Compass Learning Centre Behaviour Policy & Statement of Behaviour Principles 2021-22

Governors' Committee responsible	Teaching & Learning
Link Senior Governor	Chair of Committee
Link SLT	Deputy Head
Date Reviewed	February 2021
Next Review Date	February 2022
Linked Policies / Documents	Physical Interventions – Team Teach

Our aim is to help all our learners achieve their full potential in life and work

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Chair of Governors
22/10/2020

………………………
Headteacher
22/10/2020

Equality Impact Assessment – initial screening record

• What area of work is being considered? • Upon whom will this impact?	Behaviour Policy & Statement of Behaviour Principles
	Statutory

• How would the work impact upon groups, are they included and considered?

The Equality Strands	Negative Impact	Positive Impact	No impact
Minority ethnic groups		√	
Gender		√	
Disability		√	
Religion, Faith or Belief		√	
Sexual Orientation		√	
Transgender		√	
Age		√	
Rurality		√	

• Does data inform this work, research and/or consultation. And has it been broken down by the equality strands?

The Equality Strands	No	Yes	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or Belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

• Does the initial screening highlight potential issues that may be illegal? **No**

Further comments:-

Do you consider that a full Equality Impact Assessment is required? **No**

Initial screening carried out by Deputy Headteacher

Signed: *Mark Fisher*   Dated: 22/10/2020

Comment by Headteacher:

Alison Glazier

Contents

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as and MAY result in a drop status:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

The Anti-Bullying Co-ordinator will:

1. Develop the policy in line with this guidance document
2. Review the progress the organisation is making in relation to the anti-bullying agenda

All Staff in our organisation will:

1. Support children/young people who have experienced bullying
2. Respond to children/young people who have bullied
3. Model appropriate, respectful behaviour

Children/young people in our organisation will be supported to:

1. Embrace a culture that respects difference
2. Support children/young people who have experienced bullying behaviours
3. Model appropriate, respectful behaviour
4. Participate in –
   - Implementation of policy
   - Evaluation of policy

In schools Governors are responsible for monitoring the above.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or has witnessed the incident.
- A clear account of the incident will be recorded on SIM's and message/email sent to the Anti-Bullying Co-ordinator.

- Anti-Bullying Co-ordinator will interview all concerned and will record the incident in the bullying log on SIM's system, the incident report will be kept in the student's file but will be placed in the safeguarding records if the incident is considered to be a child protection concern. Child protection procedures will then be followed.
- Parents will be kept informed
- Anti-Bullying Co-ordinator will report back to SLT with evidence gathered.
- Assistance from the police will be sought where electronic bullying may have led to an offence under the protection from harassment act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.
- A support package will be put into place for the victim
- Appropriate action and support will be put into place for the offender.
- Serious incident log will be completed if necessary.

Children and young people will be listened to and believed. Those who have been bullied will be supported by:

- Ensuring the pupil's safety
- Compass having an open door policy available to all students, offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice and agree the type of support they feel they need.
- continuous support through the centre's key worker arrangements
- Restoring self-esteem and confidence and re-assuring the pupil that they did not deserve this
- Establishing measures to manage further situations should they occur
- Use of restorative justice
- Apply rules consistently and fairly
- Dedicated 'listening' to students – when requested.

The following disciplinary steps and actions can be taken:

- Official warnings to cease offending
- Listening to the child/young person who has bullied and agree the type of support they need.
- Exclusion from certain areas of centre premises
- Use of sanctions and rewards
- Appropriate revision of timetable
- Exclusion from certain aspects of the curriculum
- Community service
- Fixed term exclusion
- Apply rules consistently and fairly

5. Roles and responsibilities

5.1 The governing board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Postcards home
- Letters or phone calls home to parents
- Student of the week and enhanced colour status

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to use the intervention room
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school

- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents

- Agreeing a behaviour contract

Putting a pupil 'on report'

Calling parents in for a review meeting

We may use the intervention room in response to serious or persistent breaches of this policy. Pupils may be sent to the intervention room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention will then have parents called in for a review meeting

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the pupil code of conduct or their own classroom rules

- Develop a positive relationship with pupils, which may include:

    o Greeting pupils in the morning/at the start of lessons

    o Establishing clear routines

    o Communicating expectations of behaviour in ways other than verbally

    o Highlighting and promoting good behaviour

    o Concluding the day positively and starting the next day afresh

    o Having a plan for dealing with low-level disruption

    o Using positive reinforcement

8.2 Physical restraint (Team Teach)

At Compass Learning Centre we follow the TEAM TEACH philosophy and strategies to promote positive behaviour and manage challenges. Prevention is the best form of intervention.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder

- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

The school's Inset programme will be supported by In-House training based on the T.E.A.M. T.E.A.C.H. approach. Professional development in this area will remain an ongoing maintenance issue in the whole School Improvement Plan. Our trained members of staff may offer INSET to other schools.

Team Teach

T – Techniques (that are)

E - Effective (with)

A - Anger/Aggression

M - Management

T - Therapeutic

E - Educational

A – Awareness

C – Communication

H - Handling

AIMS OF T.E.A.M. T.E.A.C.H

To promote effective safer verbal, non-verbal and physical techniques, designed specifically for children, teenagers and young adults.

To enable services for children to develop acceptable and appropriate responses to serious incidents of 'out of control' behaviour, in a manner that maintains positive relationships.

RATIONALE

 Team-Teach promotes positive, proactive, non-punitive and safe non-violent methods

There should be calm, controlled, dignified and skilled interventions

All interventions should be carried out in a safe and therapeutic context

Physical interventions are not a punishment or means of discipline

TT promotes care, support and control for young people

Physical interventions should take place within the context of a positive relationship with the child

Staff have a duty of care that TT helps them to achieve. 'I care enough to not let you be out of control'

A physical intervention should provide the minimum necessary external controls to ensure safety of people and property

TT is not about power over children or physical strength.

C.A.L.M- Calm Communication

C- Communication- stance, posture, gesture, facial expression, intonation, scripts

A-Awareness & Assessment- Reading behaviour, knowledge of handing plans, anticipating what might happen next.

Listening and learning- give time and space, allow pauses for take up time, give a way out

Making safe- objects, space, hotspots, safety responses.

8.3 Searching & Confiscation (please see Searching, screening and confiscation policy)

Any prohibited (banned) items found in pupils' possession will be confiscated. These items will not be returned to pupils but maybe to parents.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate, or disposed of if necessary.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

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

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

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. This is completed through the use of Team Teach in which Compass has two tutors to deliver to the staff team.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Governing Board every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

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Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour 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

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing board every year.