pupils.*

*Please see Appendix iv for an example of a PBS plan.*

## 10. Sanctions

- 10.1 Sanctions should be used to help pupils make appropriate choices about their behaviour. Where they choose to breach the Code of Conduct, pupils have a right to expect fair sanctions, applied consistently.
- 10.2 The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate pupils.
- 10.3 Where pupils make inappropriate choices about their behaviour formal sanctions are necessary, the matter will be dealt with by the form tutor or subject teacher. In the case of serious misbehaviour, the pupil may be referred to the SLT.
- 10.4 The present policy includes the sanctions set out below that all staff can use.
- 10.5 In the event of a pupil damaging school property, the sanction will take into consideration the pupils' home circumstances. If there is a monetary implication, there will be a discussion between staff and parents about what is appropriate for the pupil, e.g., pocket money

### 10.4.1 Low Level Incidents

- **Back to Work** form – This may initiate a catch up / time out during break or lunch times.
- Sanctions relating to the rule that has been broken e.g., picking up objects that they have thrown.
- **Back to Class** form for students requiring a 'Time out'
- **Breakdown** form –during unstructured times between lessons start/end of day. The adult involved forwards the form\* onto the class tutor to resolve or give a sanction to the student.
- **Breakdown** form – For incidents on the playground (unstructured times). The adult involved forwards the form\* onto the class tutor to resolve or give a sanction to the student.

\*Where it indicates that a form is forwarded, this means copying relevant staff into the forms created on SchoolPod.

### 10.4.2 High Level Incidents

- Southall Incident Report (SIR) Non physical intervention
- Southall Incident Report (SIR) Physical intervention
- Racist/Homophobic incidents

### **10.4.3 Tutor**

- Monitoring sheet with agreed targets
- Sending letters home
- Phone calls/meetings with parents/carers
- Support Plans
- Risk Assessments

### **10.4.4 SLT /WBT – Reflection & Seclusion**

- School may use reflection in response to serious or persistent breaches of this policy. Students will be expected to complete the same work as they would in class. They will be supported either by a member of the WBT/SLT or tutor team. (SLT will sanction the reflection). This is time for the pupil to have a period of reflection and have the opportunity to make reparation.
- Parents/carers will be consulted over the use of reflection for their child.
- Reflection will take place either in the Wellbeing base or in the admin zone (including head teachers office). Students will not be prevented from leaving the room. It will be made clear to the student that further parental/carer involvement and possible extended reflection will result from a walk out.
- Temporary seclusion may also be used for students who are in crisis and who are at risk of hurting themselves, others or property. The school has two soft rooms which can be used when it is considered to be in the best interests of the student. Depending on location, availability, and individual pupil support plans, other appropriate rooms in school may be required. These exceptional circumstances may require the student to be prevented from leaving the room to reduce the risk presented to themselves and to others. This would be for the minimum amount of time necessary.
- Staff involved will ensure the health and safety of the student and any requirements in relation to safeguarding and student welfare.
- Reasonable adjustments would be made to ensure that the individual student's needs are taken into consideration and interventions are appropriate and fair.
- A minimum of two members of staff need to be present in such circumstances and the student must be in view at all times.

### **10.4.5 Head/Deputy Head teacher**

- agree after school detentions
- internal reflection / seclusion
- fixed term exclusion
- permanent exclusion (supported by Governors)

10.4.6 Sanctions will lose their effectiveness if pupils do not regard them as fair. Staff are therefore advised to:

- make it clear that they are condemning the behaviour not the person
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent breaches of the Code of Conduct
- avoid sanctions for a group that punish the innocent as well as the guilty
- staff use the restorative process in order to:
  - a) encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community.
  - b) make sure the sanction has a positive outcome for the student by helping them reflect on how they can make the right choice in future.
  - c) to rebuild the broken relationship as soon as appropriate.

## **11. Support Systems for Pupils**

- 11.1 Southall School is committed to the concept of equal outcomes for all pupils. Some pupils will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The school will ensure that differentiated strategies are available to pupils to meet their particular needs. See Appendix iii
- 11.2 The school monitors pupils whose behaviour or attendance causes concern and organises appropriate support to meet their individual needs. (see behaviour & attendance reports)
- 11.3 This support might include:
- discussion between pupil and staff or between tutor or other staff
  - contact with parents / carers
  - supportive measures e.g., specific targets, monitoring sheet, home schoolbooks
  - writing of support/behaviour plans or risk assessments to provide supportive measures for individuals relating to behaviour. This can be initiated through the Southall Team Around the Child process. (STAC)
  - referrals through the schools' intervention team. The intervention team discuss and implement the most appropriate support for the pupils' needs. This includes, Wellbeing Team, Nurture or ASC coordinator for short periods of targeted support and advice.
  - consultation with parent/carers and family.
  - referrals for specialist advice through the Pastoral Care officer, either for individual pupils, or more generally, for whole school issues relating to behaviour and attendance. Outside agencies e.g., EWO, Social Services, CAMHs, can be called upon.

## **12. Support Systems for Staff**

- 12.1 All staff have a responsibility to promote and maintain positive behaviour. Guidance can be provided for staff on strategies they can employ to promote positive behaviour and attendance and respond to misbehaviour or absence (See Appendix iii). At times, staff may feel that they cannot cope with a particular problem. At these times they will receive support and additional advice.
- 12.2 Staff may seek support and advice from a variety of sources within the school, e.g., from a trusted friend or colleague. This 'low level' support is encouraged actively, because sharing a problem is a sign of confidence, not an admission of failure. Support will also be available from KS line managers and depending on the nature of the difficulty, WBT/ Therapies/ SLT. Advice and staff training is also offered by Southall School's Wellbeing Team and Telford & Wrekin Teaching and Learning Consultants, who have particular expertise in strategies for promoting positive behaviour and full attendance, and preventing misbehaviour.
- 12.3 If a pupil has additional needs, formal and informal support is available via the school's Wellbeing Team. This may lead to the pupil and the member of staff benefiting from extra in-class support. The Pastoral Care officer may coordinate specialist support from external agencies that provide additional advice on managing of pupils' behaviour.



- 12.4 Opportunities for continuing professional development will be identified via the Performance Management System for members of staff identified as needing to develop their behaviour management skills.
- 12.5 Standards of behaviour are audited each year by the Telford and Wrekin School Improvement Team and the findings will help inform the schools policy and practice. Behaviour will be monitored regularly to ensure that success is identified and recognised, and areas for improvement are included in an action plan to address the problem.
- 12.6 Staff may seek support from the Employee Assistance Programme. The contact number is 0800 783 2808.

### **13. Support Systems for Parents**

- 13.1 Southall School is keen to facilitate effective and on-going parent/carer partnerships and currently offers support to parents of students with additional educational needs.
- 13.2 Parents and carers who express concern to the tutor about managing the behaviour and attendance of their child are offered support ranging from the class tutor, the teaching team, the Wellbeing Team, the SLT, and the Educational Welfare Officer and Telford and Wrekin's Children's Services.
- 13.3 If school staff have concerns about a pupil's behaviour and attendance, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, (& Pastoral care officer) for a solution to the problem. This process will always respect the opinions and situation of the family, pupil and the school.
- 13.4 We will do our best to engage parents and carers who are hard to reach through a range of additional measures including, where appropriate, home visits, and Pastoral Officer and Educational Welfare Officer involvement.

### **14. Monitoring**

- 14.1 To ensure that high standards of behaviour in Southall School are maintained, the school has systems for monitoring behaviour. These systems include monitoring the behaviour of individual pupils through the referral system, so that actions to promote positive behaviour are constantly improved. (See appendix i).
- All incidents are recorded on School Pod which monitors and tracks behaviour. All incidents have to be verified by a WBT/SLT. All serious incidents involving physical intervention are reviewed by SLT and externally verified by (N Litherland MAPA)
  - School Pod enables Southall School to analyse data in a multitude of ways and assist the school in identifying ways to increase and maintain high standards of behaviour.
- 14.2 Positive and negative behaviour is reviewed and discussed at regular Key Stage and staff meetings. This includes sources of data such as: monitoring sheets, referrals, STAC meetings, Pupil Support Plans and risk assessments. The progress of pupils is monitored carefully by individual tutors on a daily basis.
- 14.3 ~~Monthly~~ Weekly meetings are held between the Intervention Team (ASC coordinator, Pastoral Lead, Nurture Lead and Well-Being Team) and SLT where data is analysed,

and strategies discussed. The data, strategies, interventions and decisions made are shared with relevant staff.

- 14.4 Pupil Issues is an itemized agenda point at SLT meetings.
- 14.5 The relationship between the curriculum, teaching and learning and behaviour is a particular focus for monitoring.
- 14.6 The school monitors all incidents including racial or homophobic abuse, bullying, extreme anti-social behaviour (for example physical or verbally threatening behaviour) carefully. Fixed term exclusions will result in a careful examination of the events leading up to the exclusion then forms of support are offered to the pupil to negate permanent exclusions.
- 14.7 The school monitors all incidents where a physical restraint has taken place. Such an incident will result in a careful examination of the events leading up to the restraint. This may result in a personal handling plan/risk assessment being drawn up which is shared with staff and parents.

## **15. Policy and Review**

- 15.1 This policy has been developed in line with advice from the Local Education Authority. It will be reviewed regularly following the annual audit and the school's behaviour monitoring programme. The effectiveness of the policy is monitored by the Head, who takes responsibility for co-ordinating its implementation.

## **16. Screening and searching pupils**

- 16.1 To ensure a safe and secure environment for everyone at Southall School and comply with government regulations and the school will operate the following procedures.
  - School and legal regulations staff can search a pupil for any item banned under the school rules, if the pupil agrees.
  - Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
  - School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.
- 16.2 The school will not force any member of staff to undertake searches or screens against their will.
- 16.3 In the event of students refusing to be screened or searched, parents/carers will be contacted to come into school to support to ensure the health and safety of staff, students and visitors on site.

## **17. The power to use reasonable force or make other physical contact**

- 17.1 Please see Physical Intervention policy for more details
- 17.2 Staff at Southall School have received training in "Managing Aggression and Potential Aggression", (MAPA) only staff who have received this training will engage in physical

contact unless circumstances dictate that an untrained member of staff will get involved.

- 17.3 The school has a 'code red' procedure that is called when an incident is escalating or has escalated to serious and potential or actual physical intervention may be or is required to eliminate risk of harm or danger to those involved. Members of staff enrolled on the code red team are very experienced in de-escalation strategies and are also MAPA trained. The purpose for code red is to accumulate a significant number of staff quickly to an incident anywhere in school and effectively manage the whole situation with the minimum of fuss and ensure the safety of all concerned.
- 17.4 *This behaviour policy, and the use of physical restraints, is in conjunction with <https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>, October 2021.*
- 17.5 *The use of physical restraints at Southall School is used as a last resort, after all other de-escalation strategies have been employed, and the risk to pupils and staff outweighs the risk of using the restraint.*

## **18. Leaving the school grounds without permission**

- 18.1 If a pupil leaves a class, staff will establish where he or she has gone. Staff will monitor at a distance, to ensure the safety of the student and use a radio to report back if they are looking to escalate their behaviour or leave the site. WBT should be made aware. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further, as school have a duty of care to the student's special needs. If a child is no longer on school premises SLT will be informed. Parents will be contacted if the student is actively seeking to move further away or is over a lengthy period of time, refusing to return. If parents are not at home the police will be informed that a pupil has left school and is at risk.
- 18.2 Whilst this will be our standard procedure, we are aware that the needs of individual students vary. Student support plans *and risk assessments* will be used to document where these procedures vary and, when complete, the strategy in the support plan/*risk assessment* should be followed.

## **19. The power to discipline beyond the school gate**

- 19.1 Disciplining beyond the school gate describes Southall School's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Head Teacher are lawful.
- 19.2 Any bad behaviour when the child is:
- taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- 19.3 Or, misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
  - poses a threat to the health or safety of another pupil, staff or member of the public or

- could adversely affect the reputation of the school.

19.4 In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

## **20. Pastoral care for school staff accused of misconduct**

20.1 Southall School will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Head Teacher will draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

20.2 If a staff member is accused of misconduct, the matter will be referred to the Local Authority Designated Officer (LADO) to ensure that there is a transparent, supportive and fair process for all concerned.

## **21. Pupils who display continuous disruptive behaviour.**

21.1 Southall School staff will liaise with the schools Senior Leadership Team and agree on an individual basis when multi-agency assessments should be commissioned for students. This will also be the case for movement of pupils between tutor groups for behaviour purposes, withdrawal to WBT for individual behaviour programmes, periods of isolation, inclusion in Nurture group, implementation of Modified timetables

## **22. Appendices**

- i. Using and monitoring Behaviour Way
- ii. Code of Conduct
- iii. Behaviour for Learning – Developing Skills

### Using and monitoring Behaviour Way

Behaviour Way is not only the tool for managing behaviour and modelling the positive aspects of reparation, and making the right choices, it is also the vehicle for moderating standards of behaviour across the school, how consistently it is managed, and how effective are the interventions that we put in place.

Tutor Teams have pupil profiles which includes sections for;

- Support/behaviour plans/risk assessments
- Pupil needs profiles
- Any evidence trail documentation/home schoolbooks for example, set up by tutor groups.

Behaviour way and Southall Values posters are displayed in all classrooms

### **Staff usage and monitoring of Behaviour Way (Low to medium level behaviours)**

If after discussion with the student (this may not be immediately following an incident) opportunities for reparation is refused or the student fails to positively change their behaviour/attitude, the following must take place;

- Through negotiation with the **staff team involved** it is decided that an incident should be recorded and a consequence agreed.
- The student is informed of the reasons for the consequence and a clear arrangement made as to when the student is to return to carry out the consequence/reparation. (If not managed at the time the member of staff can inform the student at a later time the same day)
- The consequence/reparation may take place immediately, at the end of the lesson, or following day. (Appropriate to the state of student's attitude, acceptance of their actions, staff commitments)
- The incident & the consequence is logged on School Pod using the appropriate form.
- Upon satisfactory completion of the consequence/reparation, the documentation is signed off.
- A student has three opportunities to complete a consequence. Failure to do so on the third attempt will result in an after-school detention with the member of staff concerned. (Parents, SLT & transport will need to be informed)

### **Wellbeing Team will when monitoring low to medium level incidents;**

- Assist in the management of the incident as soon as possible or if required.
- Low level incidents will be monitored through School Pod and uncompleted consequences/reparations will be followed up in a supportive way to help ensure it is completed between student and staff.

### **Staff usage and monitoring of monitoring sheets**

- Monitoring sheets are to be seen as positive to supporting 'positive behaviour learning' for the student.
- They should not be used any longer than **three weeks** at a time unless negotiated by the student (some use them as aids to 'stay good' and require them for longer)
- Targets are either the school values or a target specific to the student's current behaviour. This can change during the duration of being on the monitoring sheet.
- Teaching staff should only comment on the target(s) set.
- Staff may comment on other behaviours displayed in the 'what I could do better' section, but these must be constructive.
- Tutors **MUST** review the monitoring sheet with the student daily. (3pm tutor time at

very least)

- Focus should be placed on the positive lessons/comments and encouraging targets set like 'tomorrow see if you can do well in three lessons'
- There should be no negative consequences given for having a poor monitoring sheet or failing to reach motivating targets. The monitoring sheet should be seen as a positive. (Poor behaviour in school should be dealt with appropriately with relevant documentation used and consequences applied. Incidents are to be noted on the monitoring sheet)
- If after three weeks there is little or no improvement a STAC meeting should be called involving the WBT member KS lead, relevant staff, *parents* and where possible, relevant agencies. A behaviour plan is then drawn up by the tutor team (WBT can assist).

### **Staff usage and monitoring of Behaviour Way (Higher Level behaviours)**

- Enlist the support of the Wellbeing Team as soon as possible. (WBT)
- Record the incident on School Pod SIR form (WBT will assist)
- Offload appropriate information, emotions, either to WBT, KS lead or SLT.
- Depending on the severity and nature of the incident staff may or may not be involved in the decision or outcome of the consequence/ reparation process, unless it directly involves reparation being made to the staff member by the student. This may not be immediate. The Wellbeing team, KS lead or member of SLT will feedback what decisions have been made about the process/outcome/consequence.
- Decide with **tutor team** (WBT will assist) next step for monitoring, intervention. These could be:
  - One off incident. (consequence /reparation is sufficient)
  - Monitoring sheet
  - Playground monitoring card
  - Support, behaviour plan or risk assessment written. (New or update. WBT will assist)
  - Short support intervention from WBT, ASC coordinator, Pastoral lead, or nurture in certain lessons.
  - Temporary withdraw from unstructured times (if a problem at break times negotiated with WBT lunch time only)
  - Short withdraw to WB base during curriculum time. (negotiated with WBT)
  - Referral to Pastoral Care officer (KG) for possible external intervention/support.

### **The Wellbeing Team will when monitoring higher level incidents;**

- Assist in the management of higher level incidents.
- Coordinate and facilitate the recording of incidents particularly when using School Pod
- Collect and collate all evidence and assist staff in formulating the 'full story'.
- Report incidents to KS coordinators and SLT and provide all necessary evidence, reports etc.
- Be aware of/involved in the interventions set up for students.
- Support staff if required in contacting parents, pastoral care officer, external agencies.
- Attend in school meetings regarding higher level incidents e.g., STACs, Key Stage.
- Be in attendance for and assist in the writing of and review of behaviour plans, risk assessments, handling plans etc.
- Attend meetings when required with parents, agencies, reviews etc.

### **Staff creating, using, and monitoring behaviour plans, risk assessment, handling plans.**

- Any of the above plans can be written using the relevant electronic forms to support a student and staff in encouraging positive behaviour learning through consistently

following the strategies set out in the plan. (Staff can seek assistance in writing a behaviour plan from KS3 or 4 complex needs teachers or from the Wellbeing team leaders )

- Risk Assessments and handling plans should take into account not only the student's behaviour or potential behaviour but also the environment. The safety of other students and staff must also be taken into consideration. (Staff can seek assistance in writing a handling plan or risk assessment from KS3 or 4 complex needs teachers or from the Wellbeing team leaders)
- Once written the plan should be saved on Southall Shared in the relevant folder. The plan should be shared with all staff that teach the student.
- Important amendments should be made as and when required and the updated plan recirculated.
- The plan should be reviewed termly, with relevant staff being invited to attend. KS leads, Pastoral Lead and WBT to be included.
- Support plans and risk assessments are shared with parents and carers each time they are created and reviewed.

**Wellbeing Team monitoring of behaviour plans, risk assessments, handling plans.**

- In conjunction with KS leaders the Wellbeing Team leaders will assist if required, tutor teams to write these plans.
- Wellbeing Team leaders will attend reviews.
- Termly reviews of plans is built into the meeting structure for staff.

## **Code of Conduct**

### **So everyone at Southall feels happy and safe we must:**

- Include everyone in learning and have fun together.
- Be kind to everyone and everything.
- Listen to each other.
- Work hard in every lesson and let everyone else work hard too.
- Help each other.

### **To do this we need basic rules they are:**

- There is no place in our school for racism, sexism, or aggressive, violent or abusive behaviour, such as bullying.
- Ask for help or advice if you are unsure or worried about something.
- Valuable items brought into school must be handed into the Office and signed for or tutor teams and locked away.
- Attend every lesson - be punctual!
- Bring books, equipment, PE kit and homework, as and when needed.
- Remove outdoor coats when you enter a classroom, put bags and hats away.
- Move around the school and enter and leave classrooms in an orderly and considerate way.
- Never behave in a violent way towards any member of the school community. This includes using abusive or insulting language
- Respect the property of others & never take property which does not belong to you.
- You must wear your uniform
- You must not wear jewellery to school. (See policy)

### **Your efforts to support the code of conduct will be noticed and acknowledged:**

- All pupils have access to praise and to the school rewards systems.

### **If you choose to ignore the School Values & code of conduct there will be consequences.**

- For relatively minor misbehaviour you can expect a discussion with the relevant staff where you will be given the opportunity to follow the school values and put right any you may have caused.
- If you ignore this opportunity, then you can expect a referral and will need to return to the teacher during break or lunch to put things right. If you refuse to put things right after being given two chances this will become a serious breach of the code and you will be put into an after-school detention.
- For continuously breaching the code you may be placed on monitoring sheet, home schoolbook or placed in detention after school. Report systems help you to avoid further problems and deal with most difficulties on a day-to-day basis.



- For more serious breaches of the Code, you should expect your parents to be informed. They may be asked to come into school. You may be 'isolated' within school. Staff supervising 'isolation' will work with you to resolve the issues so that you are able to return to lessons.
- In extreme cases you may be placed on an Individual Teaching Programme within the Wellbeing base. You will work on developing strategies to help you cope when you return to a full timetable or on schoolwork.
- In the most extreme cases, the Head teacher may exclude you from school for a set period. This will appear on your school record.
- In extreme cases the Head Teacher may decide that you will need to go onto a Modified Timetable until such time as you and the school decide that you are ready to return full time with the intention of learning and that your attitudes towards positive learning and positive behaviour are no longer prejudicial to the schools values.
- In very extreme, but rare cases you may be permanently excluded from Southall School.

### **Behaviour for Learning - Developing Skills**

Effective classroom management skills are developed through experience and appropriate support from colleagues. Training and reflection on personal practice is very important.

In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour. Effective lessons are those in which pupils enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment.

Effective lessons:


- give the big picture
- use positive language
- have high expectations
- address different learning styles (~~total~~ *inclusive* communication)
- review learning
- move pupils' learning on
- acknowledge and praise effort and progress.

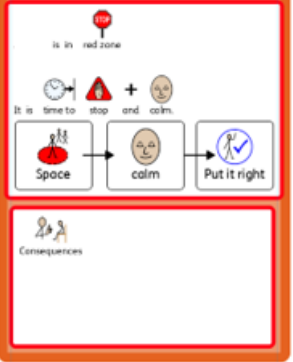
To achieve this staff should:

- set and share learning objectives for the lesson
- display lesson objectives clearly
- set behaviour for learning objectives (for those who require incentives)
- arrive before the class and start the lesson on time
- ensure that pupils enter and leave the room quietly and sensibly
- refer regularly to the Code of Conduct
- ensure that all pupils are able to participate fully in the lesson
- emphasise the positive in learning, behaviour and attendance
- use praise and rewards fairly and consistently
- motivate, encourage and engage the pupils
- model and teach positive behaviour, including respect, empathy and social skills
- make sparing, effective, and fair use of reprimands
- avoid sarcasm, shouting and threats
- avoid humiliating pupils
- avoid punishing a class for the behaviour of individuals
- keep to time in the lesson and finish on time
- share good practice with colleagues

**Appendix iv**  
**Positive Support Plan**

	Date	Written by:
Date of Meeting		
Date of Review		
<p><b>Description of present behaviour – include triggers, <u>low and high level</u> behaviours, health and safety concerns</b></p> <p>Experiences social, <del>emotional</del> and behavioural difficulties related to his ASC. Benefits from a <b>highly structured approach</b> and the use of a <i>low stimulus work room</i>.</p> <p>Struggles with self-regulation and is very easily triggered by events and the actions of peers. Very rigid and hypervigilant to change, needs <b>visual support</b> to cope with even minor changes. A <b>structured consequence approach</b> has been effective in minimising screaming episodes in class. In addition to this, they have a communication aid their <b>orange book</b> with a choice board related to <b>the zones of regulation</b> to help to regulate.</p>		
<p><b>How does the pupil present themselves in the green zone (happy and content)?</b></p> <ul style="list-style-type: none"> <li>• Relaxed body language</li> <li>• Good eye contact</li> <li>• Calm and quiet with positive tone of voice</li> <li>• Initiates positive interactions with staff</li> <li>• Smiles/ laughs</li> <li>• Enjoys joking with staff</li> <li>• More tolerant and accepting of others and possible triggers</li> <li>• Engaged in work</li> <li>• Able to listen and respond to staff calmly</li> </ul>		
<p>What are the signs the young person is becoming anxious/distressed/angry?</p> <ul style="list-style-type: none"> <li>• Becomes increasingly controlling of others and the environment</li> <li>• Will become tense and less tolerant</li> <li>• Will shout out words in response to trigger phrases said by others</li> <li>• May swear</li> <li>• Will become increasing loud – including shouting, humming or screaming.</li> <li>• Less responsive and less tolerant of verbal communication from staff May disengage from task</li> <li>• May pace or leave the room</li> <li>• May lie on the floor</li> <li>• May draw or write on the table</li> <li>• Bang on table or objects</li> </ul>		
<p>What are the signs the young person is becoming challenging? <u>E.g.</u> shout, bang objects, tense body language, swear, hit, kick, threaten</p> <ul style="list-style-type: none"> <li>• Shouts and screams</li> <li>• Unable to communicate</li> <li>• Hits and kicks out at staff</li> <li>• Throws objects and tips over tables and damages school property</li> <li>• May take off clothes, soil and smear urine</li> <li>• If stripping occurs, may <u>self harm</u> genitals.</li> </ul>		
<p>What does the young person look like to let us know they are becoming <u>calm</u></p> <ul style="list-style-type: none"> <li>• Will cry</li> <li>• May hum or sing to soothe himself</li> <li>• Will accept and begin to follow adult instructions</li> <li>• Will accept help to navigate back to a calm state.</li> <li>• Will be able to communicate with the adult</li> </ul>		
<p><i>Please cross if pupil is accessing and date below</i></p>		
<u>Well</u> being	Nurture	Student Engagement
	ASC	Known to have required MAPPA
	Other Risk Assessment	Plan Discussed with parents

Goal	What you may see / hear	Strategy	Script or communication aid	Positive Impact Y/N
<p>When proactive – content and calm</p> <p>Will use appropriate strategies to respond to everyday events so that they can stay regulated and engaged.</p>	<p>See behaviours above.</p>	<p>Use of a low stimulus workroom and workstation</p> <p>Work-reward approach</p> <p>Use of high structure throughout the curriculum, including a visual aid</p> <p>Consistent routines and support to cope with changes to this.</p> <p>Orange book with self-regulation prompt – adults to refer to this throughout the day</p> <p>Self-regulation and mindfulness opportunities built into the curriculum throughout the day</p> <p>Inclusive communication approach</p> <p>Use of intensive interaction as appropriate to facilitate positive interaction</p> <p>Explicitly teach the correct response to common problems in class – this is currently practised in target time.</p> <p>Use of social stories as appropriate to teach new skills</p> <p>Motivating class reward system in place</p>		<p>Yes</p>

<p>De-escalation</p> <p>Will manage their anxieties and frustrations successfully and re-engage positively in planned tasks.</p>	<p>See above behaviours – but mainly swearing, screaming and disengagement from tasks.</p>	<p>Continue to use above strategies.</p> <p>Consequence system in place – receives a warning for swearing and then a consequence if they continue – this would be written in his orange book. Consequences include late minutes, extra <u>work</u> and loss of choose.</p> <ul style="list-style-type: none"> <li>• Reduce verbal communication</li> <li>• Firm but calm tone of voice</li> <li>• Increase the use of structure <u>i.e.</u> task breakdowns to make the task more structured</li> <li>• Remind they need to use the right voice.</li> <li>• Remind them it is good choices or a consequence.</li> <li>• Do not overload with <u>verbals</u>, give processing time after each verbal instruction/statement.</li> <li>• Refer to orange book, do you need anything?</li> <li>• Step back and give space and processing time.</li> </ul>		<p>Yes</p>
<p>Reactive</p> <p>Will calm in a safe way using given strategies.</p>	<p>Crisis point – Uncontrollable screaming and aggression</p>	<p>behaviours escalate, becoming more aggressive, screaming uncontrollably, unsafe</p> <ul style="list-style-type: none"> <li>• Tell to stop and adult step back.</li> <li>• Show red zone board and give space.</li> <li>• Give space and use a timer – give 5 minutes to calm.</li> <li>• Once the timer beeps pupil if they are calm (referring the red zone board). If calm move on to putting it right – this may be tidying up any <u>mess</u>, or calming further using a strategy from book or getting on with the work task (use a schedule to support this).</li> <li>• If not ready to calm, point back at the space symbol and say that you will leave again.</li> </ul>		<p>Yes</p>

Post incident support – Will continue to calm to a regulated state and re-engage successfully in activities.	See above behaviours  Will sit down, appear calmer, cry or hum, he will be able to engage in communication with the supporting adult calmly.	Give time to calm further and keep communication reduced and calm.		Yes
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*Southall recognises that we cannot have goals for all behaviours described. The support plan is to set goals against behaviours that the school team and families feel that we can have a positive impact upon. For behaviours that have a health and safety concern please see behaviour risk assessments.*