


Behaviour Policy	
Updated	July 2018
Status	Statutory Policy Delegated to the Pupil Outcomes Sub-Committee Updated annually
Review	July 2019



Behaviour Policy Aims

Compass School expects to achieve high standards of behaviour from all **members of its community** so that everyone is **looked after**, can **enjoy their work** and can **progress and achieve**.

Together at  we will:

- Challenge you to achieve in education and in life
- Keep you safe and healthy
- Give the best help possible
- Ask you what you think, feel and need – we will listen and respond
- Support you on arrival, while with us and when leaving

 - Providing a change of direction

Behaviour - Policy and Guidelines

Compass School expects pupils to:

- Attend your lessons and/or college/work placements.
- Arrive on time. Work to improve your skills and qualifications so that you will be able to move on to your next educational setting or employment.
- Behave in a way that allows yourself and everyone to do their best work.
- Dress appropriately for your school day.
- Refrain from using abusive language.
- Never bring weapons, drugs or alcohol on site.
- Act within the law.

Signed _____

Date _____

Compass School expects staff to:

- Maintain high expectations of pupils.
- Set work that is interesting, relevant and appropriate to learners' abilities.
- Provide an alternative education matched to the pupil.
- Encourage and reward - by giving positive feedback about effort and achievements.
- Support pupils to become more confident and move on to their next educational setting or employment.
- Treat learners with fairness and respect at all times.
- Be positive role models.
- Build relationships using Restorative Practice to bring pupil/pupil, pupil/staff together.
- Support colleagues to maintain a consistent approach.
- Work with pupils' families, home schools and a wide range of agencies to ensure our pupils' needs are met.

Signed _____

Date _____

Compass School expects parents and carers to:

- Ensure your son/daughter attends school, college or work on time, ready and able to learn.
- Promote the value and importance of education.
- Notify us of any absences or lateness.
- Attend regular reviews and other meetings.
- Support our Behaviour Policy.
- Encourage success by letting us know any factors which may affect the behaviour of your son/daughter.
- Get to know us - we value good relationships with you.

Signed _____

Date _____



Choices



Challenges



Choice, Challenge, Change

At Compass School we aim to motivate and encourage all pupils. We believe that achievements and successes of pupils, at whatever level, should be recognised. This helps to build an individual's self-confidence and self-esteem and leads to further personal development.

Positive rewards and incentives to encourage appropriate behaviour exists within the school. Positive reinforcement through praise and encouragement or the extension of privileges is the first base for all staff.

All staff have the responsibility to praise pupils whenever possible. This may be during lessons, when marking work and around school. Research clearly shows that the most effective positive behaviour modification occurs when the praise to rebuke ratio is in excess of 3:1 for both learning and behaviour.

Pupils need to make the CHOICE to:	Pupils will be CHALLENGED by:
<ul style="list-style-type: none"> • Attend school • Engage with their learning • Persevere when they are faced with challenges • Treat everyone in our school community with respect • Take care of our school environment • Always move forward from situations positively, using Restorative Practice to support this 	<ul style="list-style-type: none"> • Being encouraged to always try their best • Attempting new experiences • Working as a team and independently • Adding to our whole school community in a positive way • Being supported with Restorative Practice
By positive choices and embracing challenges, what will CHANGE ?	
<ul style="list-style-type: none"> • All relationships with staff will be positive • Informative feedback on your work • Stickers and stamps on your work and assessments • Earning reward stars in North and Green lessons in East and West • Gaining bonus points • Reaching your target to earn Golden and Enrichment time • Achieving Caught You Being Good raffle tickets • Certificates for achievements, attendance, punctuality and good work • Postcards sent home • Calls, texts and/or letters home • Offsite trips • Positive Restorative Practice • Parents/carers joining you on site • Display your achievements • More time for you to discuss successes, along with your concerns • Meetings with home schools, relevant agencies and home to update on progress • Earn attendance miles and location themed rewards • Punctuality perks will be awarded for pupils who attend well and add extra attendance miles to their total • Half-termly and termly Zone Celebration events to reflect the cumulative Zone Attendance, improved attitude, learning and progress. 	

Compass daily reward systems

NORTH

Choose to be best

We TRUST you to ...

Choose to follow instructions

Each session starts with 3 circles and one may be taken away if pupils do not follow the circle of trust expectations. If circles are not lost full golden time is awarded and if pupils meet their circle target for the week they earn a dip in the box. Pupils can earn bonus points towards their weekly target. If all circles are lost in the first session break time is lost, second session lunch time is lost and final session would lead to less golden time.



EAST & WEST

Choose green than red to get you ahead!

1a	1b	2	3	4	5
Target You earn You get to your lesson	Encourage and Challenge You earn You get to your lesson You stay focused You stay in class	Progress You earn You get to your lesson You stay focused You stay in class You keep trying and persevering			

Choice, Challenge, Change

If pupils earn more green than red lessons they are able to choose their Enrichment session at the end of the day. If not enough greens are earned then pupils complete missed learning, reparation or restorative tasks in a Step Up session. If unsuccessful this can lead to catch up after school or support from home.

GOING FOR GREEN!

Break room activities

Film and Music

Games and Crafts

Cooking

TOO MANY REDS!

K13 Step Up

K14 Rep Up

SOUTH



Pupils on a personalised programme with tutoring will be supported with positive feedback via our whole school Assessment for Learning policy, educational games and healthy snacks.



All staff must work together to ensure pupils are safe and engage with their learning.

Staff should know their pupils and aim to remove potential difficulties before they arise in accordance with the Pupil Profile, Boxall Profile and RA.

Some strategies that must be used include:

- Have well planned lessons with differentiated work available so all pupils can access the work;
- Smile, stay calm and be consistent and fair;
- Be positive and confident. Watch your body language – hands out of pockets, stand up when pupils come into the classroom – be welcoming!
- Make sure you have a seating plan that encourages a safe and positive learning environment;
- Most importantly, get to know the pupils and how we can support them with strategies to feel successful in their academic and 'learning to learn' education.

Restorative Practice

We recognise all of our pupils have different needs and so along with their personalised curriculum we will work with individuals to support them to move forward from any incidents that may arise as positively as possible.

To support pupils in accepting responsibility for their actions restorative practice is key. Restorative Practice is used to support anyone affected by an incident to reflect, rebuild and restore. This is designed to support pupils to achieve their full potential during the school day and beyond. During this process of accepting responsibility and supporting pupils to move forward positively the following questions are key:

1. What happened?
2. What were you thinking?
3. How were/are you feeling?
4. Who do you think has been affected?
5. What needs to happen/do you need to do now?

This type of discussion may arise from many situations, for example:

1. Damage caused to site;
2. Missed lessons due to refusing/smoking;
3. To restore relationships with staff or other pupils following an incident;
4. Using offensive language;
5. Bullying.

Using the above questions all staff endeavour to give pupils time to be reflective, understand and respect the thoughts and feeling of others, see the impact the incident has had on others, accept responsibility and move forward positively resolving the situation.

Compass School creates a whole school ethos that encompasses the need for pupils to understand that there are consequences to their behaviour, as well as allowing time for the pupils to put things right and learn from it.

Physical Contact and Intervention Policy

Compass School has a Physical Contact and Intervention Policy that outlines safe and positive touch when working with young people, as well as the need to use intervention or reasonable force when a young person, or other people are at risk of being harmed or property is going to be damaged.

Team Teach is used when necessary to safeguard all people we are working with and the "Team Teach techniques seek to avoid injury to the user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe." - George Matthews, Director of Team Teach.

Behaviour - Policy and Guidelines

If you would like to know more about Compass School [Physical Contact and Intervention Policy](#) please refer to this document for further guidance.

Other relevant policies for reference

Anti-bullying Policy
Attendance Policy
Physical Contact and Intervention Policy
Smokefree School Policy
SPICE (Nurture) Policy
Substance Misuse Policy

Evaluation/Monitoring/Performance

The school's Behaviour Policy is continually evolving and as such the policy will need to be reviewed regularly. This could involve consultation with our whole school community, including staff, pupils, parents/carers and members of our Management Committee.

When evaluating the success of the policy, the school will consider to what extent:

- Achievement has been raised;
- There is consistency in the allocation of rewards across the whole school by staff;
- The school has been successful in raising the profile of success within the school, mainstream schools, Local Authority and the Local Community;
- Rewarding success has had encouraging positive attitudes towards learning, returning to mainstream education and striving for success.