Hope SENTAMU LEARNING TRUST

BEHAVIOUR POLICY

THIS OVERARCHING TRUST-WIDE POLICY APPLIES TO ALL TRUST SCHOOLS/ACADEMIES WITHIN THE HOPE SENTAMU LEARNING TRUST. ALL SCHOOLS/ACADEMIES WILL MAINTAIN A LOCAL BEHAVIOUR PROCEDURE RELEVANT TO THE SETTING

Document Management	
Date Policy Approved:	December 2022
Date of Next Review:	December 2023 *(Under review, extension granted until 31st May 2024)*
Version:	3.1
Approving Body:	Distinctiveness and Personal Development Committee

Contents

Policy Updates

Date	Policy Updates
November 2022	'Guidance on **sexual violence** and sexual **harassment** between children in schools and colleges'.'This publication was withdrawn on 1 September **2022**, therefore reference to this withdrawn policy has been removed from this updated policy
November 2022	Policy has been updated to reflect DfE (2022) Keeping Children Safe in Education
November 2022	Policy has been updated to reflect DfE (2022) 'Behaviour and Discipline in Schools'
November 2022	Ash Guidance for Schools - Vaping (2022)
November 2022	Searching, screening and confiscation guidelines
November 2022	Structured appendix A for localised use

This policy has been approved by:			
Signed		**Date**	
	Chief Executive Officer		
Signed		**Date**	
	Chair of Committee		

Statement of Intent

The Hope Sentamu Learning Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The Trust is committed to:

- Promoting positive and acceptable behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Promote early intervention.
- Praising and rewarding positive and acceptable behaviour.
- Challenging unacceptable behaviours.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with parents/carers.
- Developing positive relationships with pupils.
- Promoting a culture of praise and encouragement in which all pupils can thrive.

The Trust acknowledges that behaviour can sometimes be a result of educational needs, mental health concerns, or other needs and vulnerabilities and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the Trust aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The Trust aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** - the schools/academies in the Trust proactively engage with parents/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The Trust's Student Mental Health and Wellbeing Policy and Special Educational Needs and Disability (SEND) Policy outline the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal Framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- Education (Independent School Standards) Regulations 2014
- DfE (2022) 'Behaviour and Discipline in School'
- DfE (2022) 'Keeping Children Safe in Education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
- Ash Guidance for Schools (2022)
- Police and Criminal Evidence Act 1984 (PACE) Code A and Police and Criminal Evidence Act 1984 (PACE) Code C.

1.2. This policy operates in conjunction with the following policies:

Trust policies

- Safeguarding and Child Protection Policy
- Student Mental Health and Wellbeing Policy
- Exclusion Policy
- Special Educational Needs and Disability (SEND) Policy
- Complaints Policy and Procedure
- Positive Handling Policy
- Child-on Child Abuse Policy

1.3 For **faith based schools**, we incorporate the Church of England guidance including;

- Church of England Archbishops' Council Education Division and The National Society Valuing All God's Children (Archbishop's Council Education Division, May 2014).
- Church of England Archbishops' Council Education Division and The National Society A Diocesan Board of Education for the Future (Archbishops' Council Education Division, July 2013), p. 3.
- The Church of England Education Office Statutory Inspection of Anglican and Methodist

Schools Evaluation Schedule (The National Society, September 2022).
- The Church of England Education Office Church of England Vision for Education: Deeply Christian, Serving the Common Good (Autumn 2016).
- The Church of England Education Office The Fruit of the Spirit: A Church of England Discussion Paper on Character Education (October 2015).
- The Church of England Foundation for Educational Leadership Leadership of Character Education: Developing Virtues and Celebrating Human Flourishing in Schools (September 2017).

2. Definitions

2.1. Low level unacceptable behaviour

For the purpose of this policy, 'low level unacceptable behaviour' is any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Refusing to complete homework, incomplete homework or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

'Low level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour' depending on the severity of the behaviour.

2.2. Serious unacceptable behaviour

For the purposes of this policy, 'serious unacceptable behaviour' is defined as any behaviour which may cause harm to oneself or others, damage the reputation of the school/academy within the wider community, and/or any illegal behaviour. Serious misbehaviour includes, but is not limited to:

- Discrimination - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct, offensive behaviours of a sexual nature, or which affects the dignity of the individual or group of individuals such as:
  - Sexual comments
  - Sexual jokes or taunting

- - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Bullying - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.

- Cyber bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

- Repeated breaches of the Behaviour Policy

- Vandalism

- Theft

- Fighting and aggression

- Truancy and running away from school

- Refusing to comply with disciplinary sanctions

- Smoking and vaping

- Racist, sexist, homophobic or discriminatory behaviour

- Extreme behaviour, such as violence and serious vandalism

- Any behaviour that threatens safety or presents a serious danger

- Any behaviour that seriously inhibits the learning of pupils

- Any behaviour that requires the immediate attention of a staff member

- Verbal abuse, including swearing, racist remarks and threatening language

- Possession of any prohibited or banned 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)

3. Roles and Responsibilities

3.1. The Trust Board have overall responsibility for:

- Reviewing and approving Trust wide behaviour policy and procedures, in conjunction with the Chief Executive Officer.

- Monitoring the policy's effectiveness in local settings via the Local Governing Committee.

- Supporting the promotion of a whole-Trust culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the Complaints Procedure and Policy.

3.2. The Local Governing Committee (LGC) have overall responsibility for:

- Reviewing and approving the local, school/academy specific behaviour systems and procedures, in conjunction with the Headteacher/Principal.

- Monitoring the policy's effectiveness, holding the Headteacher/Principal to account for its implementation.

- Supporting the promotion of a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the Complaints Procedure and Policy.

3.3. The Headteacher/Principal is responsible for:

- Monitoring and implementation of this policy and of the behaviour procedures in the school/academy. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor/unacceptable behaviour.

- Establishing the standard of behaviour expected by pupils within the school/academy.

- The day-to-day implementation of this policy.

- The Headteacher/Principal will ensure that the school/academy environment encourages positive behaviour and that staff deal effectively with poor/unacceptable behaviour, and will monitor how staff implement this policy and the local procedures to ensure rewards and sanctions are applied consistently.

- Reporting to the LGC on the implementation of this policy and the local procedures, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

3.4. The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy and the local procedures, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school manages pupils and parents/carers with regards to the behaviour of pupils with SEMH difficulties.

- Supporting behaviour management in line with the Student Mental Health and Wellbeing Policy.

3.5. The SENCo is responsible for:
- Collaborating with the LGC, Headteacher/Principal and the mental health lead, as part of the Senior Leadership Team (SLT), to determine the strategic development of behavioural and SEMH policies and provisions in the school.

- Undertaking day to day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the Trust's Special Educational Needs and Disability (SEND) Policy.

- Supporting teachers in the further assessment of the pupil's strengths and areas for development and advising on effective implementation of support.

3.6. Teaching staff are responsible for:
- Implementing the Behaviour Policy and the local procedures consistently

- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents

- Aiming to teach all pupils the full curriculum, whatever their prior attainment

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

3.7. All staff are responsible for:
- Implementing the Behaviour Policy and the local procedures consistently

- Promoting a supportive and high-quality learning environment

- Modelling high levels of behaviour

- Being aware of the signs of behavioural difficulties

- Setting high expectations for every pupil

- Being aware of the needs, outcomes sought and support provided to any pupils with specific behavioural needs.

3.8. Parents/carers are responsible for:
- Supporting their child to adhere to the behaviour policy and procedures set out in the school/academy.

- Informing the school/academy of any changes in circumstances that may affect their child's behaviour.

- Discussing any behavioural concerns with a member of staff.

3.9. Pupils/Students are responsible for:

- Their own behaviour both inside and outside the school/academy.

- Reporting any unacceptable behaviour to a member of staff.

- Behaving in an orderly and self-controlled way.

- Showing respect to all members of staff and each other.

- Treat the school/academy buildings and school property with respect.

- Wearing the correct uniform.

- Accepting sanctions when given.

- Refraining from behaving in a way that brings the school/academy into disrepute, including when outside school.

4. Behaviour Management

All staff have the authority and responsibility to consistently apply the Trust's Behaviour Policy and the local procedures. This includes rewarding pupils, or where necessary putting sanctions in place for those who fail to adhere to the school/academy rules, this can be both inside and outside of the school.

4.1. Promoting good behaviour

The Trust promotes positive behaviours through recognising, praising and rewarding positive behaviours. Each school/academy should ensure that:

- They build and maintain positive relationships with pupils, built on respect.

- Pupils' achievements are recognised within, but also beyond the classroom environment.

- Positive learning environments are provided, where children feel safe and confident and are able to flourish.

4.2. Rewards

As a Trust we promote positive behaviour by recognising and promoting good behaviours, attitudes and achievements that meet our values and expectations.

The Headteacher/Principal at each school/academy is responsible for setting the arrangements for recognising positive behaviours, attitudes and achievements, based on the principles outlined in this policy. This is done through considering the age, maturity and understanding of the pupils at the school/academy. These systems are shared with pupils, staff and parents/carers to ensure a consistent and collaborative approach.

Please see Appendix A, item 4.2 for localised school based rewards system.

4.3. Sanctions

Staff can apply and impose reasonable disciplinary sanctions in response to inappropriate behaviours, in line with the local school/academy Behaviour Procedures. Reasonable penalties may include: confiscation,

retention or disposal of a pupil's property, in agreement with parents/carers (where appropriate), and/or detentions, during break, lunch or after school.

Sanctions will be proportionate to the behaviours displayed, in accordance with the school/academy systems and procedures, and taking into account the pupil's age, SEND needs or any religious requirements.

Detentions

- Teachers have a legal power to put pupils (under the age of 18) in detention, but will act reasonably and ensure the pupils' safety is not compromised.

- If a lunchtime detention is used, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

- Consent from parents/carers is not required for detentions, but the school/academy will endeavour to inform parents/carers of the detention.

- There is no requirement for notice to be given to parents/carers.

Please see Appendix A, item 4.3 for localised school based Sanctions.

5. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

5.1. Staff will:

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

- Display the pupil code of conduct within the classroom.

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

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

  - Establishing clear routines

  - Communicating expectations of behaviour in ways other than verbally

  - Highlighting and promoting positive behaviour

  - Concluding the day positively and starting the next day afresh

  - Each lesson is a fresh start

  - Having a plan for dealing with low-level disruption

  - Using positive reinforcement.

Please see Appendix A, item 5.1 for localised school based procedures.

6. Pupil Support

6.1. The Trust 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.

6.2. The school's/academy'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/carers to create the plan and review it on a regular basis.

Please see Appendix A, item 6.2 for detail on additional school based support for pupils.

7. Safeguarding

7.1. The Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, schools/academies will follow their Safeguarding and Child Protection policies and procedures.

8. Sexual Abuse and Discrimination

8.1. The Trust prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The Trust's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy.

8.2. The Trust will work with all schools/academies to ensure that all incidents of sexual harassment and/or violence is met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

8.3. The response to any incidents of sexual abuse and/or discrimination will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

8.4. The schools within the Trust have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the Police

Please see Appendix A, item 8.4 for details on additional school procedures.

9. Smoking and Controlled Substances, including Vaping

9.1.   In accordance with part 1 of the Health Act 2006, all schools/academies in the Trust are smoke-free and vape free environments. Parents/carers, visitors, staff and pupils are instructed not to smoke or vape on school/academy grounds. Pupils are not permitted to bring smoking materials, vaping materials, or nicotine products into the school/academy.

9.2.   The Trust has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school/academy will follow the procedures outlined in the local Behaviour Policy/Procedures and Child Protection and Safeguarding Policy.

10. Prohibited Items, Searching Pupils and Confiscation

10.1.   Headteachers/Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. This must be undertaken by two members of staff who have been trained and at least one colleague must be of the same gender as the pupil to be searched. Best practice is for both colleagues to be of the same gender as the pupil being searched. The prohibited items are:

> The model list below was created using the DfE's 'Searching, screening and confiscation' guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers and vaping equipment
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or
    - To cause personal injury to any person, including the pupil themselves; or
    - To damage the property of any person, including the pupil themselves.

10.2.   Pupils may refuse to participate due to some of the following reasons

- They are in possession of a prohibited item;
- They do not understand the instruction;
- They are unaware of what a search may involve; or
- They have had a previous distressing experience of being searched.

10.3.   Schools must keep records of the search, including the reason for the search, who conducted the search and the outcome. 📄 How to Searches Guidance

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10.4. Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied."

10.5. Schools must analyse the data generated by this record keeping and identify if "searching is falling disproportionately on any group or groups [and] should consider whether any actions should be taken to prevent this".

10.6. **Strip Searches**

The police must undertake this role:-
When police are called into the school if this is required, this doesn't change their level of responsibility to the pupil. *"While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times''. Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item."*

The role of an appropriate adult:-
"Appropriate adult" describes the role of the person who is designated to provide support to people under 18 who are being detained or voluntarily interviewed by police. Except for in "cases of urgency where there is risk of serious harm to the pupil or others", a strip search must be undertaken with "at least two appropriate adults present other than the pupil, of the same gender. The guidance also includes the recommendation that if the pupil's parent/carer wishes to be the appropriate adult then "the school should facilitate this where possible". School staff can take the role of appropriate adult: "Examples of an appropriate adult include, but are not limited to, the parent/carer, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation."

11. Behaviour Off School Site

11.1. Sanctions may be applied where a pupil has misbehaved off-site when representing the school/ academy. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school/academy
- Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
  - Could have repercussions for the orderly running of the school/academy
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school/academy

12. Power to Use Reasonable Force

12.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. 📄 RECORD OF THE USE OF REASONABLE FORCE.docx

12.2 Headteachers/Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. 📄 How to Searches Guidance

13. Malicious Allegations

13.1. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.

13.2. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.

13.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school/academy (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

13.4. The school/academy will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Safeguarding and Child Protection Policy, the Child-on-Child Abuse Policy and the Managing Allegations Against Staff Policy or more information on responding to allegations of abuse against staff or other pupils.

14. Monitoring and Review

This policy is reviewed annually by the Distinctiveness and Personal Development Committee. Any changes made to this policy by the Trust will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy and the local procedures. The next scheduled review date for this policy is listed on the cover page of the policy.

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	The Compass Academy
Principal:	Claire Horne
Behaviour Lead:	Holly Lockyer
Designated Safeguarding Lead:	Holly Lockyer
Implementation Date: *Inline with policy approval*	January 2023

Introduction

In conjunction with our Trust wide Behaviour policy, localised procedures have been established to ensure that systems and procedures reflect the academy.

The localised procedures for The Compass Academy focuses on the following key areas:-

- Rewards system
- Sanctions
- Classroom management
- Pupil support
- Sexual abuse and discrimination

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact hello@com.hslt.academy.

Rewards System	
Relates to item 4.2 in Trust Behaviour Policy	

As a Trust we promote positive behaviour by recognising and promoting good behaviours, attitudes and achievements that meet our values and expectations.

The Principal at the academy is responsible for setting the arrangements for recognising positive behaviours, attitudes and achievements, based on the principles outlined in this policy. This is done through considering the age, maturity and understanding of the pupils at the academy. These systems are shared with pupils, staff and parents/carers to ensure a consistent and collaborative approach.

W.A.R scores
Compass Academy recognises the need for a bespoke rewards system which supports individual rewards, whilst also offering clear guidance. We work with the understanding that mistakes can be made and the pupils can 'turn situations around'.

Based on this positive ethos, the following categories for scores is used:

W - Work
A - Attitude
R – Relationships

The key philosophy behind WAR scores is to celebrate success. The division of categories means that a pupil is able to see, and separate, their efforts and behaviours.

Working example: A pupil completing all learning to a high standard but distracting others or being unhelpful to others would see this reflected in lower scores for Attitude and Relationships. One foundation of strong behaviour management is to distance the pupil from their unwanted behaviour by use of positive language.

Staff should bring their lesson to a close with enough time (suggested minimum of 5 minutes) to settle the class and give scores individually to each pupil for each key area (W.A.R). Scores are recorded on a lesson by lesson basis, the daily points total is recorded on Edulink by the class tutor. The scores provide the basis for working towards rewards.

An 'outstanding' day is recognised when a pupil has achieved the maximum level of points (48) in one day.

WAR Score	Descriptor
0	Unacceptable
1	Requires Improvement
2	Satisfactory
3	Good

Scores are given out each lesson in order to compartmentalise each lesson, meaning that one bad lesson does not make a 'bad day'. This allows for positive conversations framed around what pupils can still achieve, rather than what they have lost. This approach supports our restorative ethos.

Pupil friendly statements around each points value are shared with pupils regularly to remind them of how to earn each level of points.

My attitude to learning has been 'good' (3 points)	My attitude to learning has been 'satisfactory' (2 points)
• W - I have worked hard to achieve the best outcomes that I can and completed all tasks set. • A - I have stayed in the right place, at the right time and make good choices with my attitude to others and my learning. • R - I have shown positive relationships and been kind and considerate throughout the lesson.	• W - I have attempted all tasks set, but not always worked to the best of my ability. • A - I have shown a positive attitude and not needed more than a reminder to stay on task. • R - I have not made negatives comments to peers or staff.
My attitude to learning has been unacceptable (0 Points)	My attitude to learning has been 'requires improvement' (1 point)
• W - I have not completed my work. • A - I have been reluctant to engage with any part of the lesson. • R - I did not respond positively to staff or peers.	• W - I complete some of the work set by my teacher. • A - I have needed lots of prompting to remain on task. • R - I have made multiple inappropriate comments to peers or staff.

Sanctions

Relates to item 4.3 in Trust Behaviour Policy

In line with the local academy Behaviour Procedures, staff can apply and impose reasonable disciplinary sanctions in response to inappropriate behaviours. Reasonable penalties may include: confiscation, retention or disposal of a pupil's property, in agreement with parents/carers (where appropriate), and/or detentions, during break, lunch or after school.

Sanctions will be proportionate to the behaviours displayed, in accordance with the school/academy systems and procedures, and taking into account the pupil's age, SEND needs or any religious/medical requirements.

Detentions

- Teachers have a legal power to put pupils (under the age of 18) in detention, but will act reasonably and ensure the pupils' safety is not compromised.
- If a lunchtime detention is used, staff will allow reasonable time for the pupil to eat, drink and use the toilet.
- Consent from parents/carers is not required for detentions, but the school/academy will endeavour to inform parents/carers of the detention.
- There is no requirement for notice to be given to parents/carers.

At The Compass Academy, we recognise that all behaviour is communication; a young person can lack the skills in order to communicate appropriately, when they are anxious, for example. Our aim is to empathise, enquire and help pupils to learn more appropriate methods of communication/behaviour.

We strive to offer a consistent approach when supporting behaviour in a manner which is: calm, positive, caring, supportive and with empathy. However, needs and circumstances of the individual will always be considered, resulting in "flexible" consistency.

Where possible, we seek to use restorative approaches and learning opportunities alongside traditional sanctions and rewards to help pupils to understand the impact of their behaviours upon themselves and others.

Restorative practice is a conflict resolution approach which focuses on understanding and empathy to 'put situations right' rather than seeking punishment or blame. It has several different names and guises including; restorative justice, restorative approach and restorative thinking. At Compass, Restorative Practice plays a big part in the way that we expect both staff and pupils to conduct themselves.

Generally, Restorative Practices can happen four ways:
1. pupil to staff - conversation (1:1 or mediated by key staff) or RP log
2. pupil to pupil - Restorative Practice session
3. staff to pupil - conversation (1:1 or mediated by key staff)
4. staff to staff - very rare, usually mediated

Key message:
Restorative Practice is about 'actions and consequences' rather than 'crime and punishment'.

At Compass, one of the key tools used in this process is the RP Log which offers a framework for the conversation between staff and pupils and also provides a plan for future instances.

When holding a Restorative Practice session, staff should consider the following:
- Timing- is everyone ready for the conversation? People should be approached individually first before being brought together. Conversations are unlikely to be productive if someone involved is still upset or angry.
- Environment- Pick a quiet, safe location where you are unlikely to be disturbed. Ensure the environment is neutral e.g. not the office or classroom of a participant. Ensue you give enough time to the process and are not seen to be rushing.
- Tone - the idea is to be seeking a resolution and understanding the implications of the actions of all involved. The conversations should be calm and quiet and involve listening to one another.
- Key questions:
    1. What happened?
    2. What were you thinking about at the time?
    3. What have been your thoughts since?
    4. Who has been affected?
    5. What do you think you need to do to make things right?
- The four 'R's

RESPECT –For everyone by listening to other opinions and learning to value them
RESPONSIBILITY - Taking responsibility for your own actions
REPAIR – repair harm and ensure behaviour is not repeated (Consequence for actions)
RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and help everyone reach a positive outcome.

Further sanctions may be used alongside these approaches but should be used on an individualised basis with the desired outcome considered and considering the likelihood of success. These include but are not limited to:

- Restorative/RP log
- Lesson Text
- Parental Collection
- Break/Lunchtime detention
- PM detention
- Parent/guardian Meeting
- Parental contract
- Work from home
- Reports to varying levels of staff
- Removal from group – isolation with key staff
- Suspension
- Exclusion

Compass Academy uses a system of varying responses depending on the severity and frequency of behaviours. These are split into five types as seen below. When applying appropriate responses, staff should consider circumstances, impact of behaviour and if the behaviour was intentional.

*Red Slip- A record of negative behaviour logged on Edulink. This will subtract 3 points from running points total score. Only inform pupils they have received one if it will help to manage behaviour, though initial warnings must be explicit. Pupils should be given the opportunity to 'put things right' as soon as possible and make up for the incident using Restorative Practice.

Tutor support of a pupil leaving class:
Should a pupil leave the room, tutors should make a decision as to how the class will behave in their absence. A tutor should spend a maximum of 5 minutes away from the classroom trying to resolve issues

before initialising a 'change of face' by involving another member of pastoral staff. In the event that leaving a classroom would create further issues, SLOs should immediately be informed of the situation.

Classroom Management
Relates to item 5.1 in Trust Behaviour Policy

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

5.1. Staff will:

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

- Display the pupil code of conduct within the classroom.

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

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

    - Establishing clear routines

    - Communicating expectations of behaviour in ways other than verbally

    - Highlighting and promoting positive behaviour

    - Concluding the day positively and starting the next day afresh

    - Each lesson is a fresh start

    - Having a plan for dealing with low-level disruption

    - Using positive reinforcement.

Expectations and conversations
At Compass we aim to keep very high expectations of pupil behaviour. This can be evidenced in our uniform, our curriculum and our behaviour expectations. We also recognise however that many of our pupils will need help and support to regularly reach these standards. We are educating pupils about acceptable behaviour and interactions, which for some of our pupils is as important as their academic studies.

High expectations
- If you see something, challenge it! "What we allow we cultivate"
- Use proximity praise (congratulate/praise those making the right choice)
- Always follow up behavioural issues
- Be responsible for what is in front of you
- Details matter. Do not make allowance to 'non-negotiable' rules

'Quick conversations' form an integral part of the sanctions system and are one of the most used techniques. Challenging poor behaviour in a non confrontational way and seeking to offer guidance, the 'quick conversation' supports high expectations of behaviour. This should be used in line with support systems, restorative practice and scripts. The aims of a 'quick conversation' can be varied but should follow these basic outlines:

- Away from an audience
- Use positive language
- Reminder of past success
- Self fulfilling prophecy
- Talk about the behaviour you want to see
- Be clear, quick and concise

- Involve others if needed – A sign of strength
- Follow up later with support if the pupil is not ready
- Link to targets/strategies
- Concentrate on primary behaviour

Every day in the academy thousands of interactions with pupils redefine our expectations and tolerances. pupils will (knowingly or not) test systems and structures for their weakest point and apply pressure. We are only as strong as our weakest link, it can be easy to make allowances or undermine systems to avoid confrontation. If you are unsure how to follow a situation up, seek support from one of the pastoral team members. We aim to be positive and proactive. Our 'default setting' should be looking for the positives in front of us. Compass staff should be aiming to find improvements in behaviour and attitudes and celebrate them. Every positive interaction, praise and acknowledgement cultivates more of the same behaviour.

At all times staff should be aware of their proximity to the pupils around them. They should also be aware of their body language and any messages they may be sending subconsciously. At Compass, via Team Teach training, all staff are educated on this aspect of crisis management and general conduct.

Scripts are a useful behaviour management tool and can be a surprisingly effective way to have fewer incidents of a less severe nature. Scripts can help with a range of scenarios from, low level misdemeanours through to crisis or critical situations. Scripts can help to give confidence to staff and offer a framework of best and professional practices.

At Compass Academy there are several 'scripts' and different language uses currently in operation.

Language of choice/positive language
Language of choice is a simple tool which places emphasis on the behaviour we wish to see rather than describing current behaviour or drawing attention to unwanted/negative behaviour.

Help Scripts - Team Teach
Another script in operation at Compass is the help script provided by Team Teach. This gives very clear guidance for critical incidents for both staff: pupil encounters and staff: staff encounters during crisis.

One of the main responses to a negative situation at Compass is **'are you okay?'** This simple phrase is aimed to de-escalate situations and show that you are concerned about them rather than angry/upset. Following an incident of poor behaviour, in a 1:1 conversation, away from an audience, staff begin the conversation with **'are you okay?'** The underlying message is one of 'I don't expect this behaviour from you' but you are also asking 'what is driving this behaviour?'. This is to be used in conjunction with the 'conversations' how to guide.

Overall guidance - Always:
- Avoid flippant comments or a personal reactions
- Speak in a professional way
- Avoid criticising pupils or other staff publicly

Pupil strategies
Every pupil attending Compass has three personal management strategies which are always on the desk in front of them as a visual reminder. Strategies are individualised and aim to help pupils to develop more independence over time when managing themselves. Initially, pupils will be well supported when using their strategies. This may include verbal prompts and support from pastoral staff when needed. Over time the pupil will take more responsibility for recognising their own triggers and using their strategies independently. Each stage is discussed at pupil level and is linked to rewards. Should a strategy become well embedded and habitual, it can be replaced with a new one.

Each pupil strategy aims to help to develop coping mechanisms based on areas for improvement identified by ABALs. For example, should a pupil struggle with the ABAL statement 'Does not leave the room without permission' their three stages of strategy over time may be:

1. Most supported - If I leave the room, report to SLO office
2. Pupil accountability - Only leave room with pastoral support (e.g. tutor)
3. Least supported - Ask permission to take time out - stay outside room

In addition to this, pupils may be given strategies on EHCPs, support plans or medical documentation. These should be assigned to one of the three slots on desks and should take precedence over any existing strategies. In order for pupil strategies to be effective and become habitual behaviours, staff need to support and remind pupils of them at key times.

When I feel **(emotion/trigger)** - I behave **(description)** - I need to **(strategy)**

Reminding pupils of their individual strategies links directly to both 'staff strategies' and 'scripts'.

 "(pupil name) I can see you are (describe behaviour). Remember to (state strategy). Well done, I am going to green slip for using your strategy." Obviously this is a very simplified statement but it; connects to the pupil, makes links to previous conversation, assumes compliance and follows the rewards system.

Due to the nature of pupils at Compass, excellent communication is a must. Following a basic but clear protocol helps to ensure that the most urgent and severe issues are supported well by staff. The below systems are not all encompassing and should be read in conjunction with **Compass safeguarding policies which always take precedence. The safety of the pupils in our care is of paramount importance.**

Never:
● Leave pupils unattended
● Send pupils on errands/to the SLO office alone
● Give a pupil keys

Occasionally staff will have to use a dynamic risk assessment to make the best decision in difficult circumstances.

Radio usage
Staff radios are a key resource at Compass. They should be attached to the safety fobs provided. Tutors, SLOs and site staff should have them at all times. Other staff such as pastoral leads should also have them when not teaching.

Pupil Support
Relates to item 6.2 in Trust Behaviour Policy
The Compass Special Educational Needs Co-ordinators, Mrs Brown and Miss Lockyer, 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/carers to create the plan and review it on a regular basis.

Sexual Abuse and Discrimination
Relates to item 8.4 in Trust Behaviour Policy

The schools within the Trust have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
 	
● Responding to a report, staff are instructed to speak to Designated Safeguarding Lead, Holly Lockyer, Child Protection Coordinator, Debbie Coyle or in their absence, the Principal who is also a DSL, immediately as soon as any concerns are raised. This concern should then be logged on CPOMS. If appropriate, the person who has the allegation or concern reported to them should liaise with Lucy Fox, Schools Education Social Worker - Hull City Council for advice and support.
 	
● Carrying out risk assessments, where appropriate, to help determine whether to:
 	
    - manage the incident internally
    - refer to early help
    - refer to pupil's social care
    - report to the Police