Behaviour & Anti-Bullying Policy

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1 Introduction

At Compass Learning, we provide a safe, respectful and supportive learning environment. This policy sets out what we expect from students, how we promote positive behaviour and how we respond when expectations are not met. We provide one-to-one outreach from KS2 to post-16 in homes, community venues, schools and online.

We recognise that students may have experienced disrupted education, exclusion, trauma or unmet special educational needs. Our approach combines clear boundaries with positive relationships, reasonable adjustments and individual support. We use our separate Engagement Framework when a student is struggling to start, sustain or return to learning.

2 Aims and principles

Our aims are to protect everyone's safety and dignity, make expectations clear and help students develop the skills they need for learning, relationships and their next steps in education or employment.

- We teach and model positive behaviour rather than assume students already know what is expected.
- We recognise effort, progress and recovery, and welcome students positively at each session.
- We listen to students and consider their needs and circumstances before deciding our response.
- We use fair, proportionate consequences alongside support to understand and address difficulties.
- We help students reflect and repair harm when they are ready, without forcing apologies or mediation.
- We prioritise safeguarding whenever behaviour suggests a student or another person may be at risk.

3 Legislative and statutory framework

Our policy is informed by the Equality Act 2010, relevant health and safety and data protection law, the SEND Code of Practice, alternative provision guidance and the DfE voluntary national standards for non-school AP. We also draw on Keeping Children Safe in Education, Working Together to Safeguard Children and relevant DfE guidance on behaviour, searches, restrictive interventions and exclusions.

As a non-school AP provider, we apply these requirements according to our status and each placement arrangement. We do not assume the statutory powers of a school to search, use force, suspend or

permanently exclude. We work with commissioning schools and local authorities to meet their requirements and clarify responsibilities. The principal guidance links appear at the end of this policy.

4 Scope of the policy

Our expectations apply throughout Compass sessions, including breaks and transitions, and during any agreed visits, practical activities, work placements or transport arranged by Compass. We also address connected behaviour outside sessions, including online behaviour, where it affects someone's safety, wellbeing or access to learning. We do not treat a legitimate complaint or criticism as misconduct.

For students under 18, we follow child safeguarding procedures. For students aged 18 or over, we respect adult decision-making, use adult safeguarding routes where appropriate and involve family members with consent or another lawful basis. We adapt how we explain and apply expectations to age, understanding and communication needs.

5 Roles and responsibilities

5.1 Director

Our Director, Rosie Aylward, is responsible for approving and reviewing this policy, ensuring staff training, overseeing its fair application and working with families and commissioners. The Director reviews serious incidents and decides any temporary pause or termination of a Compass placement.

5.2 Designated Safeguarding Lead

Our DSL, Rosie Aylward, leads our response when behaviour raises safeguarding concerns. We assess risk, arrange support, record decisions and share information with the relevant school, authority or other agency. We do not delay urgent safeguarding action while waiting for an internal review.

5.3 Staff

We model calm, respectful conduct, explain expectations clearly and use predictable routines. We make agreed adjustments, support regulation, respond proportionately and record significant or repeated concerns. We work together so that support is consistent across tutors and settings.

5.4 Students

We expect students to work towards the expectations below with the support they need. We involve them in their plans, listen to their views and support them to reflect on the impact of their behaviour in a way they can access.

5.5 Parents and carers

We work with parents and carers to understand what helps their child. We ask them to share relevant information, support agreed expectations and contribute to reviews. We offer accessible ways to take part; inability to attend a meeting does not itself prevent a student's return.

6 Expectations for behaviour

We explain our expectations in a way each student understands and revisit them when the activity, tutor or setting changes. We expect students to:

- Attend agreed sessions on time and be ready to take part, with the support they need.

- Treat staff and other people respectfully and do not use threatening, abusive or discriminatory language.
- Follow reasonable instructions and safety rules, and tell or show us when they do not understand or need help.
- Try agreed learning activities and use their agreed signal to ask for help or a break when work feels difficult.
- Use tools and equipment safely and respect belongings and the teaching space.
- Stay within the agreed session area and tell the tutor before leaving or disconnecting.
- We do not accept bullying, harassment, aggression, deliberate damage and any conduct that puts others at risk.

We normally expect phones and other devices to be silent and put aside during learning. We agree exceptions for learning, communication, medical or safety needs. We do not routinely lock away phones across outreach settings or remove essential communication or medical devices. Smoking and vaping are not permitted during sessions. Online expectations are set out in section 23.

7 Teaching and promoting positive behaviour

We build positive relationships and make sessions predictable, purposeful and achievable. We explicitly teach help-seeking, safe routines, respectful communication, emotional regulation and ways to resolve difficulties. Mentoring, coaching and personal development activities reinforce these skills.

We recognise effort, progress, participation, kindness and taking responsibility. Recognition may include specific praise, positive feedback home, certificates or suitable opportunities for responsibility. We agree whether students prefer private or shared recognition and avoid rewards that make basic needs or essential support conditional on completing work.

We prepare students for changes, visits and transitions, and practise the skills needed for their next placement or learning setting. We use our Engagement Framework to remove barriers to participation.

8 Responding to misbehaviour

Our response reflects the behaviour, its impact and the student's needs. We hear the student's account, check understanding and consider whether unmet need, disability, distress or a safeguarding concern contributed. Difficulty engaging, anxiety or shutdown is not automatically misconduct.

8.1 Low level disruption

For minor inappropriate language, distraction or interruptions that affect the session, we begin with a calm reminder, a clear explanation and support to refocus. We may offer a choice of approach, change the task or use a brief reset. When behaviour improves, we acknowledge this and continue positively.

8.2 Repeated disruption

Where behaviour continues despite reminders and appropriate support, we give a clear correction, explain the next response and offer reflection when the student is ready. We may temporarily withdraw a misused activity or online feature, with another way to learn where possible. Repeated concerns lead to a support review with the student, family and commissioner as appropriate.

8.3 Serious misbehaviour

Physical aggression, credible threats, discriminatory abuse, sexual harassment, dangerous items, significant deliberate damage or other conduct creating serious risk prompt an immediate safety response. We stop unsafe activity, seek help and involve the Director and DSL. We may end the session, review the placement

or refer to external agencies. Persistent difficulty completing work alone is not treated as a serious safety incident.

9 Behaviour management pathway

Our pathway gives students clear opportunities and support to improve. Our response reflects the behaviour, its impact and the student's needs. We do not automatically move through every response or require a student to fail at each stage before receiving more support. Each new session begins with a positive welcome.

A calm reminder

We begin with a calm reminder of the expectation and explain what needs to change. We check understanding, allow processing time and offer help. When the behaviour improves, we acknowledge this and continue the session positively. Where the difficulty is accessing learning, we use the Engagement Framework.

A clear correction

If the behaviour continues, we give a clear correction and another supported opportunity to change it. We use "correction" rather than "warning" and explain what will happen if the behaviour continues. For example, misuse of online chat may lead to the chat being paused while learning continues through another agreed method. We keep the focus on what the student can do next.

A supported reset or change of activity

When a student needs space to regulate, we offer a supported reset, an agreed break or a change of activity. We may temporarily withdraw unsafe equipment or a misused online feature and provide another way to learn where possible. We maintain appropriate supervision and do not use isolation or seclusion as punishment.

For practical learning, we stop unsafe activity immediately, review the risk and provide safety re-teaching before equipment is used again. We reconnect with the student and offer a manageable return to learning when they are ready.

Reflection and repair

When the student is ready, we listen to their account, discuss the impact and agree how to move forward. This may involve practising a safer routine, helping put right damage where appropriate, or a restorative conversation. We support the student's preferred way of communicating and do not force apologies or mediation. We do not make completion of missed work an automatic condition of return.

A support review for repeated concerns

Where concerns recur, tutors/mentors/therapists involve the Programme Lead and discuss them with the student, parents or carers as appropriate and the commissioning school or authority where involved. We agree a short Behaviour Support Plan with clear expectations, adjustments, adult support, achievable targets and a review date. We check short-term targets weekly while concerns persist and change support that is not helping.

Our responses are fair, proportionate and linked to the behaviour. Repeated difficulties lead us to review support and suitability rather than automatically impose a more serious sanction.

Immediate action for serious risk

We act immediately on physical assault, weapon threats, sexual assault, significant danger, serious safeguarding concerns or damage creating risk. We seek emergency help where needed and do not wait for earlier responses. We then review the facts and support needs fairly. Where a session cannot continue safely, or the placement needs review, we use the arrangements in section 10.

10 Suspensions and placement termination

We distinguish a pause or ending of Compass sessions from a statutory school suspension or permanent exclusion. Only the legally authorised school decision-maker can issue those school decisions under the applicable framework. We provide factual information and do not use Compass placement decisions to create an informal school exclusion.

We may end an unsafe session early, but we arrange a safe handover or appropriate welfare contact. We do not simply send a child away, leave them unsupervised or assume that an online disconnection means they are safe. We inform the Programme Lead and the responsible family or commissioner promptly.

For a continuing pause, we record the reasons, support considered, arrangements for education and the person responsible for follow-up. We review by the next working day and before the next planned session wherever possible. We escalate any unresolved gap in education to the commissioner rather than allow an open-ended interruption.

Before ending a placement, we consider whether a different approach, tutor, venue or additional support could make it suitable. We involve the student and relevant partners, consider EHC plan requirements and follow the placement agreement. Serious immediate risk may require urgent action before every intervention has been tried. We still review alternatives, communicate written reasons and support a safe transition. We offer a review through our complaints procedure.

11 Behaviour support and intervention

We use individual support to understand what behaviour communicates and teach safer, more successful alternatives. Our Engagement Framework provides the detailed strategies for students who find it difficult to access work.

Depending on need, our support includes:

- An assessment of patterns, triggers, the purpose behaviour may serve and the student's own perspective, with specialist advice where needed.
- An individual Behaviour Support Plan linked to relevant education, health and risk plans.
- Mentoring, check-ins, emotional regulation support and explicit teaching of communication and social skills.
- Adjusted tasks, pace, sensory conditions, venue or session structure, and planned transitions and breaks.
- Work with the school SENDCo, local authority, family and relevant professionals, including requests for specialist assessment where appropriate.

We use an assess, plan, do, review approach. We do not reduce education or change EHC plan provision unilaterally. Any proposed timetable change is agreed through the responsible body's process, with clear reasons, support and a review date. Support and proportionate accountability work together; we do not withdraw essential support as a sanction.

12 Searching screening and confiscation

We do not permit weapons, illegal drugs, alcohol, fireworks, stolen property, pornographic material or items intended to cause harm during sessions. Tobacco and vaping products must not be used or shared during sessions. Prescribed medication and authorised practical equipment are managed through individual arrangements.

We do not routinely screen students or claim blanket school search powers. Our tutors do not carry out forced searches of a student, their possessions, home or device, or demand passwords to devices. Where safe, we may ask a student to voluntarily show or hand over an item of concern. Refusal leads to a safety assessment rather than a forced search.

Where we suspect that a student holds an item presents danger, our staff will stop the activity and seek appropriate help, reporting immediately to Compass' DSL. On school premises, we refer concerns to the authorized DSL school staff under the agreed arrangements. We contact police where necessary, including immediately for a weapon threat or immediate danger.

We record items voluntarily handed over, their secure storage and their return or transfer to police or another appropriate person. We do not independently destroy property or examine suspected illegal images. We involve the DSL where possession or discovery of an item raises safeguarding concerns.

13 Use of reasonable force

Our approach and legal basis

We prioritise prevention, de-escalation, accessible communication and space. We do not use force to make a student work, secure routine compliance, punish them or keep them in a session. We do not use seclusion as a behaviour-management strategy.

Section 93 of the Education and Inspections Act 2006 and the DfE school guidance do not give all Compass tutors an automatic power to use force. We confirm the applicable legal basis before adopting any planned physical-intervention arrangement, alongside training, risk assessment and appropriate oversight. Parent agreement or staff training alone does not create legal authority.

In an emergency, any physical action is limited to what is lawful, necessary and proportionate, for example reasonable self-defence or defence of another person. We use no more force and no longer than necessary and seek emergency assistance where needed.

Recording reporting and review

After any physical intervention, we check welfare, obtain first aid or medical support where needed and notify the Director and DSL immediately. We record the circumstances, alternatives tried, action and duration, those involved, injuries, the student's account and follow-up.

We report promptly to the commissioner and parents or carers, normally the same day, unless safeguarding considerations require otherwise; adult confidentiality is respected. We review the incident and support plan before further sessions and make any required external referral. We use the current DfE restrictive-intervention guidance as a relevant practice reference without treating school-specific powers as blanket Compass powers.

14 Behaviour risk assessments

14.1 Legal and statutory framework

We assess foreseeable risk as part of our health and safety, safeguarding and equality responsibilities. Our approach reflects the Health and Safety at Work etc. Act 1974, the Management of Health and Safety at Work Regulations 1999, relevant safeguarding guidance and the Equality Act 2010. We balance access to learning with the safety and dignity of students, staff and others.

14.2 When an assessment is needed

We complete or update an individual behaviour risk assessment where there is known aggression, threats, dangerous items, unsafe practical conduct, significant distress creating risk or relevant information in an EHC or safeguarding plan. We also assess known risks on referral, after a serious incident and before return following a safety pause. A diagnosis alone is not evidence of risk.

14.3 Purpose

We use the assessment to reduce foreseeable harm, identify support and supervision, clarify adjustments and sustain safe inclusion. It is a support tool, not a punishment or a reason to exclude a student automatically.

14.4 What we include

- The student's strengths, communication, relevant needs and views, including relevant education or health provision.
- The behaviour of concern, context, early signs, likely triggers, frequency and potential severity.
- Who may be affected, including the student, tutor, household members and people in shared venues.
- Protective factors, successful strategies and relationships that help.
- Agreed adjustments, supervision, safe equipment use, de-escalation and emergency arrangements.
- Named responsibilities, information-sharing arrangements and a review date.

14.5 Practical and vocational activities

Where practical or vocational learning is included, we assess access to tools, materials and equipment, the student's understanding of safety instructions and risks to people nearby. We stop unsafe activity, review support and provide safety re-teaching before reintroducing it. We may temporarily restrict a particular activity and offer an alternative while reviewing safe access.

14.6 Dynamic risk assessment

We respond to changes during a session, including rising distress, new hazards or the presence of other people. We adapt or stop the activity, seek assistance and make a safe handover where needed. We record significant changes and use them to update the written assessment.

14.7 Reasonable adjustments and equality

We consider how disability, communication, sensory or emotional needs affect risk and our response. We may change instructions, the environment, breaks, timing or adult support. Where risk remains serious, we review safe alternatives and further adjustments rather than assume that disability removes the student's right to support.

14.8 Information sharing and multi agency working

We involve the DSL when risks raise safeguarding concerns and work with families, commissioners and relevant professionals. We share necessary, proportionate information securely with those who need it to protect and support the student, including a venue or placement provider where appropriate.

14.9 Review and monitoring

We review assessments after serious incidents, a safety pause or significant changes in need or circumstances, and at planned placement reviews. We review high-risk plans at least termly and more frequently where needed. If controls are not sufficient, we review the placement and support before continuing unsafe delivery.

14.10 Record keeping

We keep assessments securely, make relevant information available to staff working with the student and link them to behaviour and safeguarding records. We keep descriptions factual, record decisions and identify who will complete each agreed action.

15 Off site behaviour

For Compass, homes, community venues and school sites are normal learning settings. We explain the boundaries and expectations for each setting and any agreed travel, visits or work experience. We respect host-site rules while maintaining individual adjustments and our safeguarding responsibilities.

We respond to off-site breaches using the same fair approach as other sessions. If an activity becomes unsafe, we may withdraw from that activity, arrange a safe handover and review the risk before it resumes. We work with the student and relevant partners on an alternative rather than automatically remove access to all learning.

16 Behaviour and SEND

We recognise that behaviour can communicate an unmet need. We consider learning difficulty, communication, sensory demands, anxiety, mental health, trauma, medical needs and the accessibility of our teaching. We do not require a diagnosis before offering support or assume that all behaviour is explained by a diagnosis.

Before deciding a serious consequence, we consider the student's understanding, identified or suspected SEND, relevant EHC plan outcomes and provision, and whether agreed adjustments were delivered effectively. We check whether an alternative response would reduce disadvantage while maintaining safety.

We adapt instructions, processing time, response methods, environment and expectations around communication. We do not require eye contact, stillness, speech or camera use as proof of respect. We distinguish difficulty accessing work from behaviour that harms others.

Where concerns persist, we review the support plan and risk assessment, consult relevant SEND professionals and ask the responsible body to consider an early EHC plan review where appropriate. Our expectations remain clear, with the support needed to help each student meet them. Immediate safety action does not remove our responsibility to review unmet need and adjustments afterwards.

17 Bullying and discriminatory behaviour

Compass Learning & Education is committed to ensuring that all learners feel safe, respected and valued. We recognise that bullying can have a significant impact on a young person's emotional wellbeing, self-esteem, attendance and ability to engage in education.

As Compass primarily delivers individual 1:1 education, mentoring and therapeutic support, learners do not ordinarily interact with other learners during provision. Our approach to anti-bullying therefore focuses on identifying, responding to and supporting learners who may be experiencing bullying in school, at home, within their communities or online.

Recognising and Identifying Bullying

Bullying may include physical, verbal, emotional, discriminatory or online behaviours, including cyberbullying. It may be repeated over time and can involve an imbalance of power.

Compass recognises that learners with SEND, particularly those experiencing social, emotional and mental health difficulties, may be especially vulnerable to bullying or may find it difficult to recognise, communicate or report their experiences.

Practitioners will remain alert to signs that a learner may be experiencing bullying, including changes in behaviour, reduced confidence, anxiety, emotional distress, reluctance to attend school or withdrawal from social activities.

Responding to Disclosures or Concerns

Where a learner discloses bullying, or a practitioner identifies concerns, staff will:

- Listen carefully, respond sensitively and take the learner's concerns seriously.
- Reassure the learner that they have been heard and explain what will happen next, without promising confidentiality.
- Record the disclosure or concern factually on CPOMS, in line with Compass's safeguarding procedures.
- Report concerns promptly to the Designated Safeguarding Lead (DSL), who will assess any safeguarding risks and determine appropriate next steps.
- Share relevant concerns with the commissioning school or local authority, where appropriate, so that the organisation responsible can investigate and address the bullying.
- Involve parents/carers where appropriate, taking account of the learner's wishes, age and any safeguarding risks.
- Escalate concerns through safeguarding procedures where bullying involves significant harm, threats, exploitation or other child protection concerns.

Compass practitioners will not independently investigate bullying allegations arising in schools or other settings. Responsibility for formal investigation and disciplinary action will ordinarily remain with the relevant school or organisation.

Compass recognises that effective support extends beyond reporting concerns. Where appropriate, practitioners will work with the learner, family and commissioner to identify how bullying may be affecting their educational engagement and wellbeing.

Support may include:

- Providing a safe, trusting relationship in which the learner feels comfortable sharing concerns.
- Building self-esteem, emotional resilience and confidence through individual mentoring.
- Supporting learners to develop healthy relationships, recognise inappropriate behaviour and understand how to seek help.
- Helping learners develop strategies for managing difficult social situations, without placing responsibility for preventing bullying on the learner.
- Contributing to collaborative planning with the commissioning school where bullying is a barrier to attendance, reintegration or educational engagement.
- Reviewing the learner's support arrangements and individual risk assessment where necessary.

Where bullying is contributing to emotionally based school non-attendance (EBSNA), concerns will inform the learner's individual programme and any agreed reintegration planning.

Bullying or Harmful Behaviour During Compass Provision

Although learners are ordinarily supported individually, Compass maintains a zero-tolerance approach to bullying, harassment and discriminatory behaviour directed towards practitioners, family members or others encountered during provision.

Any such behaviour will be addressed through a proportionate, relational and restorative approach, taking account of the learner's developmental stage, SEND, communication needs and individual circumstances. Where behaviour presents a safeguarding risk, Compass will follow its Safeguarding and Child Protection Policy and relevant risk-management procedures.

Monitoring and Review

Bullying-related concerns will be recorded and monitored through Compass's safeguarding arrangements. Where concerns affect a learner's safety, wellbeing or engagement, they will inform ongoing programme planning and discussions with the commissioner.

Compass will use information gathered through individual sessions, learner voice, parent/carer feedback and six-weekly progress reviews to evaluate whether the learner feels safe, supported and able to engage in education.

18 Sexual harassment and harmful sexual behaviour

We do not tolerate sexual harassment, sexual violence or harmful sexual behaviour and never dismiss it as banter or part of growing up. This includes unwanted sexual comments, sexualised threats, unwanted touching, upskirting, coercion and non-consensual sharing of sexual images, including online and AI-generated abuse.

We take every report seriously, reassure the student, record their account and involve the DSL immediately. We assess immediate safety and continuing risk and make referrals to children's social care, adult safeguarding or police as appropriate. We do not delay safeguarding action for an internal behaviour investigation or conduct questioning that could compromise an external investigation.

We prioritise the safety and wellbeing of the person harmed and provide support for all students involved, including a child alleged to have caused harm, without prejudging findings. We do not force mediation or require students to have contact with someone who makes them feel unsafe.

Where sexual imagery of a child is reported, we do not ask to see it or copy, screenshot, save or forward it. Our DSL follows the relevant guidance on evidence and reporting.

Our response may include changes to delivery, a safety pause or placement termination under section 10 where the evidence and risk justify it. We consider safeguarding needs and proportionality alongside accountability, and review arrangements to prevent further harm.

19 Recording and monitoring

We record significant or repeated behaviour incidents in our secure recording system. Records include what happened, the context, the student's account, adjustments and support, the response, notifications and follow-up. We distinguish observation from interpretation and record a student's views in a way they can access.

We notify the Director promptly of serious incidents and report safeguarding concerns immediately. We share significant incidents with parents or carers and the commissioner promptly, normally the same day, subject to safeguarding and adult confidentiality considerations. We record any interrupted learning accurately.

Our Director reviews concerns weekly while provision is operating, trends termly and overall effectiveness annually. We consider SEND, age, sex, ethnicity and other relevant circumstances to identify unequal outcomes, repeated difficulties and gaps in support. We keep information secure and share it only where necessary and lawful.

20 Reintegration and transition

We plan a positive return after a session pause or significant incident. We agree the support, adjustments, trusted adult and manageable first learning steps with the student and relevant partners. We offer a review conversation without making a forced apology or parent attendance an automatic condition of return.

For transitions to school, college, training or another provider, we share relevant progress and successful strategies securely and contribute to a clear handover plan. Where a graduated return is appropriate, we work through the responsible body's arrangements with agreed goals and review dates. We do not use a vague test of "behavioural readiness" to delay education indefinitely.

21 Malicious allegations

We take all allegations seriously and follow safeguarding procedures before considering a behaviour response. An allegation that is unsubstantiated, withdrawn or not proved is not automatically false or malicious. We do not penalise students for raising concerns in good faith.

Where a fair review establishes deliberate fabrication, we consider the student's needs, understanding and any underlying safeguarding concerns before deciding a proportionate response under this policy. We

continue to provide appropriate support and do not use the possibility of a sanction to discourage reporting.

22 Monitoring and review

Rosie Aylward, Director, is responsible for applying and reviewing this policy. We review it annually, and sooner after significant incidents, changes in guidance or changes to our provision. We use feedback from students, families, staff and commissioners to improve our approach.

Students and families may raise concerns verbally, in writing or through a supported communication method. We explain our decisions and offer review through our complaints procedure, including an independent route for concerns about the Director. Raising a complaint does not lead to retaliation or delay safeguarding action.

We use this policy alongside our Engagement Framework and safeguarding, SEND, anti-bullying, health and safety, physical-intervention, online safety and complaints arrangements.

23 Online conduct

We expect the same respect and safety online as in person. These expectations apply to lessons, messages, shared work and connected digital activity that affects others' safety or learning. We expect students to:

- Use respectful language and avoid bullying, discriminatory abuse, sexual harassment and threats.
- Keep passwords and lesson links private, use the agreed account and not invite unauthorised people into sessions.
- Respect privacy and not record, screenshot or share lessons, images or personal information without authorisation.
- Avoid harmful or sexual content, impersonation, misuse of AI or editing tools to harm others, and attempts to bypass security controls.
- Tell us about upsetting content, unwanted contact, account concerns or technical problems.

We explain these expectations at induction and agree camera, audio, chat and device arrangements around individual needs. We do not treat an agreed camera-off arrangement or a technical problem as misconduct. Asking for help or reporting accidental exposure will not itself result in a sanction.

We model professional online conduct, use approved accounts and platforms and keep communication within agreed professional channels and times. We do not use personal social media or disappearing messages for teaching contact, and we do not routinely record lessons.

When online expectations are not met, we use the same reminders, corrections and support as for other sessions. We may pause a misused chat or screen-sharing feature while offering another way to participate. If a session must end for safety, we check welfare through the agreed contact arrangements rather than simply disconnect. Serious online harm is referred immediately through our safeguarding procedures.

Guidance references

We use the following guidance according to Compass's non-school status and the needs of each placement. References checked September 2026.

DfE Non-school alternative provision voluntary national standards

DfE Alternative provision statutory guidance

DfE Behaviour in schools

DfE Keeping children safe in education 2026

DfE Working together to safeguard children 2026

SEND code of practice 0 to 25 years

DfE Searching screening and confiscation

DfE Restrictive interventions including use of reasonable force in schools

DfE School suspensions and permanent exclusions

UKCIS Sharing nudes and semi-nudes advice for education settings