



Supporting Pupils with Challenging Behaviour

Policy and Procedures

Reviewed March 2018

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Creating Opportunities, Inspiring Change

At Compass Schools we work collaboratively with young people, their families and other agencies to provide a safe and creative therapeutic educational environment.

We believe that every pupil has the right to love, care and have a stimulating educational experience. Our fully integrated approach allows young people to learn, develop resilience and feel important.

Relationships are at the heart of everything we do; it is this which allows us all to learn and grow our personal social, moral and spiritual compass. With the Compass approach families, staff and all those working with us also have opportunities to develop.

This policy should be read and reviewed in conjunction with our other Short Stay School – Compass policies including our SAEN, Safeguarding, Anti-bullying and Absconson policies to ensure the consistent support of our pupils and their families and in acknowledgement of our legal duties as stated in the Equality Act of 2010.

Our Compass Schools provide a welcoming, caring environment where pupils are supported and encouraged to learn through personally tailoring curriculum opportunities and therapeutic approaches to individual needs.

In supporting our pupils in taking responsibility for good behaviour and ensuring the inclusion of each individual is the duty of every member of our Compass community.

At Compass we provide a system of rewards for good or improving behaviour and pathways for reflection where behaviour does not reach the expected standard. These are supported and applied consistently and fairly.

Any updates or reviews of this policy will be made available to the whole Compass Community through termly newsletters.

Individual student progress in all areas of their Compass lives is closely monitored and supported; parents/ carers are informed regularly of progress, achievement and any concerns.

The pupils referred to the Compass School, at times display high levels of dysregulated behaviour and have a history of poor engagement in educational settings. Our staff are trained in providing emotional attunement, consistent care and unconditional positive regard.

At Compass we believe:

- **Everyone should feel safe and secure at our school**
- **Everyone should feel cared for and valued**
- **Everyone has a responsibility in creating and sustaining a positive environment**
- **Everyone is equal regardless of race, colour, gender or religion**

Promoting positive behaviour:

- **Every pupil is treated as an individual** – We get to know our pupils well, there is a high level of adult : pupil ratio and every pupil has a key worker whom acts as their own link between home and school and as their support worker throughout their day. Every member of staff within each school is aware of each pupil's Individual Learning and Risk Management Plans.
- **We listen to each other and work as a team** – Each morning we start with circle time or assembly where we offer every member of our community opportunities to voice their feelings and reflections within a supported environment. Pupils can be heard alongside the adults that support them.
- **We offer unconditional positive regard** – To every member of our community, we acknowledge and accept that mistakes can be made but we separate the behaviour from the pupil and support the pupil consistently without prejudice or judgement.
- **We provide opportunities to do differently** – We provide a stable environment in which a secure base can be formed. Trained staff offer ongoing individual and group therapeutic interventions to facilitate positive choices.

Our approaches to developing relationships, managing difference and behaviour are outlined in our associated booklet The Compass 50 approaches to supporting challenging behaviour. A copy of which is attached to this policy document.

Whenever we can we name and acknowledge success:

Progress

Many of our pupils have experienced school in a negative manner, continually struggling to understand the expectations put upon them within a mainstream environment. The pupils we support have often experienced a number of exclusions and perhaps permanent exclusion. Therefore our pupils commonly arrive to us with a negative view of learning, multiple gaps within their previous education and fear of ongoing rejection and failure. Part of our role is to introduce difference to our pupils, a positive experience of learning and an environment which supports successful access to the classroom.

Our lessons are tailored to meet the learning needs and styles of all learners. We offer clear and consistent routines to promote a sense of safety and security in the classroom and promote attainment. The progress of our pupils is not only assessed through educational outcomes but also through psychometric assessments carried out with families, pupils and staff by our therapy teams.

Choices

Our pupils often arrive at Compass Schools resentful of authority, dysregulated and have a history of poor engagement in educational settings. Through consistent care and unconditional positive regard we support pupils with a range of positive alternatives to undesirable behaviour. Our staff continually model positive regard, providing experiences of trusting relationships, consistency and care to support pupils in developing internal self-regulation. Within the contained environment of our schools we allow pupils the freedom and responsibility to manage their own behaviour and actively make their own choices with clear understanding of outcomes.

Good choices are rewarded in a range of different ways including:

- A smile
- Verbal acknowledgement of success
- A positive telephone call home
- A postcard sent home
- An entry into a weekly prize draw

- Display on weekly 'Hall of Fame' board
- Reward and recognition time
- Reward trips

Attendance

Good attendance is an essential part of our pupils' journey at Compass; it is only through regular attendance that the impact of our provision can fully impact on successful outcomes for our pupils. Evidence shows us that pupils who attend regularly, access therapeutic support more effectively, have reduced incidents of disengagement and progress faster than other pupils.

We support our pupil's attendance with us in a variety of ways:

Excellent attendance

- Celebrated as part of Key Worker sessions
- All pupils with attendance of 95% or above are rewarded on a half termly basis
- Pupil attendance of 100% will be rewarded with an attendance reward trip opportunity

Attendance concerns

Any absence, not previously notified, will result in a first day absence calling system, a personalised response to any absence every day via Key worker support.

Where absence continues concerns will be referred to the Compass Lead.

Where absence is persistent parents/ carers will be requested to attend a meeting to discuss concerns. If no improvement is evident an attendance action plan will be implemented.

Where any unauthorised absence of 9 sessions (am and pm denotes 2 sessions) takes place, referral will be made to the Attendance Support and Enforcement Officer. Please refer to our Attendance Policy for further details.

Role of Parents/Carers within Compass Schools

Compass schools offer a therapeutic educational environment in which pupils can learn and experience difference, promoting successful outcomes and achievement in all areas of their lives. This cannot be achieved without the support of their parents/carers. We believe that parents /carers have a fundamental role to play in helping their children to learn and progress within our school.

Parents/carers are contacted on a regular basis and form a vital link with school through their pupil's allocated key worker. Support is also provided for our parents/carers via our therapeutic teams available within each base. We are committed to ensuring supportive working relationships with all of our parents/ carers.

Family open events are held at least once termly allowing opportunities for parents/carers to chat with education and therapy teams and view their children's work. A written report is provided annually documenting individual's progress.

To support good choices:

As part of our management of pupils at differing levels of escalation we remind them of the consequences of their behaviours, providing a range of positive alternatives and support to be able to identify their underlying needs and subsequent behaviours.

When additional support is required:

- **We listen** – we offer an alternative space outside of the area for a pupil to receive support, to acknowledge and discuss difficulties and to discuss return to classroom or activity.
- **We notice** – we name good choices and encourage via positive re-enforcement
- **We separate** - the pupil from the behaviour
- **We provide consistency** – we provide safety and security in the inevitability of our approaches and the openness of our responses

Reflection Areas:

To support opportunities for pupils to reflect on unacceptable behaviour, there is a space in each centre, referred to as the Reflection area. This is a space where a pupil may be withdrawn for a set period of time, with a named adult to reflect upon the actions that led up to any incident and to consider with support, their feelings and actions at this time. With the support of their named adult, pupils are then encouraged to consider different pathways and associated outcomes to return successfully to the classroom.

Reflection areas will also be used in cases of unresolved uniform issues, where a pupil arrives at school and does not meet the uniform/ footwear requirements, or where a facial piercing/ extreme hairstyle is in place. A pupil will be supported within reflection until the matter is resolved at the discretion of the Compass Lead or until the end of the school day.

Where assigned work is not completed within these areas, pupils will be provided with timetabled opportunities to catch-up. Where work continually fails to be completed this will be provided to pupil's parents/ carers to support their children in completing as part of homework.

Supporting pupils through physical containment

Our Compass Schools provide a unique environment where the needs of pupils are met, dependant on their own personal circumstance, or needs at any one time; this can take the form of physical support and containment. At times of heightened anxiety or distress, pupils are supported by adults trained in the 'Steps' approach, a de-escalation, positive and restrictive physical intervention programme. Appropriate action, as is deemed by staff, to be reasonable, proportionate and necessary, is taken to support the safety of others and/ or the possibility of significant damage. Physical containment is always taken in the best interests of the parties involved.

'All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline; (DCSF – The use of Force to Control or Restrain Pupils – 2010).

Recording and Reporting Incidents

Where restrictive physical intervention has been necessary the incident is recorded on an incident form by the staff involved, normally as soon as possible after an incident, prior to staff going off duty (where necessary within 24hrs). This is then be signed and approved by a senior member of staff (who has not been involved in the incident). Incidents involving Restrictive Physical Intervention (RPI) will be reported to main carer/parent. Where appropriate copies of incident reports will be sent on a termly basis to Social Workers and Youth Offending (other agencies will be informed if deemed appropriate).

Confiscation

Where a student is in possession of banned items, items which disrupt the day to day running of the school or items which are deemed to be inappropriate, these will be confiscated and returned at the end of the school day. These will not be returned prior to this time, except on collection by parent/ carer. Items which are either age inappropriate or items of concern will only be returned to parent/ carer.

Banned Items include:

- Mobile phones
- Electronic devices
- Camera or recording equipment
- Age inappropriate material
- High Energy drinks

Searching and screening pupils

If staff feel this to be necessary, they can instruct pupils to turn out their pockets or their bags. Pupils and their possessions can be searched where the pupil consents. A head teacher/ Compass Leader can also authorise a search of a pupil or their possessions (including bags and lockers) without their consent, for weapons, alcohol, controlled drugs and stolen property.

This may also be done in the attendance of parents/ carers and ultimately by the Police should it be deemed necessary by the head teacher/ Compass Leader.

Damage

Where wilful, criminal damage is caused this will be recorded on pupil files and a period of reflection time given.

Opportunity where possible will be provided for pupils to work with parents/ carers to put right any damage to reduce/ avoid costs.

Where this is not possible/ appropriate, parents/ carers will be charged for damage caused. Any ongoing incidents of damage will be reported to the Police.

Exclusion

The decision to exclude any pupil within Compass is taken as a last resort and in relation to maintaining the safety and wellbeing of everyone within Compass. As a school we have a duty to ensure the safety of individuals and the right of everyone to be able to learn.

There is no formula for deciding if, or for how long, an exclusion may need to take place. Each case will be judged on an individual basis considering:

- the seriousness of the incident
- the pupil's current behaviour pattern
- extenuating circumstances
- whether the behaviour policy has been followed at every stage
- the impact on others within our school.

We know that where pupils are excluded for prolonged periods of time, successful reintegration is less likely, therefore wherever possible any fixed term exclusion will be limited to 1 day.

In relation to behaviours that pose a significant health and safety risk, i.e Climbing on a school roof, an initial fixed term exclusion of 5 days will take place, a package of support will be made available to support successful re-integration and access to Compass School, however, a further incident of this nature will result in the end of a placement either by planned transfer or permanent exclusion.

Any decision to exclude is at the discretion of the Head of the Compass base in conjunction with the Head of School or Executive Head teacher.

Ongoing concerns

At Compass we believe in the right of every pupil to experience a safe, consistent and caring environment. This is available through the education and therapy teams providing every opportunity for reflection and care, with unconditional positive regard. Everyone within Compass has a right to learn and a right to remain safe. Where a pupil is continuously behaving in an unsafe manner, and there is continued evidence of harm over a period of time, further support may need to be considered.

An initial meeting between Compass Lead, clinical psychologist and parents/ carers will take place outlining concerns and detailing events leading to this point; this will be reviewed on a fortnightly basis as part of a **Placement Support Plan**.

As part of the plan the EHCP co-ordinator will be contacted to inform of concern and the presence of a support plan. The pupil will be raised to Compass Leadership Team meeting as a pupil of concern.

Where necessary, and only in exceptional circumstances, a build-up timetable may be utilised to support successful experiences within school, these are limited to a maximum of a 20 week (10 reviews) period.

If following the completion of the review cycle, safe access to full time provision cannot be accessed the Compass Lead will call an emergency review of the pupil's EHCP to consider next steps and suitability of Compass as an educational placement.

Partner agency Involvement and Support

At Compass we work pro- actively with partner agencies to develop our pupils understanding and knowledge of their community, this includes drop in sessions by health, the police and other agencies.

Where necessary the Compass school reserves the right to involve the police in any matter where a pupil has acted unlawfully. This may include:

- Assault on staff or pupils
- Criminal damage
- Theft
- Carrying of illegal substances/ weapons

The school will fully comply with any Police request for information regarding any pupil.

Appendix

It is important to note that the journey **to** and **from** school is deemed part of a pupils day and as such remains under the guidance and direction of this policy.

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