

Policy Title:	Behaviour for Learning Policy and Statement of Behaviour Principles
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 principles 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:	<p>Behaviour for Learning Policy – Annually</p> <p>Statement of Behaviour Principles – Every 3 years</p>
Last Reviewed:	September 2021

# Compass School Statement of Behaviour Principles

## Overview

Compass School Southwark is committed to providing an environment where everyone is safe, feels safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place. Staff and pupils at Compass School are expected to uphold the school's vision and values at all times. This means abstaining from the negative behaviours, as well as distancing themselves from others who might be engaged in poor behaviour.

The behaviours expected from all pupils, staff and parents at Compass School will guide the Principal in setting out and applying the Behaviour for Learning Policy. The following principles will be applied with the aim that pupils:

- Understand they have the right to feel safe, valued and respected, and learn free from discrimination and disruption of others
- Are prepared for learning every day by ensuring that they are present and on-time for all lessons and extra-curricular activities
- Arrive in full school uniform and have all the equipment needed to learn
- Communicate appropriately and professionally with everyone in school
- Develop respectful relationships with pupils, all staff, external visitors and the local community
- Respect the equipment and the built environment
- Are helped to take responsibility for their actions
- Eat healthily
- Ensure that everyone feels welcome and accepted at Compass School
- Embody our values of aspiration, integrity, exploration and resilience.

The Behaviour for Learning policy will also aim to ensure:

- All pupils, staff and visitors are free from any form of discrimination and are safe
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

The governing board also emphasizes that violence or threatening behaviour will not be tolerated in any circumstances.

## Monitoring Arrangements

The Behaviour for Learning policy will be reviewed by the Principal every year. At each review, the policy will be approved by the Principal.

The written statement of behaviour principles will be reviewed and approved by the Standards Committee every 3 years.

# Behaviour for Learning Policy

## 1. Introduction

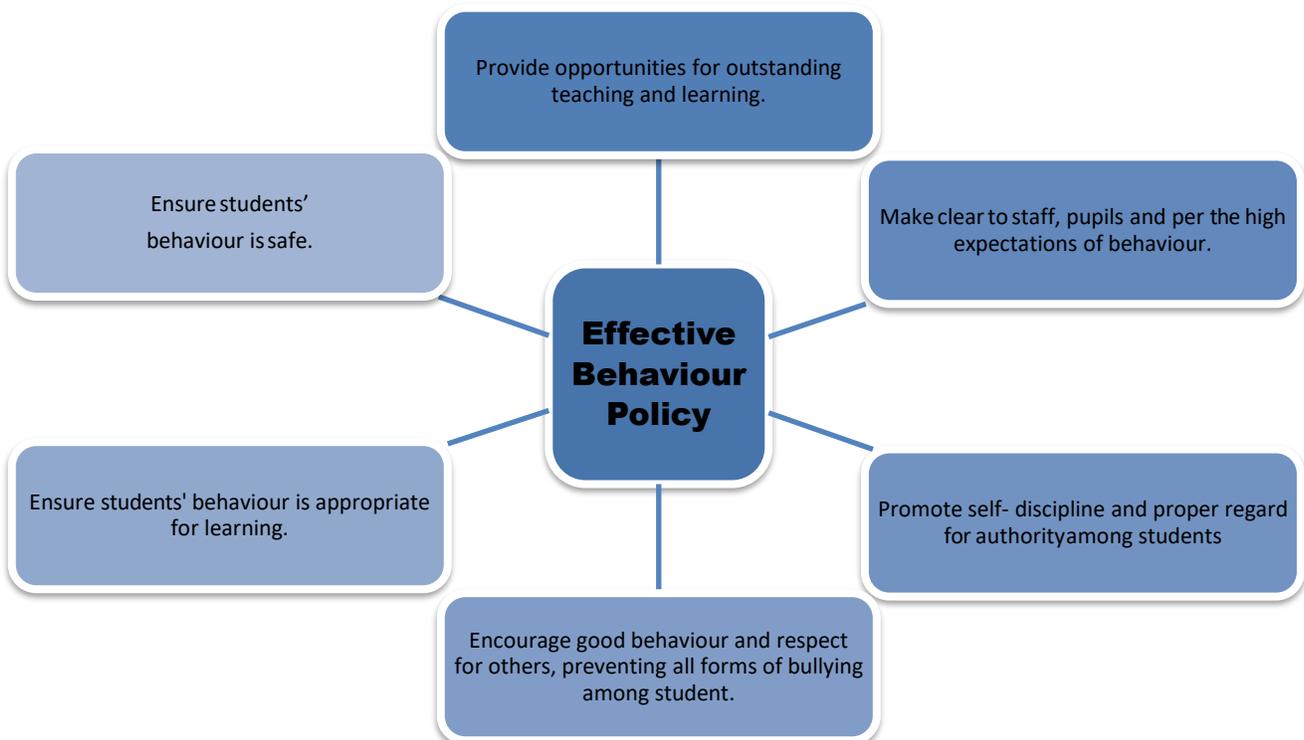
Compass School Southwark is committed to providing an environment where everyone is safe and feels that they are safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

The School also holds an important position in the wider community, educating the young citizens of tomorrow in order that 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:



### 3. Compass Values

Everyone in the Compass School Southwark community is expected to demonstrate the Compass Values:

Value	Definition
Integrity	Following the rules and doing the right thing, even when nobody is watching
Resilience	Willingness to challenge yourself and keep trying, even if you don't succeed immediately
Exploration	Immersing yourself in the new and unfamiliar, both inside and outside the classroom, in order to learn and grow
Aspiration	Striving to be the best that you can be in every lesson and at all times

### 4. 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 and students.

### 5. Expected behaviours at Compass School

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

The logging, monitoring, rewards and sanctions will be given using Class Charts. Class Charts is a behaviour management system that allows teachers and parents in real time, to follow their child's behaviour. The system works by students gaining points through exceptional behaviour but can also receive negative points for not meeting the high expectations of the school. All this information can be viewed by parents and students through the Class Chart app for parents.

**No touching** – It is important that students respect each others' personal space. Compass School has a 'no hands, no feet' policy which is implemented throughout the day. Students must not have physical contact with each other including playfighting and hugging. Students caught breaking this rule will be sanctioned.

#### Before the start of the school day:

- Students must ensure that correct uniform is worn. Missing items can be borrowed from Student Services before 8.40am. A sanction will be issued for the missing uniform and an item will be taken as a deposit. Where non-compliance with uniform remains unresolved, students may be sent home to change or may be required to work in Parking for the remainder of the day.
- Students must also ensure that they have all the correct equipment for the day. The list of required equipment is shared with students and parents before the start of each term and is published on the website. Students will be able to buy items of stationery from Student Services using money or positive class charts points. If equipment is missing a correction point will be given.

**In class, students are expected to:**

- Arrive on time with all the equipment they need for the lesson
- Place equipment out on their desk
- Bags should be placed on the floor under or beside the desk or chair
- Always listen carefully and follow the teacher's instructions 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 except in exceptional cases and with the permission of the teacher recorded in their planner

**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:**

- Follow staff instructions on when to enter the canteen
- Eat inside the canteen or in your designated area
- Not to bring packed lunches to school
- No unhealthy snacks allowed. This includes, but is not limited to, crisps, sweets, chocolate, fizzy / sugary drinks
- Healthy snacks of 100 calories or lower are allowed

**At the end of the school day:**

- Students should go home directly and aim to be out of uniform within 20 minutes of the end of the school day. They should not loiter in the local area.
- Students going to detentions, activities or clubs should go directly to these

## 6. Prohibited items

Dangerous items are strictly prohibited from the site. These include, but are not limited to;

- Offensive weapons
- Drugs
- Dangerous substances
- Items that are illegal for pupils to be in possession of

For the safety of stakeholders, the school reserves the right to search anyone on the site if there are reasonable grounds to suspect that that student is carrying the above on the site. In such circumstances, students carrying such in the school will have these confiscated, be sanctioned in line with the school policy and the police may become involved.

Furthermore, the following items are also prohibited from being on site. These will be confiscated immediately and a sanction set for bringing them onsite.

- Sweets and fizzy drinks
- Chewing gum
- Hooded tops and other non-uniform items

Students should not bring mobile phones or electronic devices on site. If parents feel it is essential they carry a device for emergency communication out of school, our expectation is, 'on site, out of sight'. Students should keep **their phones always switched off and, in their bag, when on school premises. Not on their person or in pockets**. 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. The item is taken to school office and will need to be collected by a parent/guardian at the end of the day.

**Any student found in possession of a prohibited item will have the item confiscated. Where appropriate, confiscated items will be kept by the school office until a parent/guardian can collect them.**

## 7. Rewarding good behaviour and achievement

It is important that students are recognised when behaving and achieving well. Good behaviour at Compass is promoted and developed by celebrating and rewarding well behaved students.

Students will use their positive points to buy rewards. These rewards will change termly, students will be involved in deciding the rewards and how many positive points they need to achieve these rewards. The following describes the positive points given to students:

Positive Behaviour	Meeting Expectations	Positives
<b>Good Effort</b>	Positive attitude to learning	<b>1</b>
<b>Good Progress</b>	Demonstrating improvement in learning	<b>1</b>
<b>Extra-curricular</b>	Positive engagement in out of hours extra-curricular activities	<b>1</b>
<b>Exploration</b>	Independent learning outside of the classroom	<b>1</b>
<b>Good Manners</b>	Showing good manners to any member of the Compass community or visitor	<b>1</b>
<b>SHAPE</b>	Speak, Hands, Articulate, Project, Eyes	<b>1</b>
<b>Recall</b>	Demonstrating retrieval of prior learning	<b>1</b>
<b>Volunteering</b>	Volunteering to help out another member of the Compass community	<b>2</b>
<b>Passed an AR Quiz</b>	Read a book and passed a quiz with more than 80%	<b>2</b>
<b>Resilience</b>	Willingness to challenge yourself and keep trying, even if you don't succeed immediately	<b>2</b>
<b>Leadership</b>	Lead by example.	<b>2</b>
<b>Outstanding Homework</b>	Homework that is completed to an exceptional standard	<b>2</b>
<b>Litter-picking</b>	Picking up litter that is not yours and putting it in the bin	<b>2</b>
<b>Team Work</b>	Working well with other students	<b>2</b>
<b>Integrity</b>	Following the rules and doing the right thing, even when nobody is watching	<b>2</b>
<b>Outstanding Effort</b>	Incredible attitude to learning	<b>3</b>
<b>Outstanding Achievement</b>	Producing a high-quality piece of work	<b>3</b>
<b>DPR Judgement</b>	Positive judgement change against key objective	<b>3</b>

<b>Improvement</b>		
<b>Weekly 100% Attendance</b>	LFT award for attending school 100% of the time that week	<b>5</b>
<b>Head of Subject Postcard</b>	Weekly award to one pupil per year group from Head of Subject	<b>5</b>
<b>Headteacher Postcard</b>	A personal message sent home from the Headteacher	<b>5</b>

Parents can also reward their child/ren with positive points from home when they exceed the expectations in regards to home learning.

- Reading
- Homework FOCUS
- Completed Revision

## 8. Challenging poor behaviour

**Good behaviour for learning is, in the first instance, the responsibility of students and then the classroom teacher.** The guiding principle of this policy is that sanctions are applied where learning and teaching, the learning environment, and safety 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.

In line with DFE guidance schools can sanction students if students do not meet the expectations of the school.

*Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.*

Staff should in all circumstances treat students with dignity and must always maintain professionalism. Serious incidents, and incidents requiring escalation, should be emailed to the Head of Year or a senior member of staff as soon as possible after the incident has occurred. The pastoral team should ensure all incidents are logged on Class Charts. Negative behaviour will be recorded and sanctioned using a points system on Class Charts. The following thresholds will be used to decide what sanction is given:

Sanction Thresholds		
Timeframe	Corrections	Sanction
In a lesson	1	Logged on ClassCharts
	3	1-hour detention - Sent to parking for at least the remaining of the lesson/ social time
In a day	3	1-hour detention
	6	90-min detention after school. Parked for the remaining of the day, communication made with parent and possible time in the Behaviour Support Unit the next day
In a week	10	Day(s) in the Behaviour Support Unit and a parental meeting

	15	Considered for long term BSU, off-site BSU, fixed term or permanent exclusion
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The school may also use one or more of the following sanctions in response to unacceptable behaviour:

- Sending the student out of the class to Parking to reflect on this
- Loss of privileges including, but not limited to, the opportunity to represent the school and participate in school trips
- Expecting work to be completed at home, or at break or lunchtime
- Detention at lunchtime
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Spending time in the Behaviour Support Unit (BSU)

If a detention is set after school this can take place for 30 minutes, 60 minutes and 90 minutes at the following times per year group:

Detention Timetable		
Day	Year Group, Time & Location	
<b>Monday</b>	Y7,8,9 & 10 3:35pm – 5:05pm 30min, 60min & 90min	Y11 4:30pm – 5:30pm 30min & 60min
<b>Tuesday</b>	Y7,8,9 & 10 3:35pm – 5:05pm 30min, 60min & 90min	Y11 4:30pm – 5:30pm 30min & 60min
<b>Wednesday</b>	Y7,8, 9, 10 & 11 3:35pm – 5:05pm 30min, 60min & 90min	
<b>Thursday</b>	Y7,8, 9 & 10 2:40pm – 4:10pm 30min, 60min & 90min	Y11 3:35pm – 5:05pm 30min, 60min & 90min
<b>Friday</b>	Y7,8, 9 & 10 2:40pm – 4:10pm 30min, 60min & 90min	Y11 3:35pm – 5:05pm 30min, 60min & 90min

If a detention is given this will be communicated to parents through class charts.

The following describes the possible correction points given to students:

Negative Behaviour	Not Meeting Expectations	Negative Point
<b>Incorrect Uniform</b>	<p>Not wearing the correct items of school uniform; not removing all non-uniform items before entering school; not maintaining a smart standard of uniform at school; missing item of PE kit.</p> <p><i>Incorrect items removed and placed in Student Services. If the item isn't changed then the student is placed in parking for the remainder of the day.</i></p>	<b>1</b>
<b>Incorrect Equipment</b>	<p>Not having a planner; not having all the required stationery; not having all the required books/folders/worksheet</p> <p><i>Replacement equipment purchased at Student Services using positive points.</i></p>	<b>1</b>
<b>Lack of Engagement</b>	Lack of engagement with work; not having a positive attitude towards learning, head on desk	<b>1</b>
<b>Late</b>	Not arriving to lesson, form, line-up or assembly on time.	<b>1</b>
<b>Talking/ Shouting Out</b>	Talking or shouting out during a lesson that disturbs learning	<b>1</b>
<b>No Homework/ Incomplete</b>	Not submitting H/W or incomplete work.	<b>1</b> + 30min detention <i>(Not included in threshold)</i>
<b>Line Ups</b>	Not following line up rules	<b>1</b>
<b>Corridor Behaviour</b>	Moving around the school Inappropriately. Such as being Noisy or running.	<b>1</b>
<b>No Hands, No Feet</b>	Not following the no hands, no feet policy. No touching at all or of any kind.	<b>1</b> + 1-hour detention
<b>Not Following Instructions</b>	Deliberately slow to follow instructions; having to be prompted more than once	<b>1</b>
<b>Sexist/derogatory Language</b>	Language intended to demean or belittle including use of certain slang terms and comments disguised as 'banter'	<b>1</b>



<b>Inappropriate Language Towards a Student</b>	Not using appropriate language – For example: saying ‘shut up’, making funny noises, kissing teeth	<b>1</b>
<b>Chewing Gum</b>	Chewing Gum in school.	<b>1</b> + 30min detention
<b>Eating Outside</b>	Not eating the appropriate food in the canteen or outside.	<b>2</b>
<b>Littering</b>	Not putting your rubbish in the bin, leaving rubbish around the school site.	<b>2</b>
<b>Truancy/ Leaving Lesson</b>	Not attending lesson or leaving lesson without permission	<b>3</b>
<b>Walking Away From Staff</b>	Walking away from a class teacher or staff on duty.	<b>3</b>
<b>Electrical Device</b>	If your phone/headphones/smart watch is seen or heard at all. The item will be confiscated and the teacher will be sent to Reception and collected at the end of the day.	<b>3</b>
<b>Defiance</b>	Refusing to follow instructions.	<b>3</b>
<b>No PE Kit</b>	No PE kit at all brought to lesson.	<b>3</b>
<b>Covid-19 Rules</b>	Not staying in the bubble – mixing with different year groups. Not maintaining distance when it was clearly easy to do so Not sticking to the hygiene routine requirements	<b>3</b>
<b>Swearing</b>	Swearing on all levels (students should not swear in school).	<b>3</b>
<b>Late to School</b>	Not arriving to school on time (8:40am).	<b>1</b> 30-min detention ( <i>Not included in threshold</i> )
<b>Late Post 9:30am</b>	Arriving to school after 9:30am.	<b>2</b> + 1-hour detention



		(Not included in threshold)
<b>BSU Day</b>	Logging a day in the Behaviour Support Unit	<b>0</b>
<b>Bermondsey Hub Day</b>	The student has spent a day at another schools Behaviour Support Unit within the Bermondsey Hub group.	<b>0</b>
<b>30-min Detention</b>	<i>Notes must be added.</i>	<b>1</b>
<b>1-hour Detention</b>	<i>Notes must be added.</i>	<b>3</b>
<b>90-min Detention</b>	<i>Notes must be added.</i>	<b>6</b>
<b>Vandalism</b>	Causing damage to school property.	<b>10</b>
<b>Verbally Threatening Student</b>	Making verbal threats or being verbally abusive towards another student.	<b>10</b>
<b>Social Media</b>	Unacceptable social media behaviour.	<b>10</b>
<b>Racism</b>	The unjust or prejudicial treatment of different categories of people	<b>15</b>
<b>Sex Discrimination</b>	The unjust or prejudicial treatment of different categories of people	<b>15</b>
<b>Age Discrimination</b>	The unjust or prejudicial treatment of different categories of people	<b>15</b>
<b>Religious Discrimination</b>	The unjust or prejudicial treatment of different categories of people	<b>15</b>
<b>Disability Discrimination</b>	The unjust or prejudicial treatment of different categories of people	<b>15</b>
<b>Physical Towards Staff</b>	Physical behaviour and/or intimidating behaviour towards a member of staff.	<b>15</b>
<b>Verbal Towards Staff</b>	Making verbal threats or being verbally abusive towards staff.	<b>15</b>

<b>Physical Towards Student</b>	Physical behaviour and intimidating behaviour towards another student.	<b>15</b>
<b>Bringing the School into Disrepute</b>	Not representing the values of Compass School way in the wider community.	<b>15</b>
<b>Banned item</b>	Bringing banned items on to the school premises and endangering the safety of themselves and others.	<b>15</b>
<b>Theft</b>	Taking another person's possession without permission and without the intention of returning it.	<b>15</b>
<b>Fighting/Assault</b>	Having a fight or assaulting someone in or out of school.	<b>15</b>
<b>Sexualised Behaviour</b>	Inappropriate sexual behaviour, or sexually aggressive behaviour, is a term which encompasses a variety of behaviours, including sexualised gesturing or touching.	<b>15</b>
<b>Bullying</b>	To seek to harm, intimidate, coerce (someone perceived as vulnerable)	<b>15</b>
<b>Fixed Term Exclusion Day</b>	<i>Given per day when given a fixed term exclusion</i>	<b>15</b>

## 9. Further Sanctions

### Behaviour Support Unit

The Behaviour Support Unit (BSU) is a withdrawal provision at Compass School to prevent an external fixed-term exclusion from school.

When the decision is made to place a student in the BSU the parent is informed at the earliest point.

- The period of time in the behaviour support unit is logged on Class Charts
- The BSU is staffed throughout the day, including break and lunchtimes. Students arrive at 9am and finish at 5pm
- Students will not be sent to BSU during the day, they must start and finish a whole day. If an incident occurs during the day and the students has been given time in the BSU, they will wait in Parking for the remainder of the day, with work to complete and then will be in BSU the following day.
- The student will receive mentoring through behaviour session with the behaviour team
- Any student failing to comply with the rules of the BSU 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

### Parking

Any student removed from learning, social times, or due to an incident being investigated in school, is taken to Parking by the member of staff 'on call'. This is a shared space with the Behaviour Support Unit and is staffed by members of the Behaviour Team.

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 lesson.

Parking may be used in response to serious or persistent breaches of this policy. Students may be sent to Parking during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

### **Placement in a North Bermondsey Hub school**

This may be used as an alternative to fixed-term exclusion. Section 29 of the Education Act 2002 allows schools to direct a pupil to an off-site provision in order to improve their behaviour. With parents' agreement, students may temporarily be placed at a partner school as a sanction for a serious incident / persistent poor behaviour or when the school needs to carry out a serious investigation and the presence of the pupil might affect the integrity of the investigation or pose a risk to another member of the school community.

### **External Exclusions**

Only the Principal has the authority to exclude and will make the final decision on this matter. See section 14 for further information.

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. Compass School will provide work for the student to complete whilst they are off-site.

## **10. Restraint**

### **Physical contact with students and use of “reasonable force”**

DFE guidelines enable teachers to restrain a student when the need arises. Though the list below is not exhaustive, it gives an indication of where this may apply;

- to restrain a pupil who is at risk of harming themselves or others through physical outbursts;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others.

Employees are expected to be familiar with the school's behaviour for learning policy which must be followed at all times.

Physical restraint must not be used unless absolutely necessary. The types of force which are deemed by the DfE to be reasonable are:

- passive physical contact resulting from standing between two pupils
- active physical contact such as leading a pupil by the hand or arm; ushering a pupil away by placing a hand in the centre of his/her back; or, in more extreme circumstances, using appropriate restrictive holds.

Employees should not:

- act in temper (involve another staff member if you fear loss of control)
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint

- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck

If employees have recourse to use physical restraint, they must report this immediately to the Principal via the designated report form.

## 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.

### Reporting

Bullying is regularly discussed by staff and students during assemblies, Learning Family time and as part of the curriculum. 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 (further information for reference in appendix 1).

There is an anonymous reporting link accessible on the school website for any pupils or member of the community to report concerns.

## 12. Parent contact regarding behaviour

We encourage all parents to download the Class Charts app or use the web browser version. All information regarding your child’s pastoral care will be available on this app:

- Daily positive and negative behaviour
- Detention time, data and location (see section 8 for further information)
- Attendance
- School messages

If you have any questions regarding your child’s behaviour please use the procedure below in the respective order:

1. Contact your child’s Learning Family Tutor
2. Contact Head of Department
3. Contact Head of Year
4. Contact Assistant Principal for Pastoral
5. Formal complaint (please see school website)

If a detention is given this will be communicated to parents through class charts.

### 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 table below provides some example of the behaviour that may result in an exclusion.

6. Failure to meet expectations of internal exclusion
7. Persistent failure to meet school behaviour policy
8. Truancing – leaving the school site (safeguarding)
9. Purposeful vandalism of school property
10. Theft (subsequent instances)
11. Bullying and cyber bullying (persistent)
12. Behaviour that endangers others
13. Hate incident (ongoing)
14. Use and/ or possession of illegal/ banned substances
15. Inappropriate sexual behaviour
16. Defiance of senior leaders
17. Violence (against pupil or staff member)

#### Fixed Term External Exclusions

External exclusion means a student is not permitted to attend the school site for a period of time as a result of their behaviour. 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:

18. The student has either been supported through the behaviour support unit 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
19. There has been serious breach of the school's behaviour policy such as physical aggression to another student or extreme abuse to a teacher or student, defiance, 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 Senior leadership team member or Head of Year will be scheduled, a reintegration program agreed and the pupils will be placed on a monitoring report for a fixed period of time. The program may involve a student spending some time in the behaviour support unit before being fully integrated back into lessons.

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 SIMs. Work will be collated for students sent home or put online, using DPR and Class Charts.

If an exclusion exceeds 5 days, then 6<sup>th</sup> day provision will be put in place. This will usually be through a placement at SILS6 and the placement is led by the Assistant Principal (Pastoral).

### **Alternative Provision**

Where possible, a student may spend time at an alternative provision instead of a fixed-term exclusion

20. North Bermondsey Hub – Students may spend time at the behaviour unit of another partner school in Bermondsey. This may happen because:

- Student has received a sanction for a serious incident / persistent poor behaviour
- When the school needs to carry out a serious investigation

21. Educated offsite at another provision deemed appropriate for the student

### **Permanent Exclusion**

Permanent exclusion will only occur in the following circumstances:

- 22. As a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and
- 23. 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:

- 24. The exclusion is permanent; or
- 25. 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
- 26. It would result in a pupil missing a public examination or national curriculum test.
- 27. 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.
- 28. 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.

## **14.Adjustments**

This Policy above sets the framework by which the standards with respect to behaviour will be implemented. The school's Equalities Policy requires that reasonable adjustments will be made for students on the school's SEND register. The school will also be mindful of possible unmet needs that might be affecting a student's behaviour and also whether a student is from a group listed by the DfE to be disproportionately affected by exclusions. In these cases, the school will give due consideration as to whether the exclusion is the most appropriate sanction for the student. This will ensure that there is no unlawful discrimination of the students and their needs.

## 15. Appendices

### Appendix's 1

Reported to	Teacher/ Adult within the school	Middle Leader/ Line Manager	Senior Leadership Team
	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"> <li>• Being late to lessons</li> <li>• Poor uniform</li> <li>• Lack of equipment</li> <li>• Swearing/ Bad language</li> <li>• Being Disrespectful</li> <li>• Chewing Gum</li> <li>• Refusing instructions</li> <li>• Abuse of equipment</li> <li>• Misuse of mobile devices</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing at a member of staff</li> <li>• Defiance of staff</li> <li>• Dangerous or aggressive behaviour</li> <li>• Bullying</li> <li>• Theft</li> <li>• Truancy</li> <li>• Persistent Lateness</li> </ul>	<ul style="list-style-type: none"> <li>• Intimidation of staff</li> <li>• Severe Violence</li> <li>• Endangering others</li> <li>• Vandalism</li> <li>• Inappropriate sexual behaviour</li> <li>• Substance Abuse</li> </ul>
Action and reporting	<p>Same day student/teacher resolution</p> <p>Contact home</p> <p>Record incident on Sims</p> <p>Detention of appropriate length issued</p>	<p>Record incident on SIMS</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 in Behaviour Support Unit</p>	<p>Record incident on SIMS</p> <p>Parents requested for meeting</p> <p>Time away from other learners (Use of North Bermondsey hub</p> <p>/behaviour support unit</p> <p>/external/permanent exclusion</p>
Escalation	<p>Student placed on report</p> <p>Student identified for behaviour support</p> <p><b>Recurrent level 1 behaviour to be escalated to Middle/Senior member of staff</b></p>	<p>Daily monitoring pastoral team</p> <p>Vulnerable groups identified and intervention provided, including restorative justice where appropriate.</p> <p>Behaviour contract</p> <p><b>Recurrent level 2 behaviour to be escalated to the Assistant Principal (Pastoral)</b></p>	<p>Behaviour contract entered into, triggering possible escalation to fixed or permanent exclusion</p> <p><b>Recurrent level 3 behaviour or individual major incidents could result in permanent exclusion and are referred to the Principal</b></p>