



Policy Title:	Behaviour for Learning Policy
Function:	<p>For information and guidance and incorporating the School's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.</p> <p>This policy covers the school's behaviour principals and the behaviour policy.</p>
Status:	Statutory
Audience:	All Students, staff and parents
Ownership/ Implementation:	Principal has overall responsibility for ensuring that this policy is implemented.
Implementation Date:	September 2014
Review period:	Annually
Last Reviewed:	March 2018

Behaviour for Learning Policy

1. Introduction

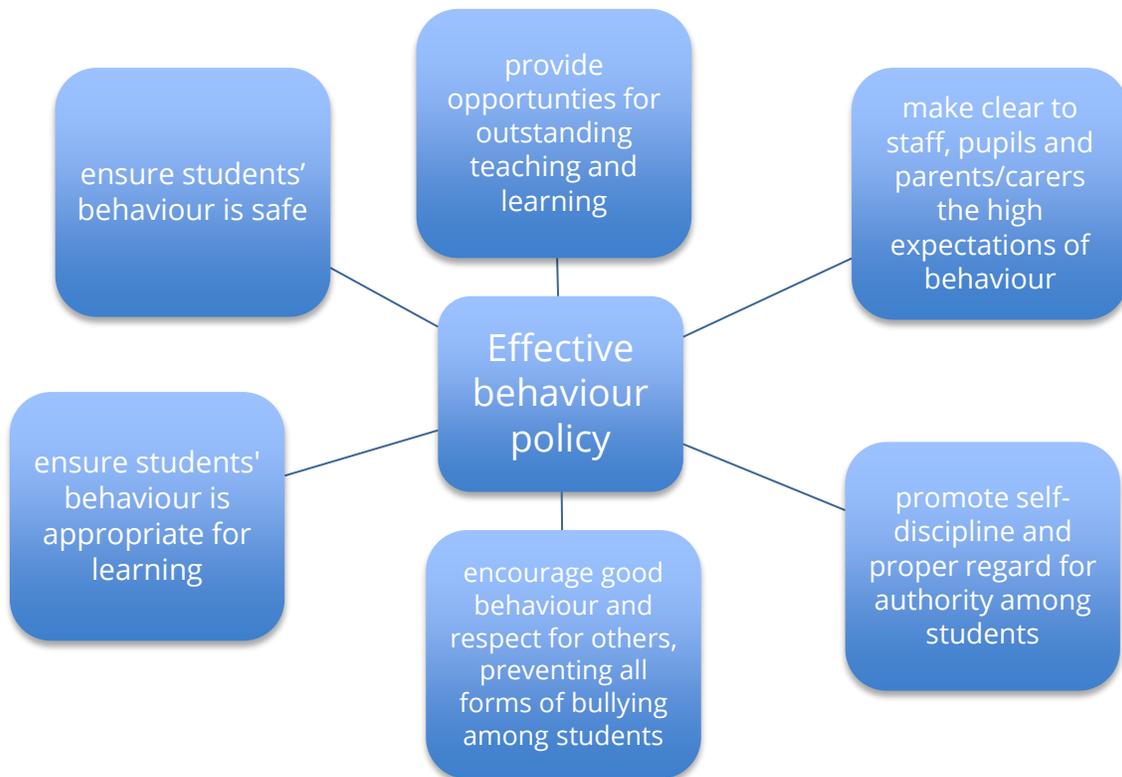
Compass School Southwark is committed to providing an environment where everyone is safe and feels that they are safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

The School also holds an important position in the wider community, educating the young citizens of tomorrow in order that they take a positive and proactive role within their community in the future.

It is therefore important that the individual has a high self-esteem and confidence reflected through a good education, smart school uniform and a positive learning environment.

2. Aim

The aim of the Behaviour for Learning Policy is to determine the boundaries of acceptable and unacceptable behaviour, to describe the hierarchy of rewards and sanctions and provide guidance on how they will be fairly and consistently applied, to promote good behaviour, self-discipline and respect and prevent bullying. Overall, the policy will:



Everyone in the Compass School Southwark Community should...

- **Have mutual respect for one another**
- **Be mindful of the needs of others**
- **Respect our environment, building and resources**

3. Implementation

All members of the Compass School Community including staff, students and parents/carers are responsible for ensure that the Behaviour for Learning policy is implemented effectively.

Where appropriate, parents, teachers and students will be consulted on changes to the Behaviour for Learning policy. Further, Compass School encourages parents to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters.

To reinforce this, students should follow the home-school agreement, which is signed by parents, students and the Principal.

4. Expected behaviours at Compass School

The school reserves the right to issue a sanction if any of the below expectations are not met. The types of sanctions that may be issued are listed in this policy.

Before the start of the school day:

- Students may have breakfast in the cafeteria from 7.45am
- The library is open for private study from 7.45am
- All other areas aside from those mentioned above are closed
- Ensure that correct uniform is worn, borrowing anything needed from reception before 8.10am. A sanction will be issued for borrowed equipment and an item taken as a deposit.
- Ensure that they have all the correct equipment for the day – pen, pencil, ruler, eraser, reading book, diary, purchasing anything needed from Reception.
- There is no playing inside the building. Students wait outside until called in for lesson

In class, students are expected to:

- Arrive on time with all the equipment they need for the lesson
- Place equipment, reading book and student diary on the desk at the start of every lesson
- Bags should be placed on the floor under or beside the desk or chair
- Listen carefully and follow the teacher's instructions at all times using the acronym FOCUS to guide their behaviours during the lesson. The expectation is for students to:
 - Face the front
 - Be Organised and ready to learn
 - Communicate appropriately
 - Understand the task (asking if they do not)
 - Sit up, listen and engage
- Food or drinks (other than water) are prohibited in the classroom
- Begin and end the lesson in a courteous and orderly way, directed by the classroom teacher
- Aim to do the best work that you can during lessons
- Never leave the classroom without the permission of the teacher



At assembly:

- Line up quietly and when the teacher in charge indicates, stand silently waiting to enter the sports hall
- Enter the sports hall in silence, leaving your bags in the relevant section at the side and sitting where directed by your Learning Family Tutor
- Listen carefully, concentrating and not talking to others
- Wait until your Learning Family is dismissed, collecting your bag and leaving in silence

Around the school:

- Move in a quiet and considerate way around the school, taking care particularly during lesson changeovers
- Never run, chase, barge or shout
- Always walk on the left in corridors and on the stairs
- Be ready to help others by opening doors, letting others pass and showing patience, good manners and courtesy
- Follow the signs and routes around the school site
- Other specialist areas of the school will have their own published behaviour expectations

At break and lunch time:

- Go to the cafeteria at the correct time to have a snack or lunch
- Only eat lunch whilst seated in the cafeteria
- Behave sensibly whilst waiting and whilst eating
- Return your tray and clear it when finished, making sure the table is also cleared and tidy

At the end of the school day:

- Students going home should not linger on site or around the entrance on Drummond Road
- Students going to detentions, activities or clubs should go directly to these, rather than hang around the school site
- The library is open until 5.30pm for private study

5. Prohibited items

The following items are strictly prohibited from being on site. These will be confiscated immediately and a sanction set for bringing them onsite.

- Sweets and fizzy drinks
- Unhealthy snacks/snacks of 100 calories or higher
- Chewing gum
- Hooded tops

Students are allowed to bring mobile phones or electronic devices on site, but devices **should not be used anywhere on the school site**. Our expectation is, '**on site, out of sight**'. Students will be challenged if a device is visible within the school grounds. If seen or heard, a phone or other mobile device will be confiscated.



This includes at times when a student may not be using their phone, but have failed to turn it off during lessons or social times and the phone is heard to go off. This is then collected by a parent or carer at **2.30 on a Friday afternoon** in line with any other confiscated item.

Any student found in possession of a prohibited item will have the item confiscated. All confiscated items will be kept by the school office and not returned until the end of the week (Friday at 2.30pm)

Any student who refuses to hand over any prohibited item or phone at the school gate will not be allowed on site until they have either done so or taken it back to their home and returned to school. Any student leaving site to do this and then failing to return may face a fixed term exclusion.

6. Rewarding good behaviour and achievement

It is important that students are recognised when behaving and achieving well. In addition, sanctions are only effective if used rarely, appropriately and above all, consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students. Good behaviour at Compass is promoted and developed by celebrating and rewarding well behaved students.

The following should be considered to acknowledge this:

- Oral praise
- Written comments on individual pieces of work
- Praise postcard
- Contact home
- House points which are linked to an online rewards platform, VIVO miles where students can trade these points for products or opportunities within school (see below)
- Termly reward certificates as part of the achievement assemblies
- Subject awards
- Weekly celebrations – Each Friday in Learning Family Time, a presentation is shared which displays the school's achievements of the week, house point totals, and any other positive news.
- Publicised in achievement assemblies – twice a year we celebrate academic and enrichment achievements, attendance, sporting and house point scores in a whole school assembly.
- Public display of student achievements
- A termly rewards brunch for students with 100% attendance
- Compass Ambassadors – Each year group has a number of student ambassadors who are role models to other learners in the school, and who promote and celebrate the school's values

House Points

As part of Compass School Southwark's house system, house points are the core of the rewards system. These are awarded for outstanding effort and contribution around the school, in lessons and on specific pieces of work. Members of staff are able to award house points via Arbor (the school's MIS) and they are monitored by Learning Family Tutors. These in turn lead to certificates and further rewards. House points are awarded as follows:

1 point	Demonstration of core values: Aspiration, Integrity, Resilience, Exploration
2 points	Outstanding work, progress, or effort
3 points	Above and beyond

- Each week, Learning Family Tutors will discuss awarded house points and weekly totals with students.
- Weekly and cumulative house points are celebrated as part of our Weekly Celebration every Friday in Learning Family time.
- Each week these points are uploaded to the VIVO account and students are able to trade these for opportunities within school (early lunch passes, admission to events, enrichment opportunities) or gifts and products (stationary, sports gear or high street vouchers)

Reward Trips

There are a number of reward trips that take place throughout the year. These trips are to celebrate student achievement and to reward those students who continually display the Compass values with pride. Additionally, there is a termly attendance reward trip to acknowledge those students who strive to maintain high attendance throughout the year or who have shown large efforts to improve their attendance.

7. Challenging poor behaviour

A clear hierarchical structure is published in every learning area and classroom. This will be reviewed annually with input from the entire teaching and learning community (teachers and students). While it is important for staff and students to understand the consequence of each action, staff should be empowered to judge an incident on its own merit and the appropriate sanction be decided upon by the teacher.

Good behaviour for learning is, in the first instance, the responsibility of the classroom teacher and the students in that lesson. The guiding principle of this policy is that sanctions are applied where learning and teaching are compromised. It is the responsibility of all teachers to deal with incidents which they observe, or if they are the first member of staff to be notified, both inside and outside the classroom.

Staff should in all circumstances treat students properly and professionally. Serious incidents, and incidents requiring escalation, should be logged on Arbor and reported to a senior member of staff as soon as possible after the incident has occurred.

The behaviour policy in lessons is as follows:

- Use of quality first teaching to encourage positive behaviours in lessons (non-verbal communication, proximity praise, positive re-enforcement)
- Verbal warning
- Name on board (Written warning)
- Tick next to name (20 minute detention with restorative conversation)
- Second tick next to name (removal by 'on call' to Parking)
- If the student is removed from the lesson to speak with On Call, there will be one of two outcomes:
 - A restorative conversation will take place and the student will return to the lesson
 - The student will be removed and a 60 minute whole school detention will be set for that evening

The types of sanctions that may be applied include:

- Conversations and meetings with parents.
- Loss of privileges including, but not limited to, the opportunity to represent the school and participate in school trips.
- Classroom teacher detention - as per the above. These detentions are up to 20 minutes in length.
- Department detentions – communicated directly with the parents due to a failure to attend classroom detentions.
- Whole School Detention – 30 or 60 minute daily detention, these can be set by the 'On Call' teacher when dealing with an incident, or by classroom teachers when students breach any of the following rules:
 - Not bringing the correct equipment into school
 - Chewing gum
 - Leaving lessons without permission
 - Having to be removed from a lesson by the 'On Call' teacher
 - Behaving in an inappropriate manner during break time or lunch time
 - Behaving in an irresponsible/dangerous way in corridors or on the staircase in-between lessons
 - Chosen focus for any given half term (this is used to swiftly tackle any issues that arise by making it a whole school issue)
- 90 minute Friday afternoon detention for serious breach of the schools behaviour policy or failure to complete previously set detentions.
- Community Service Detentions - related to tasks in the subject area or around the school site, e.g. cleaning whiteboards, tidying resources, litter picking. These can also happen during the half term break.
- Restorative approach – Compass School operates a restorative justice programme, led by a working party of staff in the school. Staff can choose to use a restorative approach if they feel it will be effective in place or in addition to other sanctions.
- Internal Exclusion – if an incident or series of incidents takes place, a member of the Senior Leadership team has the authority to place a child in Internal Exclusion (please see section 13 below)
- External Exclusion - Only a member of the Senior Leadership team has the authority to exclude and will make the final decision on this matter (please see section 13 below)

The expectation is that any time a student is missing their learning due to poor choices around their behaviour, they will be expected to make up for the learning missed

8. Restorative Justice approach

Compass school Southwark will take a restorative approach to wrongdoing, where appropriate. The school will use restorative justice as an educative approach, helping those involved learn how to change. Restorative approaches are a range of practices that help young people to develop the skills and attitudes necessary to build, maintain and repair community relationships.

The school's policy will rely on the Principles of Restorative Justice, which are:

- They focus on harm caused by the wrong-doer and actively seek ways of repairing that harm.
- They help create dialogue and communication.
- They are fair, open, and honest; treating all participants with respect.

Within a safe environment they will allow all participants to engage, learn and gain a shared understanding. This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change. Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

A restorative conversation is expected to take place for every 60 minute detention set. Students complete their own reflection once removed from learning and talk this through with the subject teacher during their detention at the end of the day.

9. Referral/Escalation

- Teachers are expected to deal with Level 1 incidents in the first instance. **Every teacher should always assume that they are responsible for applying sanctions unless told otherwise.**
- Teachers should make every effort to solve any discipline problems themselves as they arise. The option of referral should not be taken too quickly. However, it is recognised that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues.
- Having made a referral, staff will be supported. **However, the person to whom the referral has been made will be responsible for deciding the most appropriate course of action.**
- Incidents must be logged on Arbor. This enables patterns of behaviour to be recognised and appropriate actions, support or intervention can be put into place.
- If there is no improvement in a student's behaviour following a referral, the person to whom the referral has been made must be informed that sanctions have not worked.
- Any matter referred directly to the Senior Leadership Team will usually result in parents being informed. Therefore, accurate written details of the incident should be provided as soon as possible.
- There is a clear escalation process used by staff in determining the level and severity of a sanction put in place.

10. Parking and Internal Exclusion

- Any student removed from learning or due to a serious incident being investigated in school is taken to Parking by the member of staff 'on call'. This is a shared space with Internal Exclusion staffed by members of the pastoral team and senior leaders.
- Students placed in 'Parking' complete a reflection on their behaviour and other activities. If they display behaviour which has truly reflected on the incident, they return to lessons with a daily report.
- A 60 minutes whole school detention is logged on Arbor along with a note written in the student diary
- Internal Exclusion is a withdrawal provision at Compass School to prevent an external fixed term exclusion from school.
- Students can be referred to Internal Exclusion via two routes:
 - A serious incident that has been investigated using the follow up to 'on call' process and sanctioned via an Internal Exclusion referral form and the Director of School
 - A referral via the Leader of Internal Exclusion due to persistent failure to attend set whole school detentions
- Please see section 13 for information on Internal Exclusion

11. Bullying

No forms of bullying are tolerated at Compass School and we are delighted that this has been externally acknowledged by the Southwark School Improvement Team.

Bullying is **“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”** Compass School Southwark takes bullying very seriously.

There are various forms of bullying which include:

- **Physical** – e.g. hitting, kicking, taking belongings.
- **Verbal** – e.g. name calling, insulting, racist remarks.
- **Indirect** – e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
- **Cyber** – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments. (further information for reference in appendix 1)

Reporting

Bullying is regularly discussed by staff and students during assemblies, learning family time and as part of the curriculum. In addition, the school has made it simple for students to report bullying. Students can report bullying to any of our Anti Bullying Ambassadors (representatives of which are across all year groups), or by notifying a member of the school staff.

Sanctions

Bullying is a Level 2 incident at Compass School Southwark, and will be dealt with through the school behaviour policy.

Reported to	Teacher/ Adult within the school	Middle Leader/ Line Manager	Director of School
	LEVEL 1 (L1)	LEVEL 2 (L2)	LEVEL 3 (L3)
Description	<p><u>Classroom:</u> Low level inappropriate behaviour which threatens the learning of others or demonstrates lack of readiness to work</p> <p><u>Pastoral:</u> Behaviour observed during break, lunchtime or around the school which suggest a lack of respect for the school ethos and community, or represents a risk of health and safety to themselves or others</p>	Anti-social behaviour or behaviours which endangers the safety or learning of others, including behaviour leading to removal from lessons.	Severe anti-social behaviour which seriously endangers the safety and learning of others and which displays lack of respect for the school community and its rules.
Examples	<ul style="list-style-type: none"> • Being late to lessons • Poor uniform • Lack of equipment • Swearing/ Bad language • Being Disrespectful • Chewing Gum • Refusing instructions • Abuse of equipment • Misuse of mobile devices 	<ul style="list-style-type: none"> • Swearing at a member of staff • Defiance of staff • Dangerous or aggressive behaviour • Bullying • Theft • Truancy • Persistent Lateness 	<ul style="list-style-type: none"> • Intimidation of staff • Severe Violence • Endangering others • Vandalism • Inappropriate sexual behaviour • Substance Abuse
Action and reporting	<p>Same day student/teacher resolution</p> <p>Record incident on Arbor</p> <p>Detention of appropriate length issued</p> <p>Tutor may decide to place student on report</p>	<p>Record incident on Arbor</p> <p>Parents contacted by telephone/email</p> <p>Detention of appropriate length issued</p> <p>Student placed on report</p> <p>Time away from other learners (with Learning Family Tutor or in Internal Exclusion)</p>	<p>Record incident on Arbor</p> <p>Parents requested for meeting</p> <p>Time away from other learners (internal/external/permanent exclusion)</p> <p>Student placed on red report</p>

Escalation	<p>Daily monitoring by Tutor (Green report)</p> <p>Vulnerable groups identified and intervention provided, including restorative justice where appropriate.</p> <p>Recurrent level 1 behaviour to be escalated to Middle/Senior member of staff</p>	<p>Daily monitoring by SLA/ Leader of Inclusion (orange report)</p> <p>Vulnerable groups identified and intervention provided, including restorative justice where appropriate.</p> <p>Behaviour contract entered into and CAF referral made.</p> <p>Recurrent level 2 behaviour to be escalated to the Director of School</p>	<p>Behaviour contract entered into, triggering possible escalation to fixed or permanent exclusion</p> <p>Recurrent level 3 behaviour or individual major incidents could result in permanent exclusion and are referred to the Principal</p>
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12. Parent contact regarding rewards and behaviour

Each week the behaviour incidents logged on Arbor will be reviewed, and parents will be made aware of concerns through any one of the following ways. There is a clear system in place to reward house points and role modelling good behaviour around the school, and to offer increased support where poor behaviour continues.

	Sanctions	Rewards
LFT	10 incidents in a half term – centralised letter generated and Learning Family Tutor meeting	50 house points logged – centralised letter generated from Learning Family Tutor
Head of House	20 incidents logged – centralised letter generated and Head of House meeting	100 house points logged – centralised letter generated from Head of House
Senior Leader	30 incidents logged – centralised letter from Senior Leader of Achievement, parental meeting and behaviour contract	200 house points logged – centralised letter generated from Senior Leadership Team
Principal	50 incidents logged – centralised letter from Principal, followed by a Governors Behaviour Panel	300 house points logged – centralised letter generated from Principal

13. Compass School Exclusions Policy

Compass School Southwark has a clear exclusions policy, which seeks to ensure that the culture, ethos and atmosphere for learning is not compromised. In addition, the Principal can choose to exclude a student for behaviour outside of school which has the potential to bring the reputation of the school into disrepute, or impacts on other members of the school community.

All exclusions must be carried out in line with statutory DfE Guidance on exclusions:
<https://www.gov.uk/government/publications/school-exclusion>

The school also maintains an Internal Exclusion unit. This unit provides an alternative to short, fixed term exclusions, or is available for use where other sanctions are not deemed appropriate or have been unsuccessful. The internal exclusion room provides an environment for student learning which does not inhibit the learning of other pupils.

The table below provides some guidance on the type of exclusion that may result from a specific behaviour:

	Internal Exclusion	External Exclusion
Possible behaviours	Failure to attend set after-school detention over two days	Failure to meet expectations of internal exclusion
	More than one 'on call' during the course of a school day	Persistent failure to meet school behaviour policy
	Truancing more than one lesson in the course of a school day	Truancing - leaving the school site (safeguarding)
	Damage to school property	Purposeful vandalism of school property
	Theft (first instance)	Theft (subsequent instances)
	Bullying and cyber bullying (initial incident)	Bullying and cyber bullying (persistent)
	Dangerous or silly behaviour	Behaviour that endangers others
	Hate incident (one off)	Hate incident (ongoing)
	Play fighting	Use and/ or possession of illegal/ banned substances
	Swearing at staff	Inappropriate sexual behaviour
	Defiance of staff	Defiance of senior leaders
		Violence (against pupil or staff member)

Internal Exclusion

When the decision is made to place a student in internal exclusion, the parent is informed prior to this placement and asked to bring the student into school. Confirmation of the exclusion is made over the phone or a letter goes home with the student confirming the reason for placement and the duration of the placement. A green internal exclusion referral form is completed. The process for an external exclusion is clearly laid out via the 'Internal Exclusion Referral Form.'

- **No student should be internally excluded if there has not been contact with the parent/carer prior to the placement and this has been approved by the Principal or Director of School.**
- The period of internal exclusion is logged on Arbor.
- The internal exclusion unit is staffed throughout the day, including break and lunchtimes. Students arrive with a parent before 9am of the day of Internal Exclusion and sign a contract for the day. They then stay in the internal exclusion room, joining the whole school detention at the end of the day for the period of time agreed when the Internal Exclusion was set.
- Every student who faces an internal exclusion must have a parental meeting with either their Head of House, the Leader of Pastoral, the Senior Leadership team member, and a member of the inclusion or achievement team either before or after the Internal Exclusion and the student returning to lessons. They will be placed on report at the end of their final day with targets agreed and shared with all staff.
- Whilst in internal exclusion, KS4 students will complete work set by their classroom teacher and then work on additional work sheets/work books according to their subjects that day. Work completed goes back to their subject teacher to be marked. KS3 students will carry out task appropriate for their stage of learning.
- Any student failing to comply with the rules of the internal exclusion will face an extension to their placement as this will class as a failed day. If the student continues to defy the rules then they will face a fixed term external exclusion.

Fixed Term External Exclusions

External exclusion, where a student is not permitted to attend the school site, is the most serious sanction and the decision to exclude is not taken lightly by the school. Any form of external exclusion is a last resort. Unless the health and safety of others is compromised or the reputation and ethos of Compass School Southwark is at immediate risk, alternative avenues of support, praise and recognition will be explored.

Fixed term exclusions will occur when:

- the student has either been supported through internal exclusion and there is no option but to exclude for a period of time to allow the student time to reflect on his or her actions and future at the school
- there has been serious physical aggression to another student or extreme abuse to a teacher or student, where this behaviour is deliberate, endangers the health and safety of others, or there is no remorse following the incident.

Following an external fixed term exclusion, a meeting with the Principal or Senior leadership team member will be scheduled, a reintegration programme agreed and the pupils will be placed on a monitoring report for a fixed period of time. The programme may involve a student spending some time in Internal Exclusion before being fully integrated back into lessons.

The process for an external exclusion is clearly laid out via the 'Fixed Term Exclusion Referral Form.'

A letter will be generated by the office on the day the exclusion has been agreed. This will be both posted and e-mailed to the child's first contact on Arbor. Work will be collated, however students who have been excluded

from Compass School will also be directed to Show My Homework where relevant and current tasks for completion are available.

If an exclusion exceeds 5 days, then 6th day provision will be put in place. This will usually be through a placement at SILS6 and the placement is led by the Leader of Pastoral.

Permanent Exclusion or Alternative Provision

Permanent exclusion will only occur in the following circumstances:

- As a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Appealing an Exclusion

The governing board has a duty to consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent; or
- it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.
- For fixed-period exclusions where a pupil would be excluded for more than five but less than 15 school days in the term, if the parents make representations, the governing board must consider within 50 school days of receiving the notice of exclusion whether the excluded pupil should be reinstated.
- In the case of a fixed-period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.