

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	The Compass Academy
Principal:	Claire Horne
Behaviour Lead:	Jonathon Haggard
Designated Safeguarding Lead:	Claire Horne
Implementation Date: <i>Inline with policy approval</i>	September 2026

Introduction

In line with our Trust-wide **Behaviour Policy**, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focuses on the following key areas:-

- Rewards System
- Sanctions System

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

Rewards System
Relates to item 4.2 in the Trust Behaviour Policy
We recognise the importance of establishing a culture of positive behaviour and a complementary rewards framework which supports a calm, orderly and positive teaching and learning environment for all. The 'conduct' framework encourages the active and direct involvement of as many staff and as many pupils as possible. It is essential that all students regardless of ability, or protected characteristic(s) are given the opportunity to operate within this framework. The 'conduct' system runs through all classroom based and extra-curricular activities where pupils are rewarded with points which are then converted and 'cashed in' for tangible rewards. All rewards will be logged at the point of issue and centrally stored to enable a full pupil profile over time. Each point earned by a pupil has a monetary value (1 point = 1p). This can be used towards specific prizes which students can 'cash in' at specific points during the academic year. Our behaviour management approach is underpinned by relational practice, early intervention, and restorative principles. We aim to re-engage pupils in learning while addressing behaviour in a supportive, structured, and proportionate manner.

Rewards System - Lesson Based and Extra-Curricular Activities

Points can be awarded to students by way of the following system:

Lesson based W.A.R scores

At the end of each lesson, pupils are assigned points for; Work; Attitudes and Relationships.

- 0 - Unacceptable
- 1 - Requires improvement
- 2 - Good
- 3 - Outstanding

Pupils may also earn green slips rewarded as 'bonus points' should they give an outstanding answer or challenge themselves out of their comfort zone. E.g. read aloud.

Extra-Curricular

Additional points may also be awarded for pupils' achievement, as recognised by staff at all levels.

System	Awarded for	Weighting
Green Slips	Above and beyond positive behaviour. E.g. clearing a table at lunch time, supporting another student.	1 points
Blue Slip	Awarded in recognition for British Values, Citizenship, Academy values.	Entry into Citizenslip prize draw
Pupil Leadership	Additional responsibility	Up to 150 points extra per active day
Attendance	Full week attendance	50 points
Tutee of the Week/Most improved pupil	Awarded by the tutor	50 points
PSO Pupil of the Week	Awarded by PSO	50 points
SLT award	Awarded by SLT on a weekly basis	50 points

Trophies and certificates

In order to further promote the positive aspects of day to day life in the Academy and reward students who make the right choices, students and groups may also earn additional rewards issued within the weekly tutor assembly/end of term events.

Half termly, trophies are awarded for 5 areas, one of which, 'Above and Beyond' changes on a termly basis to allow pastoral staff to focus on key areas.

Trophy	Awarded by	Awarded for
Reading Awards	Reading Lead	Participation/progress
Achievement: Subject nominations	Subject leads	Progress/achievement
Tutor Group of the half term	SLT	Tutor group with the most achievement points
Attendance	SLT	Attendance progress
Behaviour Award	SLT	Pupil/Tutor group with the lowest number of red slips.
Principal's Award	Principal	Pupil of the half term
Most improved pupil	Pastoral	Most improved pupil

Certificates

Conduct certificates are awarded based on individual conduct scores for each pupil over varying timescales and achievements:

- Pupil of the week-Awarded weekly per tutor group
- Most improved pupil-Awarded weekly per tutor group
- Pastoral Awards-In recognition of stand out achievements/improved progress
- Citizenship Award-In recognition of promoting the school values
- Principal's Award-Awarded weekly
- Attendance Awards-Awarded weekly
- Subject based awards-Awarded half termly
- Reading Awards-As achieved throughout the half term

Sanctions System

Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy

Although we recognise the importance of celebrating the achievements of our pupils, it is also important that we have systems in place to monitor and challenge any negative behaviours that may arise in the academy. All of our staff are trained in the use of trauma informed approaches. Staff will approach crisis behaviours and dysregulation with understanding and empathy. Staff will use their professional judgements when imposing sanctions with the best interests of the pupil and the wider school community at the heart of decision making.

Basic Behavioural Expectations:

Around the Academy pupils should:

- Be polite and show respect for other people
- Do as they are asked by members of staff – first time, every time
- Wear school uniform correctly at all times
- Respect the Academy

- Keep to their designated areas, as instructed by members of staff
- Adhere to health and safety requirements

When moving around the academy pupils must abide by the academy rules.

Break and Lunch times will be arranged by the academy in a manner that supports the reduction of risk. All pupils will receive clear guidance as to the arrangements for social times and the expectations of them during these times.

Pupils will be required to leave the academy premises in a calm and orderly manner abiding by the academy health and safety requirements at all times.

Setting the standard from student entry:

Students arrive at the gates and are greeted by a member of staff where a staff member will assess a child's overall wellbeing upon entry to the school.

Students will enter the school via the pedestrian gate, via the Nurture playground, ready for 'check in'.

Upon 'check in' at the Nurture quad door, a member of the pastoral team and safeguarding team will be present.

At the check-in desk students will be expected to meet the school's non-negotiables before entering the main school site.

1. **Correct uniform.** If the student does not have the correct uniform, clothing items will be offered (on loan).
2. **Bags and coats removed.** Students are expected to place their bags and coats in the cloakroom.
3. **Contraband.** If seen or identified during a routine search, items will be confiscated and disposed of, as required.
4. **Security scan.** Students are searched using a metal detector by either a male or female staff member (as appropriate) to ensure the safety and wellbeing of all students.
5. **Mobile Phones handed in.** Students place their mobile phones in their dedicated Yondr pouch and give it to staff for safekeeping throughout the day. Students' phones are returned at the exit door at the end of the day.
6. **Lunch order.** Students order food items for their lunch that day.

Upon 'check in' if a child member requires additional staff support, a member of the staff team will radio for the most appropriate adult available.

Restorative Practice

The aim of Restorative Practice is to find a resolution to conflict that focuses on understanding and empathy to 'put situations right'. At The Compass Academy, Restorative Practice plays a big part in the way that we expect both staff and pupils to conduct themselves. We will seek to use Restorative Practice at each stage of the sanctions pathway alongside each of the steps as a way to help pupils reflect upon their actions. The key message behind Restorative Practice is that 'actions have consequences'.

Generally, Restorative Practices can happen ways:

1. Pupil to staff - conversation (1:1 or mediated by key staff)
2. Pupil to pupil - Restorative Practice session (mediated by key staff)
3. Staff to pupil - conversation (1:1 or mediated by key staff)

Sanctions Pathway within the Classroom

It is essential that all pupils, parents/carers, and members of staff understand this framework and its consequences. At all times the intention of the procedures is to bring a halt to unacceptable behaviour/conduct and return the pupil to engage in positive learning. Each member of staff will use their judgement to ensure sanctions are used appropriately.

The Compass Academy operates a number of sanctions which are designed to discourage pupils from making poor behaviour choices and provide reflection upon previous decisions and encourage pupils to make better choices moving forward. If a pupil's behaviour is unacceptable the sanctions pathway will begin.

Before the sanction pathway begins a pupil will be given a clear verbal warning which will explain the unwanted behaviour and the reasons it should not continue. Staff should model and clearly explain the desired behaviour. If a pupil continues to not meet expectations they will receive a red slip which will be recorded on their behaviour log.

Red Slip

Following their verbal warning any pupil who continues to behave in an unacceptable manner will be given a red slip. This will be recorded by the teacher and will be taken into consideration when WAR scores are issued. Staff should only inform students they are receiving a red slip if they deem it will have a positive impact.

Pastoral Intervention

Pupils who continue to behave in an unsatisfactory manner, despite previous sanctions will receive a second red slip and teacher/tutor will ask for pastoral intervention. This will involve the pupil being removed from the classroom by a member of the pastoral team, possibly the tutor, and given clear reminders of classroom expectations and possible positive and negative consequences of actions.

Removal and Detention

If the teacher comes to the decision that a pupil is persisting in disrupting the lesson, despite clear warnings, they will request 'removal' for the student by senior members of the pastoral team. Any pupil who has reached this stage will have already caused considerable disruption and inconvenience so they should be removed from the situation. At this point, the student will be issued a detention.

Although most behaviours which reach this level will have been cumulative and will have been dealt with by working through the sanctions step by step, there may be occasions when the teacher moves straight to this sanction. Any pupil who has been removed from a lesson will have work from that lesson that they will need to complete. This work should then be arranged to be completed at time to suit the teacher either at lunch or the end of the day. If the pupil refuses to go with the pastoral team within a reasonable timeframe this may escalate to a further sanction.

Sanctions Pathway for Beyond the Classroom

In School Reflection

Where possible, an in school reflection is used as a sanction that is arranged the previous academic day with pupils and parents/carers informed in advance. An in school reflection will involve a pupil working with a dedicated member of staff in a small room away from the main population. It could also include working with a different group. Should there be a need, lunch and break will take place in this area and the pupil will not be allowed any contact with their peers throughout this period of time.

Fixed Term Suspension

Suspensions may be used for pupils who have completed all of the other sanctions and still continue to disrupt the learning of others. This sanction is meant as the last resort before possible permanent exclusion.

Fixed term suspensions may be issued for a range of serious or major behaviour incidents. The length of the suspension will depend upon the severity of an incident or a student's cumulative behaviour including, but not being limited to:

- Threatening or intimidating behaviour to staff.
- Assault on a pupil or staff member
- Racist, homophobic or disablist language towards a student or a member of staff.
- Persistent bullying.
- Possession of or being under the influence of illegal substances.
- Possession of a weapon on school premises.

The decision to suspend is the Principal's decision. Once this decision has been taken parents/carers should be contacted, and if possible, the pupil should be collected immediately.

A reintegration meeting involving the pupil, parent or carer and the appropriate staff member should take place before the pupil returns to school.

- Details of the timing of the meeting will be contained in the suspension letter.
- A written record will be kept of discussions during the meeting.
- The meeting should review the reasons for the suspension, set targets for behaviour and detail the pupil, parent/carers and staff member's voice.
- Interventions to support the pupil in amending their behaviour will be offered.

Bespoke Timetable offer

A bespoke timetable may be formulated to support the re-engagement of a child in learning and education. A bespoke timetable may include: periods of home education, interventions or out sourcing external support. Pupils on a bespoke timetable offer will be provided with appropriate learning activities coordinated by subject teachers/relevant staff.

Permanent Exclusion/Placement End

Permanent exclusion from school or an end to a placement is a last resort when all attempts to modify a pupils' behaviour have failed, he/she will not conform to school rules and their behaviour is having a serious impact on the learning of others. Prior to this action being taken the school should have involved a number of outside agencies. Permanent exclusions could also be used for serious incidents such as:

- Dealing in illegal substances
- Serious assault on another pupil or a member of staff
- Bringing a prohibited item onto school premises.

This decision can only be made by the Principal and then has to be ratified by the Governor's Disciplinary Committee.

Reports, Detentions and Uniform

Repeated behaviour issues will result in pupils being monitored via report, the level of report being linked to the frequency and seriousness of the behaviour issues presented:

- Tutor Report
- Link Teacher Report
- Pastoral Report
- Senior Leader Report

All reports will be communicated with the parents/carers.

Persistent Disruptive Behaviour:

Pupils who accrue a significant number of red slips, lesson removals and/or fixed term suspensions will be monitored by being placed upon behaviour report. The reports that may be used are:

Reports

Tutor report – Initial report for monitoring a pupil across all subject areas. This is tracked by the pupil's tutor who will apply additional praise and sanctions in line with pupil performance whilst on report. The report lasts a period of two weeks and must be sent to parents/carers on a daily basis.

Link Teacher Report – Initial report to monitor pupil behaviour and attitude by their link teacher. The link teacher will track this report and apply additional praise and sanctions in line with the pupil performance whilst on report. The report lasts a period of two weeks (or an identified number of sessions). This will be checked by the link teacher at the end of every day.

Pastoral Report – The pastoral lead will monitor a pupil's behaviour and attitude when the tutor/link teacher report has not been successful or when there has been a serious concern raised regarding a pupil's behaviour/attitude. A face to face parent/carer meeting or telephone conversation with the pastoral lead will be held prior to the report starting which will outline further support which may be needed at this stage such as a Pastoral Support Plan or referral to additional support. The report lasts a minimum period of two weeks. The report will be checked by the pastoral lead each day. The pastoral lead will apply additional praise and sanctions as a result of the pupil's performance whilst on report.

SLT Report – The member of SLT will monitor a pupil's behaviour and attitude when the pastoral report has not been successful or when there has been a serious concern raised regarding a pupil's behaviour/attitude. A face to face parent/carer meeting with the Senior Leader will be held prior to the report starting which will outline further support which may be needed at this stage such as a Pastoral Support Plan or referral to additional support. The report lasts a minimum period of two weeks. The report will be checked by the Senior Leader each day who will apply additional praise and sanctions as a result of the pupil's performance whilst on report.

Uniform

Pupils will have their uniform checked when they arrive at school. Pupils who are in the incorrect uniform will have the opportunity to borrow aspects of the school uniform which will then be returned at the end of the school day. If a pupil refuses to wear the uniform provided within a reasonable timeframe this will be dealt with as refusal. Should appropriate uniforms be unavailable or refused, parents and carers will be asked to bring it to the Academy. Pupils in incorrect uniform will be isolated until this is resolved.

Sanctions Tariff

It is intended that where possible all sanctions are dealt with consistently. By providing these guidelines to parents, pupils as well as staff, everybody is clear what RANGE of sanctions may be imposed for different types of inappropriate behaviour.

Please note that some of the school sanctions taken for some of these offences would go alongside the involvement of the police.

NB: these are guidelines and staff may feel it necessary to make modifications depending on particular individual cases.

	Pastoral Intervention	Parental Contact	Subject Action inc. subject report	Detention/ Work catch-up	In school Reflection	Home Education/ Out of hours learning	Suspension	Permanent Exclusion/ Place end
Low level disruption	x	x						
Lack of response to 'Pastoral Intervention'		x	x	x	x			
Lack of response to 'Subject Action'				x	x			
Persistent Disruption				x	x	x		
Serious Incident					x	x		
Repeated Serious Incidents						x	x	
Major Incident						x	x	x

Repeated Major Incidents							x	x
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Examples of the severity of an incident or a student's cumulative behaviour including, but not being limited to:

Serious Incident

- Persistent Defiance
- Fighting
- Threatening or intimidating behaviour to staff
- Bullying
- Use of discriminatory language
- Dangerous behaviour
- Smoking/Vaping

Major Incident

- Dealing in illegal substances
- Assault on a member of staff
- Bringing a prohibited item onto school premises
- Unprovoked serious assault on a student
- Use of racist, homophobic or disablist language towards a student or a member of staff
- Persistent bullying
- Possession of or being under the influence of illegal substances.
- Possession of a weapon on school premises.

Tiered Sanctions System

At Compass Academy, our behaviour management approach is a whole staff team responsibility. The following tiered sanctions system outlines a graduated response to incidents of concern:

Level 1 – Tutor / Link Teacher Response

These are initial interventions aimed at low-level or isolated incidents. The goal is to reset expectations quickly, restore relationships, and prevent escalation.

- **Loss of social time** (e.g. break/lunch reflection)
- **Lesson text** to parents/carers to inform them of issues
- **WAR Report link** (Welfare and Attendance Record for internal tracking)
- **Link teacher phone call** to parent/carer
- **Parent/carer meeting** with tutor or link teacher

Level 2 – Pastoral Response

Where behaviour is persistent or more serious, a pastoral response is implemented to provide increased structure, monitoring, and support.

- **Pastoral or Behaviour Report** to monitor progress daily
- **Daily check-ins/check-outs** with pastoral staff
- **Lesson reset** via temporary removal or restorative intervention
- **Parent/carer meeting** with pastoral lead
- **Temporary group change** for learning or safety reasons
- **Internal isolation** with pastoral support and reintegration planning

Level 3 – Senior Leadership Team (SLT) Response

For serious or ongoing breaches of behaviour expectations, SLT-led responses are put in place, with input from the wider team including external agencies if necessary.

- **Parent/carer meeting** with SLT to review concerns and agree a plan
- **Bespoke timetable** to reduce risk or meet specific needs
- **Fixed-term suspension** in line with statutory guidance
- **Permanent group change** where appropriate
- **Referral to the Local Authority** or other external professionals (e.g. Educational Psychologist, CAMHS)