



Compass PRU

Statement of Behaviour Principles 2020-21

Governors' Committee responsible	Teaching & Learning Committee
Link Senior Governor	Chair of Committee
Link SLT	Deputy Head
Date Reviewed	May 2020
Next Review Date	May 2021
Linked Policies	Behaviour for Learning Policy Physical Interventions – Team Teach

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

C M Kee

.....
 Chair of Governors
 15.5.2019

A. Glazier

.....
 Headteacher
 15.5.2019

NB. If there is a move away from Team Teach this policy will require immediate review.

Equality Impact Assessment – initial screening record

<ul style="list-style-type: none"> • What area of work is being considered? • Upon whom will this impact? 	Statement of Behaviour Principles																																				
	Curriculum																																				
<ul style="list-style-type: none"> • How would the work impact upon groups, are they included and considered? <table border="1" data-bbox="304 517 1275 768"> <thead> <tr> <th>The Equality Strands</th> <th>Negative Impact</th> <th>Positive Impact</th> <th>No impact</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td></td><td>√</td><td></td></tr> <tr><td>Gender</td><td></td><td>√</td><td></td></tr> <tr><td>Disability</td><td></td><td>√</td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td></td><td>√</td><td></td></tr> <tr><td>Sexual Orientation</td><td></td><td>√</td><td></td></tr> <tr><td>Transgender</td><td></td><td>√</td><td></td></tr> <tr><td>Age</td><td></td><td>√</td><td></td></tr> <tr><td>Rurality</td><td></td><td>√</td><td></td></tr> </tbody> </table>		The Equality Strands	Negative Impact	Positive Impact	No impact	Minority ethnic groups		√		Gender		√		Disability		√		Religion, Faith or Belief		√		Sexual Orientation		√		Transgender		√		Age		√		Rurality		√	
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<ul style="list-style-type: none"> • Does the initial screening highlight potential issues that may be illegal? No <div data-bbox="304 1361 1294 1509" style="border: 1px solid black; padding: 5px; min-height: 60px;"> <p>Further comments:-</p> </div>																																					
<p>Do you consider that a full Equality Impact Assessment is required? No</p>																																					
<p>Initial screening carried out by Deputy Headteacher</p> <p>Signed: <i>Mark Fisher</i> Dated: 19.4.2019</p>																																					
<p>Comment by Headteacher:</p> <p><i>Alison Glazier</i></p>																																					

Compass Learning Centre

Governing Board's written statement of behaviour principles

Agreed: February 2019

Date of review School year: Spring 2020

DFE Behaviour and discipline in school –Feb 2014

“Good schools encourage good behaviour through a mixture of high expectations, clear policy, and an ethos which fosters discipline and mutual respect between pupils and between staff and pupils”

Safeguarding Statement

At Compass Learning Centre we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Compass Learning Centre. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect and bullying.

Compass Learning Centre statement

Compass Learning Centre Governing Board seek to provide a positive learning community in which all are supported to do their best; where all are safe; where all are valued, respected and have a voice.

Governors' Written Statement of Behaviour Principles

Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set

- the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Head teacher in drawing up the behaviour and discipline policy by stating the principles that governors expect to be followed.

The policy aims

- to underpin the governors' duty of care to pupils and employees; promote teaching and learning and
- to improve standards of attainment and preserve the reputation of the school.

The school will work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong, safe, well-ordered learning community.

All parents/carers are to be made aware of the Governors' written statement of behaviour principles. The statement is available upon request from the school and is on the school's web site.

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.

This statement and the behaviour policy is to be reviewed on a three yearly basis, unless changes at national, local level or school level necessitate an exceptional review.

Our Schools Mission statement; governors' value statements and our duties and statutory responsibilities inform this statement of the Governors' principles of behaviour;

Compass Learning Centre Mission Statement

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

At Compass Learning Centre we work together to remove barriers to learning aiming to ensure success for everyone!

Governors believe.

Pupils at Compass Learning Centre should learn to take responsibility for their own good behaviour and take the first steps to becoming a valued members of British Society

Rational and guidance

We, the Governing body of Compass Learning Centre, believe that all members of our school community should be able to learn, succeed and achieve in a safe, secure, and orderly environment.

We value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour.

We have high expectations of everyone and we will actively promote equality whether race, gender, age, sexuality, religion or disability.

The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed-their right to achieve their full potential.

We seek to eliminate all forms of discrimination, harassment, and bullying.

The School behaviour policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; and praise and rewards.

It is recognised however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; the disapproval of the school community and to deter other pupils from similar behaviour. Pupils must own their own behaviour and understand misbehaviour has consequences. Sanctions will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible.

Some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need.

However, when making decisions the school must balance the needs of the individual with those of the school community.

Where pupil behaviour places others at risk, the safety of all, and education of the pupil body is paramount: exclusion is the appropriate sanction. Following an exclusion the pupil and parent/carer must meet with a member of the school leadership team and agree a monitoring programme and the consequence of any repeat misbehaviour.

Given the importance of the safety of the pupil body, the Governing body support the right of the school to permanently exclude (as a last resort) for a single offence or persistent offences where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Similarly, given the overriding need to keep children safe, the school will utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

In the event of a parent or their representative, physically or verbally attacking a member of staff, the leadership of the school will take immediate and appropriate action. A physical attack will result in the involvement of the police and the prosecution of the aggressor. A verbal attack will result in the barring of the parent or their representative from the school premises. The permanent exclusion of their child/children may be the result of either a verbal or a physical attack of a member of staff.

If a child puts themselves or others at risk, staff may deem it necessary to 'put hands on a student' in order to keep them or others safe. This would be using the recognised Team Teach approach that staff are trained to use and in the extreme, may result in a physical restraint.

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

* (utilising)

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.

Given the Governing Bodies duties and responsibilities this Written Statement of Behaviour Principles applies to pupils, when in school; engaged in extracurricular activities; when travelling to and from school; on educational

visits and when being educated, as a member of Compass Learning Centre, off site, and to the entire Compass Learning Centre community.

References

Discipline in schools Guidance for governing bodies July 2013

Behaviour and discipline in schools 2014

Getting the simple things right Charlie Taylor Behaviour check

Exclusions Guidance 2015

Behaviour and discipline in schools: a guide for head teachers and school staff 2012

Prevent strategy 2011. –reiterated 2015 British values.

Ensuring good behaviour in schools: a summary for head teachers governing bodies; teachers; parents and pupils DFE 2012

Compass Learning Centre school documents:

Compass Safeguarding policy – approval May 2019

Physical restraint policy – February 2019

The Compass Behaviour for Learning SYSTEM

The use of the Points System encourages the recognition of positive behaviour and learning within a community where healthy relationships are recognised and rewarded.

Compass aims at achieving high standards of behaviour based on self-esteem and self-discipline promoted by positive attitudes and respect.

In achieving this aim the school endeavours to foster self-esteem to enable students to develop self-discipline, confidence and respect for themselves, others, property and their environment. The school also hopes to create a secure, happy and caring environment which is also challenging and stimulating, to enable Students to become caring, confident and responsible members of society and to achieve their full potential and success.

This system rewards behaviour but more importantly the learning that takes place. Students will make mistakes and it is important to recognise when they are achieving. Students will need an ongoing 'carrot' to continue to achieve, if it is all taken away at the start of a lesson the student may feel 'what is the point!'

With that in mind the points on offer need to reflect behaviour and learning separately. A student cannot walk into a lesson and swear with the immediate consequence being zero points. They then have nothing to gain in the rest of the lesson. A zero for swearing but points on offer for learning will help to get the student focused throughout the lesson.

Good behaviour is necessary for effective teaching and learning to take place.

The use of the Points System is one way in which the school hopes to achieve these aims.

'If we have been encouraged and praised and have been given some opportunity to experience personal and social success, we are more likely to perceive ourselves as capable, likeable and worthwhile people; in other words, we will have sound self-esteem.

An adult or child with sound self-esteem will be confident in their ability to eventually succeed, will welcome and enjoy new learning experiences and will

be able to relate well to other people. Their self-confidence and optimism will allow them to adopt a positive approach in all that they do and this will be effective to creating all manner of academic and social success.

Moreover, sound self-esteem enables people to learn from criticism, and to view failures in a balanced and realistic way.'

'Turn Your School Round' by Jenny Mosley 1993.

PRACTICE

Each school day is divided up into 6 lessons/sessions over the school day. Up to Six points can be earned for each session. These are totalled on a daily basis and banded in keeping with the Status. 3 points on offer at social times to encourage positive choices.

Catch up points can also be given for behaviour, work and commitment to school. These are worth an additional point in the day and are seen as 'making up' points for ones that may have been lost in the day due to poor choices.

A maximum of 3 can be awarded in any lesson/ session and up to 6 in any core lesson including Maths/ English/ ICT and Science.

Any serious incident will result in a drop of status automatically

Students of the week 'voted for by staff' will go up a status for that week.

Daily Class Sheets

Points to be given per Session

Tutor Group- 3 for behaviour, attendance and engagement

Lesson 1 – 3 Behaviour and 3 learning points

Lesson 2 - 3 Behaviour and 3 learning points

Break - 3 Behaviour points

Lesson 3 - 3 Behaviour and 3 learning points

Lesson 4 - 3 Behaviour and 3 learning points

Lunch - 3 Behaviour points

Lesson 5 – 3 Behaviour and 3 learning points

Lesson 6 - 3 Behaviour and 3 learning points

Each learner can earn up to 45 points a day that are banded as a status in the following way.

40-45	GOLD
30-39	SILVER
20-29	BRONZE
0-20	BLUE

DAILY CONSEQUENCES OF POINTS GAINED

GOLD STATUS

- In gaining 'Gold' status a student is eligible to take part in **ANY** offered activity in the enrichment time slot. Pupils on 'Gold' status will have first choice of activities on offer and even have access to an off-site activity.

SILVER STATUS

- In gaining 'Silver' status a student is eligible for **ANY** offered activity in the enrichment time slot but as a second choice .and if there are places left on an Off- site Activity they are given the opportunity to pick them.

BRONZE STATUS

- In gaining 'Bronze' status a student is eligible for an **ON-SITE ONLY** activity offered

BLUE STATUS

- Students on 'Blue' status are **NOT** eligible to access any activity offered during the weekly enrichment time. Students will be based in the classroom completing work with assigned staff.

REVIEWED: January 2018, January 2019, May 2020