



Relational Policy

Establishing Positive Behaviour for Learning (PBfL)

Policy updated: March 2025

Policy to be reviewed: March 2026

Ethos

Our Relational policy; Establishing Positive Behaviour for Learning (PBfL) has been designed to foster a positive and inclusive educational environment within our school. At the heart of our approach is a rooted commitment to recognising and addressing the diverse needs of our students, many of whom have faced unique challenges that have impacted their learning journey.

In acknowledging the importance of forging strong connections between students, staff, and the broader school community, we embrace a relational approach. We believe that positive relationships are fundamental to effective teaching and learning. By prioritising connection and understanding, we aim to create an atmosphere where students feel safe, valued, and supported on their educational path.

Aims

At Compass School you will see:

- **Pupil-Centered Approaches:** Placing the voices of children at the centre and through utilising their strengths and qualities aligned with a pupil-centred approach, emphasising individual needs and characteristics.
- **Nurture and Empathy:** Providing high levels of nurture and empathy, alongside structure indicates a commitment to creating a safe and supportive environment for all students.
- **Emotional Well-being support:** Staff prioritising pupil emotional well-being, development, and learning through the provision of emotionally available adults
- **Clear Boundaries and Predictable Routines:** Clear boundaries, predictable routines, and regulated responses demonstrates a commitment to providing a planned and consistent learning environment.
- **Behaviour Management and Regulation:** Pupil behaviour, regulating emotions, and building the capacity for self-regulation are essential aspects of creating a conducive learning environment.
- **Addressing Attachment Needs and Trauma:** Staff responding to the needs of pupils with unmet attachment needs and those who have experienced trauma or adverse childhood experiences.
- **Positive and Inclusive Environment:** Emphasis from all stakeholders of fostering a positive and inclusive educational environment; a commitment from all to ensure that all pupils feel welcome and valued.
- **Diverse Student Needs:** Staff acknowledging the diverse needs of pupils; recognising the uniqueness of each learner and the importance of tailoring educational approaches accordingly.
- **Connection and Understanding:** Staff prioritising positive relationships between students, staff, and the broader community reflects an understanding that these connections are fundamental to effective teaching and learning.

GOALS

Through our holistic, pupil-focused approach that goes beyond academic achievement to address the social, emotional, and psychological aspects of each pupil's development we aim for all pupils to work towards achieving their **GOALS**

GOALS	Explanation
Growth mindset	Fostering the belief that abilities can be developed through dedication and hard work
Ownership	Where staff are actively encouraging pupils to take a role in leading their learning journey
Attitude	Pupils demonstrate a range of consistent learning behaviours which demonstrate the aspiration to achieve their best
Learning	Pupils are engaged in learning and developing life-long skills
Success	Where success is not only measured by the completion of academic work but also the development of Learning to Learn skills

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions

Low level behaviours are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude including use of inappropriate language
- Incorrect uniform

Serious behaviours are defined as:

- Repeated breaches of the school rules
- Use of prejudicial language or behaviour including racist, sexist, homophobic or discriminatory
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments including Sexual jokes or taunting
- Physical behaviour such as interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking

Possession of any prohibited/banned items

These are:

- Knives or weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Roles and responsibilities

The Management Committee is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher is responsible for:

- Reviewing and approving this policy in conjunction with the Management Committee
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following during their induction into the behaviour culture:

- Positive Behaviour for Learning (Pbfl) GOALS framework
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- Pastoral support that is available
- School uniform

- How pupils will be supported to develop an understanding of the school's behaviour policy and wider culture
- How pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

School behaviour curriculum

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

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.

At Compass School you will see:

- 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

Trauma Informed Approach to Behaviour

Compass School is invested in supporting the very best possible relational health for those in our school community, including: our pupils, parents/carers, school staff and external agencies. The components of the Trauma Informed School model is underpinned by evidence based research which demonstrates positive change in wellbeing and mental health by applying the following components: Protect, Relate, Regulate and Reflect. The Protect, Relate, Regulate and Reflect framework is integral to our commitment to creating an inclusive and supportive learning environment. By embedding these principles in to our policy we will strive to foster resilience, empathy and success for all pupils, recognising and responding to the impact of trauma on their educational journey.

Our Trauma Informed Approach is underpinned in the understanding that trauma can manifest in various ways, affecting cognition, behaviour, and emotional well-being. We believe that creating a safe and supportive space is essential for our pupils to thrive academically, socially, and emotionally and we are committed to creating a culture of compassion, empathy, and resilience. By embracing trauma-informed practices, we seek to create an atmosphere where pupils feel understood, respected, and empowered to overcome the challenges they may face now and in the future.

Acknowledging the prevalence and impact of trauma in the lives of our pupils, we are committed to fostering a learning environment that is not only academically enriching but also sensitive and responsive to the diverse needs of our pupils.

Protect

Our priority as a school is to ensure our pupils feel safe in our environment and are able to learn without fear enabling them to relate to others and engage in learning. If we are to 'protect' and look after our pupils we need to apply a behaviour policy that reflects a differentiated and developmentally appropriate response to our pupils as often their behaviour can be indicative of unmet need, adverse childhood experiences (ACEs). Our staff will:

- Ensure that pupils feel physically and psychologically as safe as they can in our school community
- Not, knowingly, placing a pupil in a situation that they are unable to manage. Adjust expectations regarding our pupils to correspond with their developmental capabilities and

experience of traumatic stress. This includes removing pupils in a kind and non-judgmental way from situations they are not managing well

- Will act to protect pupils from repeated failures, they will support them to 'fail safely'
- Use increased 'safety cues' during the school day to help create a sense of safety for pupils, thus reducing the risk of triggering a traumatic response; including calming sounds, comforting colours, designated areas or specific objects to reduce anxiety and stress
- Use of our 'Meet and Greet' protocol for pupils when they arrive at school and at classrooms
- Apply the PACE (Playfulness, Acceptance, Curiosity and Empathy) model of interaction (Hughes 2015), aiming to be warm emphatic, playful and curious. They will apply strategies to move pupils from positions of flight/fright/freeze to a place of trust and safety.
- Ensure that interactions with pupils are socially engaging, to decrease likelihood of them relating defensively
- Tackle all use of put downs, criticism, shaming and banter and promote a culture of respect and understanding where pupils feel emotionally secure to express themselves
- Aim to 'interactively repair' issues with pupils, using Restorative Practice principles
- Use strategies and interventions that help them to get to know our pupils better on an individual basis, thus enabling pupils to feel safe enough to talk, if they wish, about painful life experiences
- Act as Emotionally Available Adults (EAAs) to our pupils.

Relate

This is the ability to form meaningful, positive and supportive relationships between pupils, staff and peers as this is key to mental wellbeing and happiness. The quality of contact our pupils have in the school community will have an impact on the quality of their life in the future. Our staff will:

- Be aware that the culture and ethos in a school community is determined by them and their actions, aim to foster a sense of belonging, encourage inclusive practices and make every pupil feel valued and accepted
- Be committed to enabling our pupils to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame
- Be Emotionally Available Adults and will be 'there' for our pupils. Ensure our pupils are provided with repeated relational opportunities (with Emotionally Available Adults) to make the shift from 'blocked trust' (not feeling safe with anyone) to trust
- Promote open and empathetic communication between pupils and staff, recognising and validating their experiences

Regulate

This is the ability to offer 'social buffering' from an Emotionally Available Adult to pupils who have suffered trauma or Adverse Childhood Experiences (ACEs). This will support pupils in developing emotional and behavioural regulation skills. Our staff will:

- Offer Relational interventions to pupils which aim to bring down stress hormone levels (from toxic to tolerable), enabling them to feel calm, soothed and safe and thus will support their learning.
- Offer evidence-based interventions (such as Big Empathy Drawings) that aim to repair psychological damage caused by traumatic life events, through emotionally regulating, playful, enriched adult-child interactions.
- Understand that pupils will find it difficult to engage in learning if they are stressed
- Listen, understand and empathise with our pupils
- Use a policy of 'time in' with a key adult rather than a 'time out' to calm down
- Be committed to relating to our pupils 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 behaviour policy based, not on punishment and sanctions, but on resolution and repair with a focus on restorative conversations and practice.

Reflect

This is the ability to do more than just notice pupil's feelings, it is about engaging in conversations with pupils that support them to make sense of their feelings, encouraging self-reflection and continuous improvement. Our staff will:

- Ensure that all pupils are offered the time and space to make sense of painful life experiences with Emotionally Available Adults who are able to listen, understand and offer an empathetic response
- Feel confident to develop relationships with pupils, be good listeners
- Be attuned to our pupils and provide opportunities for pupils to reflect on experiences and identify areas for growth
- Apply, when appropriate, 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
- Ensure that our pupils are given the means and opportunity to symbolise painful life experiences through images as well as words (eg: using art/play/drama/music/sand/emotion worksheets/emotion cards), as a key part of working through these events.

- Ensure that our whole school curriculum content, especially PSHE (Personal, Social and Health Education) and SPICE (Social, Physical, Intellectual, Creative, Emotional) will 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

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 Management Committee members
- 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

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 Management Committee 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

Keeping everyone safe

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

Staff should know their pupils and aim to remove potential difficulties before they arise in accordance with the pupil plan

Pupil plans will be reviewed termly or more frequently if necessity arises to do so.

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.

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.

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

Recognising the impact of SEND on behaviour

The 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 take its legal duties into account 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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Physical Contact and Intervention Policy

Physical Intervention and Restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible.

- Staff will continuously seek opportunities to communicate, assess the situation, look and listen and divert/de-escalate.
- Any physical intervention will be **REASONABLE, PROPORTIONATE AND NECESSARY** – in the pupil's and staff's best interest.
- Where there is an element of foreseeable risk this will be assessed and, where possible recorded.
- All staff involved in any physical intervention are responsible for completing the Bound Physical Intervention Book and RPI form (kept in the Head teacher's office) on the same day as the incident.
- All RPI number will then be put on the comments on SIMS and the form attached.
- Parents/carers will be contacted by the school when their child has been involved in physical intervention. This may be by telephone, direct contact or by letter on the day the incident occurred.
- The school will keep records of any physical intervention in the Physical Intervention Book and RPI Folder. These are checked every time a physical intervention occurs by the Headteacher or the Deputy Headteacher and SecuriCare Lead Trainer. SecuriCare lead trainer to ensure the RPI form is scanned and attached to the relevant SIMS entry.
- Every half term Physical Information data is shared with the Management Committee in the Headteacher's report
- Where pupils require a physical intervention, a Positive Handling Plan will be generated and then added to their SIMS profile. This will be reviewed and updated to identify agreed strategies, non-verbal, verbal and physical support that will help the pupil learn, develop emotional and socially.
- Staff that are trained and not physically involved in the intervention will be expected to act as advocates for the pupil and members of staff.
- All staff will be trained in SecuriCare to the basic level. This is refreshed every year.
- Compass School has members of staff also trained in School 'First Aid' and hold relevant certificates.
- SecuriCare techniques seek to avoid injury; however, it is possible that bruising or scratching may occur accidentally to either a pupil or member of staff supporting them. These are not necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe. There will always be a verbal check of injury after physical intervention and any injury will be treated and recorded on a skin map, HS1 and/or HS2. These forms will be sent to the LA.
- It is the duty of all staff to offer appropriate support during or after a physical intervention or serious incident

If you would like to know more about Compass School Physical Contact and Intervention Policy, please refer to this document for further guidance

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, Management Committee and other stakeholders

The data 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.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search at all times.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip or a community based venue.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entail – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's cooperation.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present at all times

Informing the Headteacher (or other delegated Safeguarding lead officer)

The staff member who carried out the search should inform the DSL (or delegated safeguarding lead officer) without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

Communication and record-keeping for searches

All searches for prohibited items including incidents where no items were found, will be recorded on the CPOMS system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSLO). The DSLO will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, authorised staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, authorised member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Suspension and permanent exclusion

The 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.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Management Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13)

Links with other policies

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy
- Physical restraint policy
- Pupil mobile phone policy
- SEND Policy
- Online Safety

Statement of Intent: Mixed Year Groups Engaging in Positive Activity During Unstructured Times at Compass School

At Compass School, we believe that fostering a safe, inclusive, and stimulating environment is vital for the personal development and well-being of all our pupils. One key way we achieve this is through purposeful engagement of mixed year groups during unstructured times. By thoughtfully planning and facilitating positive interactions, we not only promote social, emotional, and academic growth but also ensure that all pupils have their unique needs met in an enriching environment.

Rationale

1. **High Staff Ratio and Emotionally Available Adults:** At Compass School, we maintain a high staff-to-pupil ratio during unstructured times. Our staff are not only present but are also emotionally available, trained to provide personalised support based on each pupil's SEND profile. This means that pupils with communication difficulties, social anxiety, or emotional regulation challenges are carefully guided in a way that promotes their emotional security and confidence in social settings. The consistency of adult presence helps to pre-empt and deescalate potential challenges, ensuring that pupils feel safe, valued, and understood.
2. **Planned Activities Linked to Individual SEND Profiles:** Activities during unstructured times are always planned, with careful consideration given to the specific needs of our pupils. For example, pupils with sensory processing needs are offered structured, calming activities that cater to their sensory preferences, while those with social interaction difficulties are supported through small-group activities designed to build social skills gradually. By linking these activities to the pupil's profile of needs, we ensure that every child has access to experiences that are developmentally appropriate and tailored to their unique needs, allowing them to engage meaningfully with peers across year groups.
3. **Trained Staff in Positive Reinforcement and Participation:** Our staff are trained to use positive reinforcement strategies that are sensitive to the needs of pupils, such as offering visual cues, social stories, or regular physical transition breaks for those who may struggle with prolonged engagement. These strategies help pupils feel confident in participating, promoting positive behaviours and encouraging interaction in a way that respects their individual learning and communication styles.
4. **Range of Age Appropriate and Inclusive Activities:** A diverse range of age-appropriate activities is offered during unstructured times to cater to the interests and developmental stages of all pupils. The structured activities alongside free play provide social opportunities that are designed to engage both younger and older pupils. By offering activities that appeal to different age groups, we create opportunities for planned meaningful interaction and collaboration across year groups, allowing pupils to learn from each other's strengths and experiences.
5. **Interactive Boards:** Our use of interactive boards during unstructured times promotes cooperative problem-solving and healthy competition between pupils from different year groups, providing pupils with opportunities to practice teamwork in a supportive environment. These digital platforms help facilitate healthy competition and cooperative problem-solving among pupils from different year groups whilst fostering a spirit of camaraderie and excitement.
6. **Secondary Pupils' Skill Development with Younger pupils:** Engaging secondary pupils in activities with younger pupils not only benefits the younger children but also provides valuable learning experiences for older pupils. This interaction allows secondary pupils to develop essential skills such as leadership, patience, empathy, and problem-solving. Acting as mentors or role models, they contribute positively to the school community while gaining confidence in their own abilities to guide and support others. This contributes to their personal growth and prepares them for future responsibilities both in and beyond the school setting.

At Compass School, we are committed to creating a nurturing and dynamic environment where pupils from different year groups can engage in positive, purposeful activities during unstructured times. By focusing on high staff ratios, emotionally available adults, and carefully planned inclusive activities, we ensure that all pupils have opportunities for social learning, leadership, and collaboration. Our approach is designed to build key skills that will benefit pupils throughout their school journey and into adulthood, while reinforcing a sense of belonging and inclusion at
Compass School

Pupil photo

Pupil plan

Pupil		Version	
Date		Completed by	

What helps me with my learning?	What makes me happy? What do I like?

What do I do find challenging?	How do I want to be supported?
I am challenged when: too much is expected from me.	I want:
I don't like it when: I'm not feeling supported.	It would be helpful if:
Things that make my learning difficult are... Noising environment	My Emotionally Available Adults are:

What do people who know me say about me?

Co-regulation plan		
Zone of regulation	What my behaviour might look like	Agreed Responses and strategies
Low state of alertness Calm Safe / Socially engaged		
Mild stress Alert / Aroused / Agitated Dysregulated		
Mobilised / Immobilised		
Recovery		

Risk management plan			
Stage of zones of regulation	Description of behaviour (Describe what the behaviour looks/sounds like)	Intervention details (Describe strategies that should be attempted at each stage)	Rapid Escalation actions (Describe actions that need to be implemented)

RAGE
FEAR
PANIC
LOSS OF CONTROL

Graduated response

Whole School Culture and ethos	All staff	<p>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</p> <p>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.</p>
Whole school intent	All staff	<ul style="list-style-type: none"> • 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
Level 1	All staff	<ul style="list-style-type: none"> • Maintain high expectations of all pupils ensuring the safety of all is paramount • Set work that is interesting, relevant and appropriate to learners' abilities • 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
Level 2	Learning Mentor support	<ul style="list-style-type: none"> • Taking a leading role to promote positive attitudes and behaviour to support pupils' engagement in learning throughout the whole school day • To assist the whole school community in providing a learning environment that enables all pupils to access the curriculum • Having a positive presence in the corridor and outside areas • Support and motivate pupils in identifying issues which are creating barriers to learning and help them in beginning to address these barriers • Review and implement effective procedures related to behaviour management and through relational approaches