Behaviour Policy
Establishing Positive Behaviour for Learning (PBfL)

Policy updated: May 2026

Policy to be reviewed: May 2027

Statement of Principles

Good behaviour in schools is central to a good education. Compass School recognises that pupils learn best in calm, safe, supportive and inclusive environments where they feel valued, understood and able to thrive. We believe behaviour is taught, modelled and supported through positive relationships, consistency, high expectations and emotionally available adults.

This policy reflects current Department for Education (DfE) guidance including:

- Behaviour in Schools
- Suspension and Permanent Exclusion Guidance
- Keeping Children Safe in Education (KCSIE)
- Searching, Screening and Confiscation Guidance
- Equality Act 2010
- SEND Code of Practice
- Working Together to Safeguard Children

Compass School adopts a trauma-informed, relational and restorative approach to behaviour. We understand that behaviour is a form of communication and that many pupils may have experienced adversity, trauma, disrupted attachment, social disadvantage or unmet emotional needs.

Our approach balances:

- High expectations
- Consistent boundaries
- Predictable routines
- Safeguarding responsibilities
- Compassionate and relational practice
- Support for emotional regulation and self-regulation
- Restorative approaches to repairing relationships

The purpose of this policy is to ensure all pupils, staff, parents/carers and stakeholders understand the school's expectations, responsibilities and approaches to creating a positive learning environment.

Inclusion

At Compass School, inclusion underpins every aspect of our practice. We are committed to creating a nurturing, trauma-informed environment where every staff member and pupil feels heard, safe, and valued — regardless of race, ethnicity, gender identity or expression, sexual orientation, disability, age, religion, neurodiversity, or lived experience.

We support pupils to develop the skills, knowledge, and personal tools needed for their next educational steps, empowering them to become resilient, successful, and compassionate individuals. Through personalised pathways, adaptive teaching, and access to a diverse and enriched curriculum, we ensure that every learner can thrive.

Our holistic, pupil-centered approach extends beyond academic achievement to address the social, emotional, and psychological aspects of development. Our goal is for all pupils to strengthen their Growth Mindset, Ownership, Attitude, and Love of Learning, increasing their opportunities for long-term success.

Inclusion is central to our ethos. We actively respond to individual needs, strengthen staff and pupil voice, and work to remove barriers to achievement. By fostering mutual respect and accountability, we create a community where every member feels a genuine sense of belonging and where pupils can rediscover a love of learning.

Ethos

Our Positive Behaviour for Learning (PBfL) approach is designed to foster a positive and inclusive educational environment where pupils feel safe, respected and able to succeed.

At the heart of our practice is a commitment to understanding the individual needs of every pupil and building strong relationships between:

- Pupils
- Staff
- Families
- External professionals
- The wider school community

We believe positive relationships are fundamental to effective teaching, learning, safeguarding and emotional wellbeing.

Compass School promotes:

- Inclusion and belonging
- Equity and dignity
- Emotional safety
- Consistency and predictability
- Pupil voice and participation
- Restorative practice
- Relational approaches
- High aspirations for every pupil

Aims

At Compass School you will see:

- **Pupil-Centred Practice**

Placing pupils at the centre of decision-making and recognising their individual strengths, needs and aspirations.

- **Nurture and Empathy**

Providing high levels of nurture, empathy and structure to create emotionally safe environments.

- **Emotional Wellbeing Support**

Emotionally available adults supporting emotional development, wellbeing and learning.

- **Clear Boundaries and Predictable Routines**

Consistent expectations, routines and responses that support regulation and learning.

- **Behaviour Support and Regulation**

Supporting pupils to understand emotions, regulate behaviour and develop self-regulation skills.

- **Trauma-Informed Practice**

Responding appropriately to attachment needs, trauma and adverse childhood experiences.

- **Inclusion**

Ensuring all pupils feel welcomed, valued, respected and included.

- **Understanding Diverse Needs**

Recognising the uniqueness of each learner and adapting provision accordingly.

- **Connection and Relationships**

Prioritising positive relationships as the foundation for successful learning

GOALS Framework

Through our holistic approach, pupils are supported to achieve their GOALS:

The GOALS Framework is designed to support the development of positive behaviour for learning skills and to encourage pupils to become confident, resilient and successful learners. Through a consistent whole-school approach, pupils are recognised and rewarded for demonstrating the values and behaviours linked to the framework.

Achievement points are awarded to celebrate progress, effort, positive attitudes and personal development, helping pupils understand how their behaviours contribute to success both in school and beyond. The framework promotes high expectations, self-awareness, responsibility and a culture of encouragement and aspiration across the school community.

GOALS	Explanation
Growth Mindset	Believing abilities can develop through effort, practice and resilience
Ownership	Taking responsibility for learning, choices and behaviour
Attitude	Demonstrating positive learning behaviours and aspirations
Learning	Developing academic, emotional and lifelong skills
Success	Recognising achievement in learning, wellbeing and personal development

Our Behaviour Approach

Compass School uses a relational, restorative and graduated approach to behaviour.

We recognise that:

- Behaviour is communication
- Relationships are central to learning
- Regulation must come before reflection
- Consistency and predictability support emotional safety
- Consequences should support learning and accountability
- Exclusion should only be used where necessary, proportionate and lawful

Our approach is based on:

1. Developing Relationships
2. Responding and Calming
3. Repairing and Restoring

Intent

Compass School aims to:

- Promote positive relationships, inclusion and belonging
- Create calm, safe and purposeful learning environments
- Support all pupils to remain engaged in education
- Reduce the need for suspension and permanent exclusion
- Ensure behaviour systems are fair, reasonable and proportionate
- Provide early intervention and targeted support
- Support pupils to develop emotional literacy and self-regulation

- Ensure all staff use a consistent approach and shared language
- Work collaboratively with families and external agencies
- Promote safeguarding, wellbeing and positive mental health
- Maintain high expectations for attendance, behaviour and achievement
- Ensure behaviour systems comply with equality and safeguarding duties

Compass School uses the Antecedent–Behaviour–Response (ABR) framework to promote positive behaviour for learning and to support pupils' social, emotional and behavioural development. The framework provides a consistent and reflective approach to understanding behaviour, recognising that behaviour is influenced by experiences, environments, relationships and individual needs.

The purpose of the ABR approach is to:

- Create safe, predictable and supportive learning environments
- Understand behaviour as a form of communication
- Identify and reduce barriers to learning and engagement
- Support pupils to develop emotional regulation, communication and problem-solving skills
- Promote positive relationships and restorative approaches
- Encourage reflection, accountability and personal growth
- Ensure responses to behaviour are fair, consistent and proportionate

The ABR framework supports staff to consider:

- **Antecedents** – what may have happened before the behaviour, including environmental factors, communication, relationships, emotional state or unmet need
- **Behaviour** – the behaviour presented and what it may be communicating
- **Response** – how adults respond in ways that support safety, learning, reflection and positive outcomes

This approach enables staff to respond consistently while considering the individual needs and circumstances of pupils, including SEND, communication differences, trauma experiences and safeguarding factors.

Putting the ABR Framework into Practice

A – Antecedents (Before Behaviour Occurs)

Compass School seeks to reduce barriers to learning and prevent escalation by creating supportive environments and clear expectations.

Staff will:

- Provide consistent routines and predictable structures
- Communicate expectations clearly and accessibly
- Use reasonable adjustments where appropriate
- Prepare pupils for change and transitions
- Build positive relationships and emotional safety
- Recognise and respond to signs of stress, anxiety or dysregulation at an early stage

B – Behaviour (The Behaviour Response)

The school recognises that behaviour may communicate need, distress, frustration or difficulty with regulation.

Staff will:

- Respond calmly, respectfully and consistently
- Seek to understand possible triggers and contributing factors
- Use de-escalation strategies where appropriate
- Reinforce positive behaviour and behaviour for learning skills
- Support pupils to develop self-regulation, communication and reflection skills
- Maintain appropriate boundaries and expectations

R – Response (After Behaviour Occurs)

Responses to behaviour are intended to support learning, repair relationships and promote positive future outcomes.

Staff will:

- Use restorative and reflective conversations where appropriate
- Apply consequences fairly, proportionately and consistently
- Support pupils to understand the impact of their behaviour
- Help pupils identify strategies for future success
- Record and review incidents in line with school procedures
- Work with families and relevant professionals where additional support is required

The ABR framework forms part of Compass School's inclusive and relational approach to behaviour for learning and supports the development of safe, respectful and successful learning environments for all pupils.

Behaviour Expectations

Compass School will:

- Challenge pupils to achieve in education and life
- Keep pupils safe and healthy
- Listen to pupil voice and respond appropriately
- Provide support during transition and change
- Promote dignity, respect and inclusion
- Deliver high-quality teaching and learning
- Maintain clear expectations and routines

Compass School expects pupils to:

- Attend school regularly and punctually
- Engage positively with learning
- Behave safely and respectfully
- Follow staff instructions and school routines
- Respect others, property and the learning environment
- Refrain from discriminatory, abusive or harmful language
- Use technology appropriately
- Avoid bringing prohibited items into school
- Act within the law

Compass School expects staff to:

- Maintain high expectations for all pupils
- Provide safe, supportive and inclusive environments
- Deliver engaging and differentiated learning
- Model respectful behaviour and language
- Build positive relationships with pupils
- Use restorative and relational approaches consistently
- Apply behaviour systems fairly and proportionately
- Support emotional regulation and wellbeing
- Work collaboratively with parents/carers and professionals
- Record and respond to incidents appropriately

Compass School expects parents and carers to:

- Support regular attendance and punctuality
- Promote positive attitudes towards education

- Communicate concerns with the school
- Attend meetings and reviews where appropriate
- Support school expectations and behaviour approaches
- Inform school of circumstances that may affect wellbeing or behaviour
- Work in partnership with school staff

Promoting Positive Behaviour

Positive behaviour is promoted through:

- Consistent routines
- High-quality teaching
- Positive relationships
- Recognition and praise
- Trauma-informed approaches
- Emotional literacy support
- Restorative conversations
- Personalised support plans
- Differentiated curriculum pathways
- Positive role modelling
- Safe and regulated learning spaces

Staff will use proactive strategies to prevent dysregulation and reduce barriers to learning.

Graduated Behaviour Response

Responses to behaviour will always consider:

- The pupil's age and developmental stage
- SEND and additional needs
- Trauma and attachment needs
- Safeguarding concerns
- Context and triggers
- Proportionality and fairness
- Equality duties

Responses may include:

- Regulation support
- Restorative conversations
- Reflection time
- Repair work
- Curriculum adjustments
- Emotional wellbeing support
- Individual pupil plans
- Increased supervision
- Risk management plan reviews
- Multi-agency support
- Parental meetings
- Targeted interventions

Keeping Everyone Safe

All staff share responsibility for ensuring pupils are safe, regulated and able to engage in learning.

Staff must:

- Know pupils well
- Follow risk assessments and relational plans
- Use de-escalation strategies
- Maintain calm and professional conduct

- Create safe classroom environments
- Differentiate learning appropriately
- Work collaboratively with families and agencies
- Identify safeguarding concerns promptly

Risk management plans will be reviewed regularly

Trauma-Informed Practice

Compass School is committed to becoming a fully trauma-informed school.

All staff receive training in trauma-informed practice and relational approaches.

Our practice is built around the principles of:

- **Protect**

Creating physical and emotional safety through nurturing, predictable and relational environments.

- **Relate**

Developing trusted relationships and emotionally available adults.

- **Regulate**

Supporting emotional regulation and reducing toxic stress.

- **Reflect**

Helping pupils understand experiences, emotions and behaviour through supportive reflection.

Compass School recognises that punitive approaches alone are unlikely to improve outcomes for vulnerable pupils.

We prioritise:

- Emotional safety
- Co-regulation
- Repair and restoration
- Pupil voice
- Therapeutic thinking
- Consistent relationships
- Staff wellbeing

Staff Training

Staff will receive regular training in:

- Behaviour management
- Trauma-informed practice
- Safeguarding
- Restorative approaches
- Online safety
- Physical intervention
- Equality and inclusion

- SEND
- De-escalation and regulation strategies

Monitoring and Review

This policy will be:

- Reviewed annually
- Updated in line with legislation and DfE guidance
- Monitored by senior leaders and governors
- Evaluated through behaviour, safeguarding and attendance data

The school will seek feedback from:

- Pupils
- Staff
- Parents/carers
- Management Commitee
- External professionals

Safeguarding and Behaviour

Behaviour and safeguarding are closely linked.

Certain behaviours may indicate:

- Abuse
- Neglect
- Exploitation
- Mental health difficulties
- Trauma
- Peer-on-peer abuse
- Criminal or sexual exploitation
- Online harm

All safeguarding concerns must be reported in line with the Child Protection and Safeguarding Policy.

Staff must consider whether behaviour may be linked to unmet safeguarding needs and respond appropriately.

Compass School follows current guidance from the UK Department for Education (DfE) on searching, screening and confiscation. The school has a statutory duty to safeguard pupils, staff and visitors, and to maintain a safe, calm and supportive learning environment.

School staff may search a pupil or their possessions where there are reasonable grounds to suspect that the pupil may be carrying a prohibited item, a banned item under school rules, or any item that may place themselves or others at risk.

Prohibited Items

Prohibited items include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarettes, vapes and related paraphernalia
- Fireworks
- Pornographic images

- Any article that has been or is likely to be used to commit an offence
- Any item likely to cause injury, damage or disruption
- Devices containing harmful, abusive, extremist or inappropriate material

Authorised staff may also search for items banned under school rules where the search is considered lawful, reasonable and proportionate.

Conduct of Searches

Any search undertaken by the school will:

- Be lawful, reasonable, proportionate and conducted in accordance with DfE guidance
- Be carried out respectfully, sensitively and with consideration for the pupil's dignity and welfare
- Take account of the pupil's age, understanding, SEND, communication needs, mental health and any known safeguarding concerns
- Normally be conducted by a member of staff of the same sex as the pupil, with a second member of staff present as witness wherever possible
- Be appropriately recorded in line with safeguarding and behaviour procedures
- Seek to minimise disruption, distress and escalation

Searches involving intimate physical contact will not take place.

Screening

The school may use screening devices, including handheld metal detectors, where risk assessment identifies this as necessary to maintain safety.

Refusal to Cooperate

Where a pupil refuses to cooperate with a search, the school will undertake a risk assessment and may:

- Contact parents/carers
- Consider appropriate safeguarding procedures
- Involve Extended leadership team
- Apply behaviour procedures where appropriate
- Seek police assistance where necessary

The school will always seek to act proportionately and in the best interests of the child.

Confiscation

Staff may confiscate prohibited, harmful or unauthorised items where this is lawful and proportionate.

Confiscated items may:

- Be returned to parents/carers
- Be retained temporarily by the school
- Be disposed of safely and lawfully
- Be handed to the police or other appropriate agencies

Electronic Devices

Electronic devices, including mobile phones and tablets, may be searched where staff reasonably suspect that the device contains evidence relating to:

- Bullying or cyberbullying
- Abuse or harassment
- Sexual harassment or harmful sexual behaviour

- Exploitation
- Criminal activity
- Safeguarding concerns
- Extremist or inappropriate material

Any search of an electronic device will be carried out in line with data protection requirements, safeguarding responsibilities and current DfE guidance. Where appropriate, the school may examine, copy, delete or retain data from a device in accordance with the law and safeguarding procedures.

Communication with Parents/Carers

Parents/carers will usually be informed when a search or confiscation has taken place unless the school believes that doing so may place a pupil at increased risk of harm or compromise a safeguarding process.

Safeguarding and Vulnerable Pupils

The school recognises that some pupils may be particularly vulnerable due to SEND, neurodiversity, communication difficulties, adverse childhood experiences, trauma or mental health needs. Staff will take a trauma-informed and safeguarding-centred approach at all times and will consider individual needs when making decisions about searching, screening and confiscation.

Respecting Our Whole School Community

Compass School is committed to creating a culture of dignity, equality, inclusion and mutual respect where all members of the school community feel safe, valued and heard.

In line with statutory guidance, including Keeping Children Safe in Education (KCSIE), Behaviour in Schools and the Equality Act 2010, the school recognises that behaviour incidents may occur both inside and outside of school, including online, and may impact the safety and wellbeing of pupils.

Compass School will not tolerate:

- Bullying
- Prejudice-related behaviour
- Discrimination
- Child-on-child abuse
- Sexual harassment
- Sexual violence
- Online abuse
- Harmful sexual behaviour
- Derogatory or abusive language
- Intimidation, threatening behaviour or hate incidents

This includes incidents relating to:

- Race or ethnicity
- Religion or belief
- Disability
- Sex
- Sexual orientation
- Gender reassignment
- Looked after status
- Young carers
- Additional needs or vulnerabilities

All reports of harmful behaviour will be:

- Taken seriously
- Investigated proportionately
- Recorded appropriately
- Responded to promptly
- Managed in line with safeguarding procedures

- Considered on a case-by-case basis

Victims will always be listened to, supported and reassured that concerns will be taken seriously.

The wishes of victims will be considered carefully alongside the school's safeguarding responsibilities and duty to protect all pupils.

Where appropriate, Compass School may implement:

- Restorative approaches
- Risk assessments
- Safety planning
- Increased supervision
- Timetable changes
- Pastoral intervention
- Therapeutic support
- Multi-agency working
- Police involvement where necessary

All incidents will be recorded and monitored through school systems including CPOMS and SIMS to identify patterns, trends and safeguarding concerns.

The school recognises that some pupils may require additional support to understand and manage behaviour linked to SEND, communication needs, trauma or social, emotional and mental health difficulties.

Any response to behaviour will consider:

- The age and developmental stage of the pupil
- SEND and reasonable adjustments
- Safeguarding vulnerabilities
- Trauma-informed approaches
- Proportionality and fairness

The school will also consider whether incidents indicate wider safeguarding concerns such as exploitation, abuse, neglect or harmful peer dynamics.

Where behaviour occurs outside school premises, including online behaviour, Compass School may still apply sanctions where the behaviour:

- Could negatively affect the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Impacts the wellbeing or safety of members of the school community

This includes behaviour occurring:

- On school transport
- During educational visits
- During alternative provision placements
- While wearing school uniform
- Online or via social media

The school recognises the importance of educating pupils about respectful relationships, consent, equality, diversity and online conduct through the curriculum, PSHE, safeguarding education and restorative practice.

Restorative Practice

Compass School is committed to equality, dignity and respect.

Discrimination, harassment, prejudice, bullying, sexual harassment, sexual violence, online abuse or harmful sexual behaviour will not be tolerated.

This includes incidents related to:

- Race
- Religion
- Disability
- Sex
- Sexual orientation
- Gender reassignment
- Appearance
- Family background
- Additional needs

Incidents may occur:

- In school
- Online
- During transport
- During off-site activities

All reports will be:

- Taken seriously
- Recorded appropriately
- Investigated fairly
- Managed sensitively
- Responded to proportionately
- Supported through safeguarding and restorative approaches

Victims will be supported and listened to throughout the process.

Repeated or serious incidents may involve:

- Risk assessments
- Safety planning
- Multi-agency involvement
- Police involvement where appropriate

Incidents will be recorded on school systems including CPOMS and SIMS.

Suspensions and Permanent Exclusion

Compass School is committed to inclusion, early intervention and maintaining pupils in education wherever possible. The school will work proactively with pupils, families and external agencies to provide support and reduce the need for suspension or permanent exclusion.

Suspension and permanent exclusion will only be used in response to serious breaches of the school's behaviour policy, or where allowing a pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others.

Any decision to suspend or permanently exclude a pupil will:

- Follow current Department for Education (DfE) statutory guidance
- Be lawful, reasonable, fair and proportionate
- Be made by the Headteacher or authorised extended leadership member acting on behalf of the Headteacher
- Take account of the individual circumstances of the pupil, including age and level of understanding
- Consider the school's duties under the Equality Act 2010
- Consider any SEND, safeguarding, mental health or vulnerability factors

- Include consideration of whether appropriate support, intervention or reasonable adjustments have been implemented
- Take account of contributing factors, including bullying, trauma, bereavement or unmet needs where relevant

The school recognises that pupils with SEND and pupils who are vulnerable may be disproportionately affected by exclusion. Staff will therefore take a graduated, supportive and trauma-informed approach wherever possible.

Where a suspension is issued, the school will provide work for the pupil during the period of absence and will work with parents/carers to support successful reintegration. A reintegration meeting will normally take place following suspension to review support, expectations and any further intervention required.

Where appropriate, the school may seek advice or involvement from external agencies to support pupils at risk of exclusion.

Parents/carers will be informed of exclusion decisions without delay and will be provided with information about the reasons for the decision, the length of the suspension where applicable, and their rights to make representations or appeal in accordance with statutory guidance.

Physical Contact and Intervention

Compass School is committed to creating a safe, supportive and respectful environment for all pupils and staff. The school recognises that positive relationships, de-escalation and early intervention are the most effective approaches to supporting behaviour and reducing the need for physical intervention.

Compass School maintains a separate Physical Contact and Intervention Policy which should be read alongside this Behaviour for Learning Policy. Physical intervention and restraint will only ever be used as a last resort and only where it is lawful, reasonable, proportionate and necessary.

Reasonable force may only be used to:

- Prevent a pupil from causing injury to themselves or others
- Prevent serious damage to property
- Prevent serious disruption to the good order of the school
- Maintain the safety and welfare of pupils, staff and others

Before any physical intervention is used, staff will, wherever possible, seek to:

- Assess risk and the needs of the pupil
- Use communication, diversion and de-escalation strategies
- Consider the pupil's SEND, communication, sensory or trauma-related needs
- Use the least restrictive option appropriate to the circumstances

Any physical intervention must:

- Be reasonable, necessary and proportionate to the level of risk presented
- Use the minimum force for the shortest possible time
- Be carried out by appropriately trained staff wherever possible
- Preserve the dignity, safety and wellbeing of the pupil
- Be recorded, monitored and reviewed in accordance with school procedures

Compass School uses approved SecuriCare techniques and provides regular accredited training for staff in behaviour support, de-escalation and safe physical intervention.

Following any incident involving physical intervention:

- Parents/carers will normally be informed on the same day
- Appropriate records and reporting procedures will be completed

- Any injuries or welfare concerns will be assessed and recorded
- The incident will be reviewed to identify learning, support and preventative strategies
- Additional support or Positive Handling Plans may be implemented where appropriate

Harmful Sexual Behaviour

Compass School recognises that harmful sexual behaviour (HSB), sexual harassment, sexual violence and inappropriate sexualised behaviour between children are significant safeguarding concerns and will be taken seriously at all times. The school will respond to incidents in line with statutory guidance, including *Keeping Children Safe in Education (KCSIE)*, the school's Safeguarding and Child Protection Policy and relevant safeguarding procedures. All concerns will be addressed promptly, proportionately and with a child-centred and trauma-informed approach. The school will consider the needs, safety and wellbeing of all pupils involved and may involve parents/carers, external agencies and safeguarding professionals where appropriate. Pupils will be supported to understand healthy relationships, consent, boundaries, respect and appropriate behaviour through the curriculum and wider pastoral support.

Prejudical language and behaviour

Compass School is committed to promoting equality, inclusion, dignity and respect for all members of the school community. Behaviour that is discriminatory, prejudiced or motivated by hostility towards protected characteristics, including race, religion, disability, sex, sexual orientation or gender reassignment, will not be tolerated. Incidents of prejudice-related behaviour, including discriminatory language, bullying, harassment or online abuse, will be addressed promptly and recorded in accordance with school procedures. The school will provide appropriate support, education and restorative intervention alongside proportionate consequences where necessary.

Smoking and E-Cigarettes

Compass School is a smoke-free environment. Pupils are not permitted to smoke, vape, possess or use cigarettes, tobacco products, e-cigarettes, vaping devices or related paraphernalia on school premises, during transport or while representing the school. The school adopts a preventative and educational approach alongside clear behaviour expectations and safeguarding procedures. Any prohibited items may be confiscated and parents/carers informed. Where appropriate, the school may provide access to education, support or external services relating to smoking cessation, vaping or substance misuse.

Personal Property

Pupils are responsible for the care and safe storage of their personal belongings while on the school site. Items brought into school should be clearly named where appropriate and should not disrupt learning or compromise safety. The school may confiscate items that are unsafe, prohibited, inappropriate or being used in breach of school rules. While the school will take reasonable steps to support the security of personal belongings, it cannot accept responsibility for loss, theft or damage to personal property unless caused by negligence on the part of the school or its staff.

Drugs and Alcohol

Compass School prohibits the possession, use, supply or distribution of illegal drugs, controlled substances, alcohol, solvents or drug-related paraphernalia on school premises or during school activities. Any concerns relating to drugs or alcohol will be treated as both a behaviour and safeguarding matter and will be managed in line with statutory guidance and the school's safeguarding procedures. The school may search for and confiscate prohibited substances where lawful and proportionate to do so and may involve parents/carers, police or external agencies where appropriate. The school will seek to balance safeguarding, education and support with the need to maintain a safe environment for all pupils, staff and visitors.

Artificial Intelligence (AI)

Compass School recognises that AI technologies are increasingly used in education and everyday life.

AI tools may support:

- Teaching and learning
- Accessibility
- Personalisation

- Administration

However, risks may include:

- Harmful or inappropriate content
- Bullying or harassment
- Deepfakes and misinformation
- Exploitation or grooming
- Academic dishonesty
- Data protection concerns

Any misuse of AI will be managed in line with safeguarding, behaviour and online safety procedures.

Staff must:

- Use AI safely and professionally
- Follow data protection guidance
- Complete risk assessments for new AI tools
- Monitor potential safeguarding risks linked to AI

Mobile Phones and Smart Technology

Compass School recognises that mobile phones, smart technology and electronic devices are part of everyday life. However, the inappropriate use of such devices can negatively affect learning, wellbeing, privacy, online safety and safeguarding.

The school's approach is designed to support a calm, focused and safe learning environment while promoting responsible and respectful use of technology.

Expectations

Pupils are expected to use mobile phones and smart technology responsibly at all times.

Devices must not:

- Disrupt teaching, learning or the orderly running of the school
- Be used to bully, harass, intimidate or humiliate others
- Be used to take photographs, audio or video recordings without permission
- Be used to access, store or share inappropriate, harmful or illegal content
- Be used in ways that compromise safeguarding, privacy or online safety
- Be used during lessons or other restricted times unless authorised by staff for educational purposes

Headphones, earbuds, smartwatches and other personal technology may only be used with staff permission and in line with individual learning or sensory needs where appropriate.

Collection and Storage

To support learning and minimise distraction, pupil mobile phones will be collected at the start of the school day and stored securely in accordance with school procedures.

Devices may be returned at agreed times during or at the end of the school day in line with school expectations and individual arrangements where applicable.

Pupils are expected to cooperate fully with these procedures. Refusal to hand in a device, attempts to conceal devices or misuse of technology may result in sanctions and other action in accordance with this Behaviour for Learning Policy.

Searching and Confiscation

Where there are reasonable grounds to suspect that a device contains evidence relating to bullying, safeguarding concerns, criminal activity, harmful sexual behaviour or other breaches of school policy, authorised staff may examine or search the device in line with statutory guidance, safeguarding responsibilities and the school's Searching, Screening and Confiscation procedures.

The school may confiscate devices where use is unauthorised, unsafe or disruptive. Confiscated devices may be retained temporarily, returned to parents/carers or referred to external agencies where appropriate.

Liability

Pupils bring personal electronic devices into school at their own risk. While reasonable steps will be taken to ensure secure storage where devices are collected, the school cannot accept responsibility for loss, theft or damage to personal property unless caused by negligence on the part of the school or its staff.

Online Safety

Compass School recognises the importance of safeguarding pupils from harmful online content and online risks.

We maintain robust filtering, monitoring and safeguarding systems.

The four key areas of online risk are:

- Content
- Contact
- Conduct
- Commerce

Pupils will be taught:

- Safe use of technology
- Online relationships and consent
- Privacy and personal information
- Cyberbullying awareness
- How to report concerns
- Digital resilience and critical thinking

Staff receive regular online safety and safeguarding training.

The school takes all concerns relating to online safety seriously and will respond to incidents involving misuse of technology in line with safeguarding, child protection, anti-bullying and behaviour procedures.

Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Physical Contact and Intervention Policy
- Attendance Policy
- SEND Policy
- Equality Policy
- Staff Code of Conduct
- Health and Safety Policy