


Behaviour Policy	
Updated	October 2023
Status	Statutory Policy Delegated to the Pupil Outcomes Sub-Committee Updated annually
Review	October 2024



Introduction

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally

Our Behaviour Approach

We have a Relational Approach; **Developing Relationships, Responding and Calming** and **Repairing and Restoring**; when working with our pupils, parents and all stakeholders through a graduated response. This approach is based around the principle that all behaviour is a form of communication.

Intent

- Greater importance on inclusion and belonging through promoting positive relationships and behaviour, effective teaching and preventative response
- To keep all pupils fully included, engaged with learning and participating in their school communities
- Invest time and resources into improving relationships. This will lead to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term
- Instil a common language to ensure consistency across the school
- Creating a positive whole school ethos and policy that promotes positive relationships and behaviour and reduces the need to consider exclusion
- Relational Practice and Policy which is aligned with current research and theory from the fields of attachment and trauma, behaviour management and on effective support for personal development
- Relational approach to be used along with good quality first teaching and in a planned and timely fashion to target early intervention for children and young people
- Support the development and maintenance of a calm and inclusive learning community
- Clear, collective and cohesive vision for pupils and staff underpinned by theoretical frameworks
- Establish our core values and beliefs which underpin the school's ethos, practice and vision
- Optimise pupil outcomes by investing in a comprehensive and cohesive integrated recording system that is custom built to the needs of the school

Behaviour Policy Aims

Compass School expects to achieve high standards of behaviour from all members of its community so that everyone is looked after, can enjoy their work and can progress and achieve.

At Compass School we will:

- Challenge you to achieve in education and in life
- Keep you safe and healthy
- Give the best help possible
- Ask you what you think, feel and need – we will listen and respond
- Support you on arrival, while with us and when leaving

Compass School expects pupils to:

- Attend your lessons and/or extended curriculum placements
- Arrive on time. Work to improve your skills and qualifications so that you will be able to move on to your next educational setting or employment
- Behave in a way that allows yourself and everyone to be safe and do their best
- Dress appropriately for your school day
- Refrain from using abusive language
- Never bring weapons, drugs or alcohol on site
- Act within the law

Behaviour - Policy and Guidelines

Compass School expects staff to:

- Maintain high expectations of all pupils ensuring the safety of all is paramount
- Set work that is interesting, relevant and appropriate to learners' abilities
- Provide an alternative education matched to the pupil
- Encourage and reward - by giving positive feedback about effort and achievements
- Support pupils to become more confident and move on to their next educational setting or employment
- Treat learners with fairness and respect at all times
- Be positive role models
- Build relationships using Restorative Practice to bring pupil/pupil, pupil/staff together
- Support colleagues to maintain a consistent approach
- Work with pupils' families, home schools and a wide range of agencies to ensure our pupils' needs are met

Compass School expects parents and carers to:

- Ensure your son/daughter attends school, college or work on time, ready and able to learn
- Promote the value and importance of education
- Notify us of any absences or lateness
- Attend regular reviews and other meetings
- Support our Behaviour Policy
- Encourage success by letting us know any factors, which may affect the behaviour of your son/daughter
- Get to know us - we value good relationships with you

Choice, Challenge, Change

At Compass School, we aim to motivate and encourage all pupils. We believe that achievements and successes of pupils, at whatever level, should be recognised. This helps to build an individual's self-confidence and self-esteem and leads to further personal development.

Positive rewards and incentives to encourage appropriate behaviour exists within the school. Positive reinforcement through praise and encouragement or the extension of privileges is the first base for all staff.

All staff have the responsibility to praise pupils whenever possible. This may be during lessons, when marking work and around school. Research clearly shows that the most effective positive behaviour modification occurs when the praise to rebuke ratio is in excess of 3:1 for both learning and behaviour.

Positive Choices by Pupils	
<ul style="list-style-type: none"> • Attend school • Behave safely • Engage with their learning • Persevere when they are faced with challenges • Treat everyone in our school community with respect • Take care of our school environment • Always move forward from situations positively, using Restorative Practice to support this 	<ul style="list-style-type: none"> • Being provided with learning that is relevant, purposeful and personalised • Being encouraged to always try their best • Attempting new experiences • Working as a team and independently • Adding to our whole school community in a positive way • Being supported with Catch Up and Restorative Practice • Taking positive responsibility for their own actions
By making positive choices and embracing challenges, what will you see?	
<ul style="list-style-type: none"> • All relationships with staff will be positive • Informative feedback on your work • Stickers and stamps on your work and assessments • Earning reward stars in Primary and access to Enrichment SPICE lessons in Secondary • Reaching expectations set to earn Golden and Enrichment time • Achieving Caught You Being Good raffle tickets • Certificates and rewards for achievements; attendance; punctuality and good work • Postcards sent home • Calls and/or texts home • Opportunities for offsite trips • Positive Restorative Practice • Parents/carers joining you on site • Display your achievements 	

Keeping everyone safe

All staff must work together to ensure pupils are safe and engage with their learning.

Some strategies that must be used include:

- Having well planned lessons with differentiated work available so all pupils can access the work;
- Smile, stay calm and be consistent and fair;
- Be positive and confident. Watch your body language – hands out of pockets, stand up when pupils come into the classroom – be welcoming!
- Making sure you have a seating plan that encourages a safe and positive learning environment;
- Review curriculum and timetable offer;
- Work collaboratively with parents, home schools and other relevant agencies; and
- Most importantly, getting to know the pupils and how we can support them with strategies to feel successful in their academic and 'learning to learn' education.

Searching, Screening and Confiscation

When risk dictates a necessity to do so, a member of the extended leadership team or a learning mentor with another member of staff present will use a wand to search individual pupils. Parents/carers will be made aware of this action taken in advance and reasons for doing so. However, on the rare occasions for the safety of our school community, it might be necessary to take this action and update parents/carers after the incident.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case

Respecting our whole school community

It is expected that at all times every member of our whole school community, including visitors, are treated equally and with dignity and respect.

Compass School recognise incidents of prejudice or sexualised behaviours can be happening inside and outside of the school and this includes incidents that can occur online/virtually.

Prejudice and sexualised related discrimination/bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised and which is connected with prejudices around belonging, identity and equality in wider society.

Where any incidents of this nature occur, it is essential all victims are given support and an opportunity to express their feelings on how they wish to move forward.

As part of this process initial isolated incidents will be dealt with via our restorative practice process, as outlined in more detail below, to support resolve the incident. This will be monitored and agreed with an appropriate member of staff as part of the daily debrief process.

Further incidents that occur from the same pupil(s) then a meeting will take place with parent/carer and other relevant parties to review risk and agree a plan moving forward, again using the restorative practice approach as a model to structure discussions and will be monitored and agreed with an appropriate member of staff as part of the daily debrief process.

If the incidents persist a further review of risk will be completed and external agencies, including police, may be contacted to support a plan moving forward to ensure all persons of our whole school community feel safe and are treated with dignity and respect.

All incidents of prejudice and sexualised behaviours are also logged, recorded and monitored on our internal monitoring systems, SIMS and CPOMS

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Behaviour - Policy and Guidelines

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

Suspension and permanent exclusion

Compass school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Recognising the impact of SEND on behaviour

Compass school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Monitoring and evaluating behaviour

Compass school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils and other stakeholders
- The data will be analysed every half-term by leaders at the school and will be analysed from a variety of perspectives including:
 - At school level
 - By age group
 - At the level of individual members of staff
 - By time of day/week/term
 - By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them

Restorative Practice

We recognise all of our pupils have different needs and so along with their personalised curriculum we will work with individuals to support them to move forward from any incidents that may arise as positively as possible.

To support pupils in accepting responsibility for their actions restorative practice is key. Restorative Practice is used to support anyone affected by an incident to reflect, rebuild and restore. This is designed to support pupils to achieve their full potential during the school day and beyond. During this process of accepting responsibility and supporting pupils to move forward positively the following questions are key:

1. What happened?
2. What were you thinking?
3. How were/are you feeling?
4. Who do you think has been affected?
5. What needs to happen/do you need to do now?

This type of discussion may arise from many situations, for example:

1. Damage caused to site;
2. Missed lessons due to refusing;
3. To restore relationships with staff or other pupils following an incident;
4. Using offensive language;
5. Bullying.

Using the above questions all staff endeavour to give pupils time to be reflective, understand and respect the thoughts and feeling of others, see the impact the incident has had on others, accept responsibility and move forward positively resolving the situation.

Compass School creates a whole school ethos that encompasses the need for pupils to understand that there are consequences to their behaviour, as well as allowing time for the pupils to put things right and learn from it.

Physical Contact and Intervention Policy

Compass School has a Physical Contact and Intervention Policy that outlines safe and positive touch when working with young people, as well as the need to use intervention or reasonable force when a young person, or other people are at risk of being harmed or property is going to be damaged.

Securicare is used when necessary to safeguard all people we are working with and the Securicare techniques seek to avoid injury to any party involved, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that all parties remain safe.

If you would like to know more about Compass School [Physical Contact and Intervention Policy](#) please refer to this document for further guidance.

Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Behaviour - Policy and Guidelines

To meet our aims and address the risks above, we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy which can be found on our website

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Compass School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Compass School will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying/behaviour policy.

Staff will be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSLO will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSLO.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when.

We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSLO will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g., moving them out of classes with the victim, and the reason(s) behind any decision(s)

Mobile phone (Pupils)

At Compass School we recognise that mobile phones, including smart phones, are an important part of everyday life for our pupils, parents/carers and staff, as well as the wider school community.

We aim to put pupil's welfare and their education first. The misuse of mobile phones and other electronic equipment can be a major distraction from this aim. We expect all staff, pupils and parents/carers to refer to this aim and abide by the school's Mobile Phone Policy.

All mobile phones that are brought into school **must be stored as outlined below and not used during lesson times.**

Electronic equipment, including head-phones must not be used during any lessons unless they are for the purpose of learning and are clearly part of the lesson.

The school accepts no liability for the loss or damage of any mobile phones or other electrical equipment brought in by pupils. Insurance cover of phones and all electronic devices is the responsibility of the pupil's parents or carers.

On school site:

At the start of the school day all pupil's phones will be collected by the member of staff who meets them on arrival. They will be stored in a named box and kept securely in an Office in each zone.

If the pupil fails to hand in their phone and the pupil uses it in lesson time, there will be action taken in line with the Behaviour Policy.

Phones can be re-issued at lunchtime and after school for all pupils by the members of staff supporting pupils to leave at the end of their day.

Phones used at lunch time by secondary pupils will be collected back in by a member of the Learning Mentor team.

Trauma Informed Approach to Behaviour

Compass School is invested in becoming a trauma Informed School. In 2022-2023, all staff have undertaken basic Trauma Informed Practice training and completed additional training in September 2023.

Compass School is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and external agencies

To this end Compass School is committed to educational practices which Protect, Relate, Regulate and Reflect;

Protect

- Ensuring that pupils feel physically and psychologically as safe as they can in our school community
- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at main door
- Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious applying strategies proven to shift children out of flight/fright/freeze positions.

Behaviour - Policy and Guidelines

- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively
- A whole school commitment to tackle all use of put downs, criticism and shaming and banter. Loud voices and shouting to be avoided.
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis
- e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time.
- The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally- available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.
- Being Emotional Available Adults and being 'there' for our pupils
- Ensuring that all children have an on-going access to an emotionally available adult. Children who have experience 1 or more ACEs (Adverse Childhood Experiences) require daily access to emotionally available adults.
- Senior leaders ensuring the emotional wellbeing of staff

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnt- out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- Acknowledging that pupils cannot learn or concentrate if they are stressed.
- A whole school commitment and approach to relate on a daily basis to all pupils in ways that strive to calm, sooth and bring down toxic stress levels as a preventative of physical and mental health and to enhance learning opportunities
- A whole school commitment to supporting staff/each other on a daily basis
- Designated staff only spaces where staff can unwind and de-stress

Reflect

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding
- Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to become more resilient and to better manage situations and life in general.
- Within the context of an established and trusted relationship with members of staff, pupils are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of working through' these experiences and memory re-consolidation. (Means includes the provision of different modes of expression e.g.: art/play/drama/music/sand/emotion worksheets/emotion cards
- PSHE (Personal, Social and Health Education) and SPICE (Social, Physical, Intellectual, Creative, Emotional) curriculum content to be used to enable pupils to make informed choices about how they relate to others, how they live their lives and how they treat their brains, bodies and minds.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self- referencing and helping them develop positive, coherent narratives about their lives.
- A behaviour policy based not on punishment, sanctions but on resolution and interactive repair with a focus on restorative conversations and practice.
- Ensure that all pupils are offered the time and space to make sense of painful life experiences with an emotionally available adults who are able to listen, understand and offer an empathetic response.
- A conversational rather than punitive response to challenging behaviour in order to support the development of pupil's brain functions and to prevent further long term mental health problems which research indicates can arise from punishments.

Other relevant policies for reference

For more information, please refer to

- DfE document Behaviour in Schools – Advice for Headteachers and School Staff
- Anti-bullying Policy
- Attendance Policy
- Physical Contact and Intervention Policy
- Remote Learning Policy
- Smokefree School Policy
- SPICE Policy
- Substance Misuse Policy
- Safeguarding and Child Protection Policy
- Searching, Screening and Confiscation Policy
- Keeping Children Safe in Education