

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 2020



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 emphasises 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

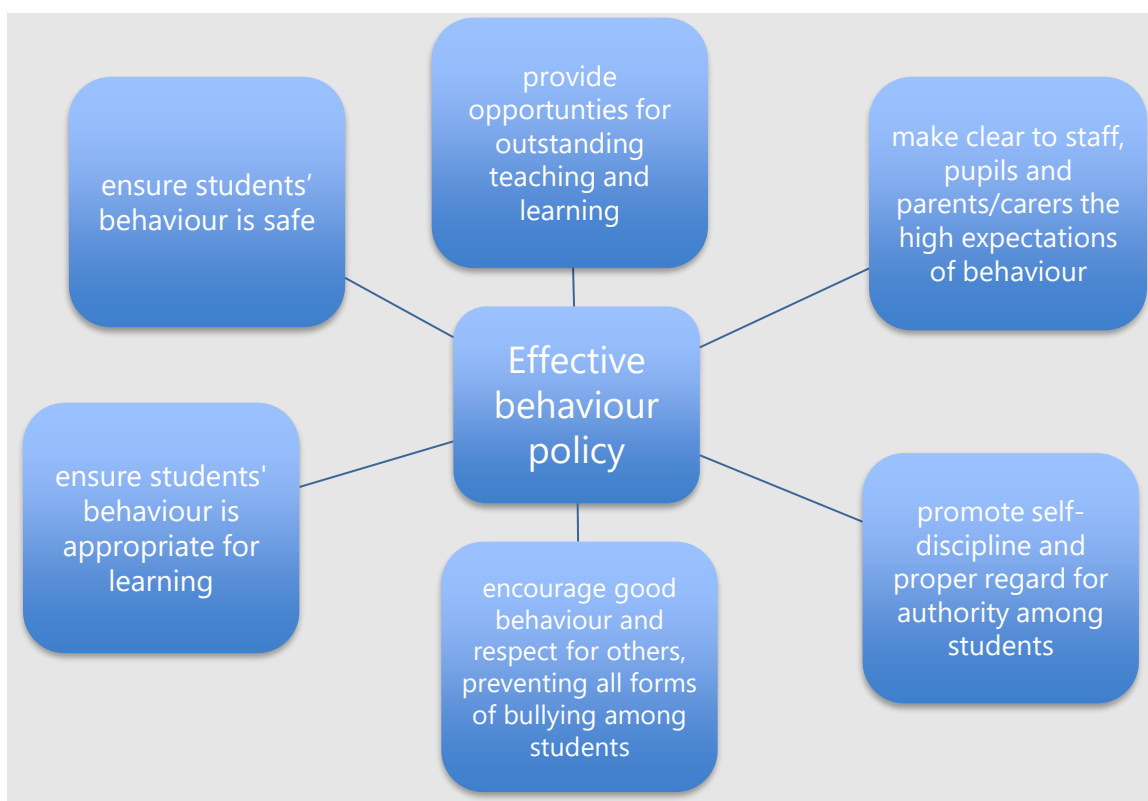
Compass School Southwark is committed to providing an environment where everyone is safe and feels that they are safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

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:



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

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 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 must ensure that correct uniform is worn, borrowing anything needed from Student Services before 8.40am. A sanction will be issued for borrowed equipment and an item 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 the Behaviour Support Unit.
- Students must 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

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

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

No touching – Compass School has a strict ‘no-touching’ 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 taken to parking.

5. 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
- 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. The item is taken to school office and will need to be collected by a parent/guardian.

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

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:

- Verbal praise
- Contact home by phone or written communication
- House points logged on SIMS and certificates given out for when students reach 100, 200, 300 and 500 house points
- Weekly celebration PowerPoints in LFT
- Termly reward assemblies
- Breakfast with the Principal
- An annual Prize Giving Evening

House Points

As part of Compass School 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 SIMs and they are monitored by Learning Family Tutors. Each week, Learning Family Tutors will discuss awarded house points and weekly totals with students

7. Challenging poor behaviour

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 with dignity and must always maintain professionalism. Serious incidents, and incidents requiring escalation, should be emailed to Compassoncall@compass-schools.com and reported 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 SIMS.

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 (10 minute detention with restorative conversation)
- Second tick next to name (removal by 'on call' to Parking)
- Students will receive a 60-minute detention for any removal from lesson

Other 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 10 minutes in length



- Whole School Detention – 30 or 60 minute daily detention, these can be for behaviours including:
 - Not bringing the correct equipment into school
 - Chewing gum
 - Leaving lessons without permission
 - Late to lesson
 - 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
 - Breaking the no-touching policy
 - Chosen focus for any given half term (this is used to swiftly tackle any issues that arise by making it a whole school issue)

Parking and Behaviour Support

- 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 Behaviour Support and is 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 lesson.
- A 60 minutes whole school detention is logged on SIMS
- The Behaviour Support Unit is a withdrawal provision at Compass School to prevent an external fixed-term exclusion from school.
- Students can be referred to the Behaviour Support unit via two routes:
 - A serious incident that has been investigated using the follow up to 'on call' process
 - If sanctioned via a member of the Pastoral Team or a series of minor incidents, including missed detentions.

Behaviour Support Unit

Placement in the Behaviour Support Unit. Placements are for behaviours that are sufficiently serious to make a lower sanction inappropriate but also provide an alternative to a fixed-term exclusion. Placements in the Behaviour Support Unit must be approved by the Head of Year or any Senior Leader in school. Examples may include:

- Failure to attend set after-school detention over two days
 - More than one 'on call' during the course of a school day
 - Truancing more than one lesson in the course of a school day
 - Damage to school property
 - Theft (first instance)
 - Bullying and cyber bullying (initial incident)
 - Dangerous or silly behaviour
 - Hate incident (one off)
 - Play fighting
 - Swearing at staff
 - Defiance of staff
- When the decision is made to place a student in behaviour Support the parent is informed at the earliest point. A behaviour support form is completed by a member of the pastoral team.
 - The period of time in the behaviour support unit is logged on SIMS
 - The behaviour support unit is staffed throughout the day, including break and lunchtimes. Students arrive at 9am and stay in behaviour support the whole day before joining the whole school detention at the end of the day Every student will be placed on report at the end of their final day with targets agreed and shared with all staff
 - Whilst in the behaviour support unit, students will be given academic work to complete as well as receiving

- mentoring from staff
- Any student failing to comply with the rules of the behaviour support unit 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.

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.

Exclusions

- External Exclusion - Only the Principal has the authority to exclude and will make the final decision on this matter (please see section 12 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. Compass School will provide work for the student to complete whilst they are off-site.

8. Referral/Escalation

- Teachers are expected to deal with low level classroom / around school incidents in the first instance. **All staff can issue detentions to students.**
- 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.
- Should the need arise, Teachers, in line with DfE guidelines, can exercise positive restraint if a student is likely to present a danger to themselves or other students.
- 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 SIMs. 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 Head of Year must escalate sanctions whilst also identifying support for the student.
- 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.

9. Restraint

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.

10. 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.

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"> • 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>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>Recurrent level 1 behaviour to be escalated to Middle/Senior member of staff</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>Recurrent level 2 behaviour to be escalated to the Assistant Principal (Pastoral)</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>

11.Parent contact regarding behaviour

The Pastoral team monitor behaviour data every half term. Parents may be asked to attend a behaviour panel if students' behaviour is not meeting the school's expectations.

12. 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.

- Failure to meet expectations of internal exclusion
- Persistent failure to meet school behaviour policy
- Truancing – leaving the school site (safeguarding)
- Purposeful vandalism of school property
- Theft (subsequent instances)
- Bullying and cyber bullying (persistent)
- Behaviour that endangers others
- Hate incident (ongoing)
- Use and/ or possession of illegal/ banned substances
- Inappropriate sexual behaviour
- Defiance of senior leaders
- 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:

- 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
- 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 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 the behaviour support unit 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 SIMs. Work will be collated for students sent home or put online, using TEAMS or SMHWK.

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 Assistant Principal (Pastoral).

Alternative Provision

Where possible, a student may spend time at an alternative provision

- 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
- Educated offsite at another provision deemed appropriate for the student

Permanent Exclusion

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.

13.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.